


Keeping SAFE

Child Protection Curriculum

Primary Years: Years 3–5

- The right to be safe
- Relationships
- Recognising and reporting abuse
- Protective strategies



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Keeping Safe: Child Protection Curriculum Foreword

The *Keeping Safe: Child Protection Curriculum* provides the framework to teach children and young people from age 3 to year 12 to recognise abuse, talk to trusted adults and understand ways to keep themselves safe.

This evidence-based curriculum was developed with expert advice from the late Emeritus Professor Freda Briggs, Professor Kenneth Rigby, Dr Barbara Spears from the University of South Australia, and Professor Phillip Slee from Flinders University, along with leaders, teachers and education professionals.

Independent evaluation has found it to be a well-regarded, best practice curriculum that has a positive impact on students. It is used in a large number of schools and preschools in Australia and across the world.

This edition of the *Keeping Safe: Child Protection Curriculum* has been revised to strengthen online safety topics in response to recommendations from the Royal Commission into Institutional Responses to Child Sexual Abuse.

The Office of the eSafety Commissioner provided valuable advice on contemporary issues and concepts to ensure children and young people understand the benefits and risks when online. This includes digital citizenship; recognising inappropriate messages, relationships, images and material; and strategies for reporting online abuse.

Topics related to consent education have been reviewed to provide updated information for teachers and to strengthen activities for children and young people.

South Australia has a proud history in the development and implementation of child protection education since 1985 and the implementation of the *Protective Behaviours* program. We continue to lead the way with the *Keeping Safe: Child Protection Curriculum* ensuring that children and young people have access to contemporary and evidence-based content.

Most importantly, the curriculum provides children and young people with strategies that focus on their right to be safe, respectful relationships, recognising and reporting abuse, and ways to protect themselves.



Hon John Gardner MP
Minister for Education

Acknowledgments

2008

Reference groups

Department for Education and Child Development Interagency Child Protection Curriculum reference groups including representation from the following:

Child and Adolescent Mental Health Service

Department for Families and Communities, Families SA

Department for Education and Child Development Aboriginal Education Unit

Office of Early Childhood Services— Learning Improvement and Support Services

Office of Primary, Middle and Senior Secondary Services

Preschool Directors Association of South Australia

Sexual Health information networking and education SA Inc (SHINE SA)

South Australian Area Schools Leaders' Association (SAASLA)

South Australian Association of School Parents' Clubs (SAASPC)

South Australian Association of State Schools Organisation (SAASSO)

South Australian Department of Health
South Australia Police (SAPOL)

South Australian Primary Principals Association (SAPPA)

South Australian Primary School Counsellors Association Inc (SAPSCAI)

South Australian Secondary Principals Association (SASPA).

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Dover Kindergarten

Seacliff Community Kindergarten

Seacliff Primary School

Seaview Downs Kindergarten

Seaview Downs Primary School

Seaview High School

Pilot sites

Aboriginal schools

Point Pearce Aboriginal School

Winkie Primary School

Preschools

Evanston Preschool

Greenwith Preschool

Hawthorndene Kindergarten

Highbury Preschool

Karcultaby Area School

Melaleuca Park Kindergarten

Murray Bridge South Kindergarten

O'Sullivan Beach Kindergarten

Pooraka Community Kindergarten

Rose Park Preschool

Smithfield Plains Kindergarten

Snowtown Preschool

Warradale Kindergarten

Primary schools

Black Forest Primary School

East Torrens Primary School

Eastern Fleurieu R-12 School

Hewett Primary School

Kongorong Primary School

Lake Wangary Primary School

Mitcham Junior Primary School

Mitcham Primary School

Morphett Vale East Primary School

Munno Para Primary School

Nairne Primary School

Parafield Gardens Primary School

Peterborough Primary School

Ramco Primary School

Seaton Park Primary School

The Heights School

Westport Primary School

Whyalla Town Primary School

Woodcroft Primary School

Secondary schools

Aberfoyle Park High School

Balaklava High School

Blackwood High School

Bowden Brompton Community School

Cambrai Area School

Christies Beach High School

Henley High School

Karcultaby Area School

Loxton High School

Maitland High School

Modbury High School

Oakbank Area School

Para Hills High School

Penola High School

Snowtown Area School

Thebarton Senior College

Tumby Bay Area School

Whyalla High School

Woodville High School

Special schools

Balaklava Special Class

Christies Beach Disability Unit

East Torrens Primary School
Special Class

Riverland Special School

Whyalla Special School R-12

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Contents

Keeping Safe: Child Protection Curriculum (KS:CPC)

A 'Resources and external links' page is provided at the end of each section as a quick reference list.

General introduction

Introduction to the KS:CPC

Description	
Aim	
Mandated requirements	
Training	
Purpose and nature	
Educators' responsibilities and obligations	
Types of abuse	
Abuse-related trauma	
Domestic and family violence	
Problematic sexual behaviour	
Bullying, harassment and discrimination	
Online safety	
Consent	
Student diversity	
Aboriginal and Torres Strait Islander	
Culturally and linguistically diverse	
Disability and additional needs	
Same-sex attracted, intersex and gender diverse	
Resources and external links	

Organisation of the KS:CPC

Themes	
Focus Areas	
Summary of topics—Age 3 to Year 12	
Developmental organisation of concepts	

Implementing the KS:CPC

Frequently asked questions	
Recommendations for implementation	
Student wellbeing and positive psychology	
A whole site approach	
Monitoring and reporting	
Using relevant curriculum and pedagogy	
Non-Negotiable Aspects (NNA)	
Recommended Learning Strategies (RLS)	
Resources and external links	

Primary Years: Years 3–5

7	Overview	35
7	Characteristics of the Years 3–5 learner	35
7	Themes	36
7	Focus Areas and topics	36
8	Curriculum and pedagogy	36
8	Planning tools	36
9	KS:CPC Sample planning guide	37
9	Resources and external links	38
10	Activities Focus Area 1: The right to be safe	39
10	Topic 1: Being safe	40
10	Topic 2: Warning signs	42
11	Topic 3: Risk-taking and emergencies	45
11	Resources and external links	48
12	Activities Focus Area 2: Relationships	49
12	Topic 1: Rights and responsibilities	50
12	Topic 2: Identity and relationships	52
13	Topic 3: Power in relationships	55
13	Topic 4: Trust and networks	60
13	Resources and external links	62
15	Activities Focus Area 3: Recognising and reporting abuse	63
15	Topic 1: Privacy and the body	64
16	Topic 2: Recognising abuse	69
17	Topic 3: Cyber safety	76
18	Resources and external links	80
19	Activities Focus Area 4: Protective strategies	81
19	Topic 1: Strategies for keeping safe	82
20	Topic 2: Network review and community support	87
20	Resources and external links	89
21	Activity resources	91
23	Appendices	
27	Appendices: Information and resources	115
34	Resources and external links	135

Introduction to the Keeping Safe: Child Protection Curriculum

Description

The Keeping Safe: Child Protection Curriculum (KS:CPC) is a child safety and respectful relationships curriculum for children and young people from age 3 – year 12.

The KS:CPC has been implemented in Department for Education (department) sites since 2008. It is an evidence-based, professionally evaluated, best practice curriculum developed collaboratively with child protection experts, teachers, educational leaders and other professionals.

The KS:CPC has been subjected to rigorous trialling by educators in early childhood centres and schools and evaluated by leading experts in the field of child protection.

In 2013 the curriculum was reviewed and updated to align with current curriculum, pedagogy and contemporary issues.

In 2017 the curriculum was updated in response to the ¹*National Plan to Reduce Violence Against Women and their Children 2010–2022* and feedback from educators.

In 2021 online safety and consent concepts were updated to match contemporary language and information, and to strengthen concepts at an age and developmentally appropriate level.

Learn more ²[Appendix 7: History of the KS:CPC](#).

Aim

The KS:CPC teaches all children from a young age, in an age-appropriate way, to:

- recognise abuse and tell a trusted adult about it
- understand what is appropriate and inappropriate touching
- understand ways of keeping themselves safe.

Mandated requirements

The KS:CPC is a mandated curriculum for Preschool to Year 12 as outlined in the department's ³[Child protection in schools, early childhood education and care services policy](#) that states:

- all children and young people in the department's preschools and schools will access approved child protection curriculum each year
- the approved child protection curriculum will be taught by staff who have received training in its use.

Training

Full day – All staff that deliver the KS:CPC must complete the full day Educator course provided by the department.

Update – An ⁴online update is available for staff to refresh their training.

More information on KS:CPC training can be found on the ⁴[KS:CPC website](#).

Purpose and nature

The KS:CPC has both a broad and a narrow focus and is set within the context of the:

- ⁵[Strategic Plan](#) (Department for Education)
- ⁶[Belonging, Being & Becoming: The Early Years Learning Framework for Australia](#)
- ⁷[Australian Curriculum](#)
- ⁸[South Australian Teaching for Effective Learning \(TfEL\) Framework](#)
- ⁹[Australian Student Wellbeing Framework](#).

The curriculum's effectiveness depends on engagement of the whole site and learning community with:

- fostering care, empathy, respect and cooperation, leading to a safe and supportive learning environment
- promoting reciprocal rights and responsibilities
- promoting high-quality interactions and relationships and the dignity of cultural and social diversity
- promoting informed, responsible and ethical decision-making about safety and fairness
- promoting the development of skills in recognising standards of behaviour, responding to unsafe and unfair situations, and seeking assistance effectively.

Taking the developmental stages of children and young people into account, this curriculum provides a pathway for them to increase learning:

- about their right to feel and be safe
- about their right to protection from abuse and neglect
- to recognise acceptable and unacceptable behaviour and attitudes
- about their right to take action if a person engages in abusive or sexually inappropriate behaviour towards them or threatens their safety
- to tell trusted people about abusive or unsafe situations and to persist in telling a range of trusted people until they are believed and action is taken
- that help is available to them within their site and their community
- that they are at greater risk of abuse by known and liked people than by strangers
- that they can change their feelings about people they like and have trusted
- that it is not OK for children and young people to be abusive and sexually inappropriate to each other (See ¹⁰[Responding to problem sexual behaviour in children and young people: Guidelines for staff in education and care settings](#), Department for Education, CESA, AISSA, 2019)
- about how unequal power relationships operate in society and how these might be changed.

Educators' responsibilities and obligations

Under the South Australia ¹¹*Children and Young People (Safety) Act 2017*, the department has a legislated responsibility with other agencies to protect children and young people under 18 years of age from abuse in its own settings and in the wider community.

It is a legal requirement for department employees and volunteers to report all suspected cases of abuse and neglect to the Child Abuse Report Line (Phone: 131 478).

It is a condition of employment in department schools and services that all individuals must have attended or be registered to attend a full day face-to-face ¹²Responding to Risks of Harm, Abuse and Neglect – Education and Care (RRHAN-EC) training.

All department employees, contractors, volunteers and specific groups of students (eg tertiary, some work experience and some adult re-entry students) must have a current approved ¹³Working with children check at all times throughout their employment or prescribed duties at a department site.

It is also the department's responsibility under its ³Child protection in schools, early childhood education and care services policy to ensure that effective abuse prevention programs are implemented in schools and other education settings. Implicit in this is the need to develop a curriculum that addresses issues of child protection for all children and young people and a need to provide professional learning for educators responsible for its delivery.

Types of abuse

Child abuse can happen to any child in any family. The abuse may be:

- physical
- sexual
- emotional/psychological
- neglect.

Physical abuse is a non-accidental injury or pattern of injuries to a child caused by a parent, carer or any other person. It is commonly characterised by physical injury resulting from practices such as:

- hitting, punching, kicking
- burning, biting, pulling out hair
- shaking (particularly young babies)
- administering alcohol or other drugs.

Sexual abuse occurs when someone in a position of power uses their power to involve a child or young person in sexual activity. Often children or young people are bribed or threatened physically and psychologically to make them participate in the activity. Behaviour can include:

- sexual suggestion and suggestive comments
- fondling or touching sexual body parts
- kissing, touching or holding in a sexual manner
- penetrating the anus or vagina with any object
- exhibitionism, flashing, oral sex, mutual masturbation or masturbating in front of a child or young person
- making obscene phone calls or remarks
- sending obscene mobile text messages or emails
- using children or young people in the production of pornographic material
- showing pornographic material
- having a child or young person pose or perform in a sexual manner
- forcing a child or young person to watch a sexual act
- child prostitution.

Reporting child abuse

Child Abuse Report Line (CARL):
131 478

¹⁴Reporting child abuse or neglect
(Department for Education)

Reporting to police

Emergency: 000 for attendance by police, fire or ambulance.

Police assistance: 131 444 for police assistance or to report non-urgent crime.

¹²Responding to Risks of Harm, Abuse and Neglect – Education and Care (RRHAN-EC) training

Guidelines for staff and volunteers

¹⁵Protective practices for staff in their interactions with children and young people: Guidelines for staff working or volunteering in education and care settings, Department for Education, CESA, AISSA (2020)

Emotional/psychological abuse tends to be a chronic behavioural pattern directed at a child or young person whereby their self-esteem and social competence is undermined or eroded over time. This destroys the confidence of the child or young person, resulting in emotional deprivation or trauma. Behaviour may include:

- devaluing
- corrupting
- ignoring
- isolating
- rejecting or withholding affection
- exposure to domestic and family violence
- intimidation.

Neglect is characterised by the failure of a parent/carer to provide for the child or young person's basic needs for their proper growth and development. Behaviour may include:

- inadequate supervision for long periods of time
- disregard for potential hazards in the home
- failure to provide adequate nutrition, clothing or personal hygiene
- forcing the child or young person to leave home early
- failure to seek needed or recommended medical and dental care.

[Learn more ¹⁶Appendix 15: Types of abuse and abuse-related trauma.](#)

Abuse-related trauma

Children and young people who have experienced abuse-related trauma can become disconnected from their feelings. They may find it difficult to know, name and express what may be a limited range of feelings. Feelings may be perceived as a source of threat for traumatised children and young people and they may respond with hyperarousal (anger or anxiety) or hypoarousal (shutting down). It is important to be attuned to the emotional states of children and young people. Support them to feel confident to identify, name, understand and communicate their feelings in a safe environment.

Abused children or young people may communicate their feelings and experiences through their drawings. This may include sexually explicit pictures with sexual knowledge beyond their age.

[Learn more ¹⁶Appendix 15: Types of abuse and abuse-related trauma.](#)

Domestic and family violence

Domestic violence: A set of violent or intimidating behaviours usually perpetrated by current or former intimate partners, where a partner aims to exert power and control over the other, through fear. Domestic violence can include physical and sexual violence, and emotional, psychological and financial abuse.

Family violence: Violent or intimidating behaviours against a person, perpetrated by a family member including a current or previous spouse or domestic partner. 'Family violence' is the preferred term used to identify experiences of violence for Indigenous Australians, as it encompasses the broad range of extended family and kinship relationships in which violence may occur.

Family, domestic and sexual violence in Australia: continuing the national story (¹⁷AIHW, 2019, p.134).

Domestic and family violence occurs across all age and sociodemographic groups. For a range of statistics and information, see ¹⁷AIHW (2019) and ¹⁸Australian Bureau of Statistics (2017).

For children and young people, the effects of living with domestic and family violence can be traumatising, ongoing and long-lasting. Effects can impact every aspect of their lives, including their physical and mental health, development, wellbeing, behaviours, relationships, feelings/emotions, education, learning, cognition and housing outcomes (¹⁹1800RESPECT; ¹⁷AIHW, 2019; ²⁰ANROWS, 2018).

Within the KS:CPC, content on domestic and family violence is presented to children and young people through the context of respectful relationships which is at the core of the KS:CPC. Children and young people may face difficult situations where they experience violence between their parents/carers, siblings and/or members of their extended families. Topics relating to domestic and family violence should be taught holistically, ensuring children and young people have age and developmentally appropriate knowledge, skills and understanding of a range of concepts.

[Learn more ²¹Appendix 10: Domestic and family violence.](#)

Problematic sexual behaviour

Generally, what makes sexual behaviour problematic is when it is sexual activity by or between children and young people under 18 that involves:

- coercion, bribery, aggression, secretive behaviour, violence and/or causing harm to the child or others
- behaviour that is inappropriate for age/developmental capability, compulsive, excessive and/or degrading
- a substantial difference in age and/or developmental capability of participants.

It includes behaviour that is self-directed as well as behaviour that is directed towards others.

The term 'problem sexual behaviour' has a particularly broad meaning because it is used to refer to behaviour exhibited by very young children through to behaviour exhibited by adolescents on the brink of adulthood. It refers, therefore, to behaviour that requires counselling and monitoring in some circumstances through to behaviour involving criminal charges and prosecution in others. ¹⁰*Responding to problem sexual behaviour in children and young people: Guidelines for staff in education and care settings* (Department for Education, CESA, AISSA, 2019).

Problematic sexual behaviours between peers

(By Dr Lesley-anne Ey, University of South Australia)

Children's problematic sexual behaviour towards peers can be described as children imposing sexual acts on others of the same or similar age. If there is a substantial age difference, then it must be considered as a higher order of sexual abuse. Children who instigate sexual acts often try to lure, threaten, persuade, trick or bribe other children to engage in sexual activity and will generally try to conceal the behaviour from adults. Sexual behaviours considered problematic differ according to age, but generally any sexual behaviour involving others are considered problematic for pre-adolescent children and non-consensual or aggressive sexual behaviour is considered problematic for adolescents.

Sites managing significant problem sexual behaviours

²²[Implementing the KS:CPC in a site managing significant problem sexual behaviours](#) (Department for Education) provides additional guidance when planning and implementing the KS:CPC. This information includes the following steps:

- develop a whole site plan
- develop an action plan for potential issues
- parent/carer communication
- involve agencies and community groups
- modify the curriculum
- recommendations for implementation
- closing the session
- debriefing.

Learn more ²³[Appendix 13: Problematic sexual behaviour.](#)

Bullying, harassment and discrimination

Children and young people have a fundamental right to learn in a safe, supportive environment and to be treated with respect. The department takes bullying, harassment and discrimination very seriously, recognising that it has the potential for serious harm.

The KS:CPC includes strategies to help children and young people recognise characteristics of bullying, harassment and discrimination, to understand their rights, and to know the actions they can take. Relevant information and activities are included, particularly within Focus Area 1: The right to be safe and Focus Area 2: Relationships.

Children and young people need to know the difference between bullying, harassment and discrimination, and the different forms including physical, verbal, non-verbal and online. Bullying, harassment and discrimination can be direct, such as direct threats, or indirect, such as excluding people or setting someone else up to do the bullying, harassment or discrimination. All forms can be equally devastating and often these forms occur together.

Learn more ²⁴[Appendix 8: Bullying, harassment and discrimination.](#)

Online safety

Online safety is a broad term that is often used interchangeably with terms such as internet safety and cyber safety, however its focus is about staying safe online.

Being safe online means minimising risks from a range of negative influences including inappropriate social behaviours, abuse, harmful content, inappropriate contact, identity theft and breaches of privacy.

Educators are expected to model responsible and respectful conduct with their online behaviours. They need to consider the electronic social environments they use as part of this community and employer expectations. For more information refer to:

- ¹⁵[Protective practices for staff in their interactions with children and young people: Guidelines for staff working or volunteering in education and care settings](#)
- ²⁵[Protective practices for online learning](#)
- ²⁶[teacher](#) and ²⁷[pre-service teacher](#) professional development is available from the eSafety Commissioner.

Image-based abuse

Image-based abuse is when an intimate image or video is shared without the consent of the person pictured. The person may or may not be aware that the images were taken. The person may have provided permission for the photo or video to be taken, but not for sharing with others.

Image-based abuse is sometimes called 'sexting', 'revenge porn', 'intimate image abuse' or 'image-based sexual abuse'. 'Revenge porn' is the term often used in the media but in many cases, it is not about 'revenge' or 'porn' (²⁸[eSafety Commissioner](#); ²⁹[Headspace](#)).

Online pornography may be accessed accidentally by children which can be confusing, distressing and harmful. Young people may be more curious and actively seek pornography online. The exposure to graphic or violent images and the portrayal of gender-based abuse can result in misleading messages about intimate relationships. Address these issues with caution and provide age and developmentally appropriate responses (³⁰[eSafety Commissioner](#)). This may include exploring laws regarding pornography including those specifically related to child pornography. Refer to ³¹[Youth Law Australia](#).

Cyberbullying and e-crime

Cyberbullying is bullying that uses technology as a means of victimising others. It intends to harm another person through the use of an internet service or mobile device technologies such as emails, forums, text messaging, social media, web pages, gaming and image sharing.

Cyberbullying can cause serious problems for everyone involved, and in some cases it can be a crime. Crime involving electronic evidence (e-crime) could include:

- child exploitation via child pornography or sexually explicit photographs
- impersonation
- unlawful threats
- transmitting suicide-related material
- stalking
- blackmail
- racial vilification.

(³²[Department for Education](#); ³³[eSafety Commissioner](#);
³⁴[Stopbullying.gov](#))

Sharing private sexual material without consent is a reportable crime in Australia (³⁵[Youth Law Australia](#)).

The KS:CPC includes strategies to increase children and young people's awareness of the potential risks posed by the digital world and teaches them how to become responsible digital citizens, particularly in Focus Area 3: Recognising and reporting abuse and Focus Area 4: Protective strategies.

[Learn more](#) ³⁶[Appendix 9: Online safety](#).

Consent

Consent is when you give someone permission to do something.

Consent should be taught from a young age in a developmentally appropriate way. Education about consent is essential for building healthy and respectful relationships, positive sexual health and protecting vulnerable children and young people from harm (³⁷[IPPE](#)).

In the KS:CPC, the term 'consent' is used in a general sense to include all forms of consent from an early age and more explicitly, 'sexual consent' at a developmentally appropriate age.

Consent must be:

- Mutual – both agree every time
- Freely given – choice without pressure, guilt or threats
- Informed – an understanding of what's about to happen
- Certain and clear – YES not maybe or I think so
- Enthusiastic – excited and want to continue
- Reversible – stop and change your mind
- Specific – yes to one thing but not necessarily to everything
- Ongoing – given and present before and during the activity, and next time.

(³⁸[Kids Helpline](#))

Consent is not when:

- feeling threatened, forced or afraid
- restrained against one's wishes
- asleep or unconscious
- affected by alcohol or another drug to the point where consent is not possible
- affected by a physical, mental or intellectual condition or impairment that affects the ability to consent
- someone is mistaken, or cannot understand, the nature of the act or the identity of the person they are having sex with.

(³⁹[Youth Law Australia](#))

Sexual consent means:

- freely choosing to say 'yes' to a sexual activity
- any kind of sexual activity, from touching or kissing to intercourse
- clearly communicating so there is absolutely no doubt
- knowing the laws around who can consent and who can't
- knowing that sexual activity without consent is against the law.

(³⁸[Kids Helpline](#))

⁴⁰[UNESCO](#) (2018) provides a comprehensive guide to consent, privacy and bodily integrity at an age and developmentally appropriate level.

Key learning objectives include:

- understand the meaning of consent and factors that can impact on the ability to acknowledge or give consent
- understand your right to privacy, personal boundaries and bodily integrity
- know how to recognise, respond to and report unwanted and inappropriate touch and uncomfortable situations
- understand your responsibility to respect others' rights and decisions about their body.

Key areas recommended by ⁴⁰[UNESCO](#) (2018) are embedded throughout the KS:CPC at an age and developmentally appropriate level. This includes:

- healthy and unhealthy relationships
- rights and responsibilities in relationships
- power in relationships
- sexual abuse, sexual harassment and sexual consent
- the anatomical names of the body
- privacy, touching and consent
- online safety, dating, grooming and image-based abuse
- types of abuse and dating violence
- recognising, responding to, and reporting abuse
- trusted networks and support services.

Student diversity

Whilst child abuse and neglect occur across all socio-economic and cultural groups, a number of factors can contribute to some groups of children and young people being at greater risk of abuse and/or neglect.

The department has a number of policies to support children and young people from diverse groups to ensure schools are inclusive. Groups that are at greater risk of abuse, including peer to peer abuse, include children and young people:

- who are Aboriginal and Torres Strait Islander
- with disability and additional needs
- from culturally and linguistically diverse backgrounds
- living in regional communities
- who are same-sex attracted, intersex and gender diverse.

Each of these groups are culturally diverse and will have different needs requiring different responses. It is important to deliver a curriculum and adopt pedagogical approaches that are inclusive of all children and young people.

Aboriginal and Torres Strait Islander

When considering child protection issues for Aboriginal and Torres Strait Islander children and young people, it is important for educators to acknowledge the impact of past child protection practices and the grief and loss still experienced by many Aboriginal and Torres Strait Islander families and their communities.

It is important for educators to understand the broader issues that have had and continue to have an impact on Aboriginal and Torres Strait Islander people and their communities.

⁴¹[KS:CPC Support materials for Aboriginal children and young people](#) have been developed to provide additional information to educators who are implementing the KS:CPC for Aboriginal children and young people. These support materials should be used in conjunction with the KS:CPC year level documents.

[Learn more ⁴²Appendix 4: Aboriginal and Torres Strait Islander.](#)

Culturally and linguistically diverse

Australia is one of the most multicultural countries in the world. South Australia has a rich cultural mix with over 70 language and cultural groups represented in our schools and preschools. The migration program, which includes skilled migration and humanitarian programs, adds to this diversity. In addition, the state is attracting an increasing number of international students. Adoption from overseas countries also contributes to the diversity. As a result, there is increasing cultural and linguistic diversity in our preschools and schools in both metropolitan and regional areas.

⁴³[KS:CPC Support materials for culturally and linguistically diverse children and young people](#) have been developed to provide additional information to educators who are implementing the KS:CPC for children and young people from culturally and linguistically diverse backgrounds. These support materials should be used in conjunction with the KS:CPC year level documents.

[Learn more ⁴⁴Appendix 5: Culturally and linguistically diverse backgrounds.](#)

Disability and additional needs

Preschools and schools that value diversity and are inclusive in their practices can make important contributions to the safety and wellbeing of children and young people with disability and additional needs. Hughes et al (2012) found that children who live with a physical disability, sensory disability, intellectual disability, Autism Spectrum Disorder, speech and language disorder or mental health issues are at increased risk of becoming victims of abuse. Children and young people with disability and additional needs are a very diverse group with individual strengths, abilities and needs. They may require individualised approaches and adaptations to enable them to access and participate in all aspects of the curriculum.

⁴⁵[KS:CPC Support materials for children and young people with disability and additional needs](#) have been developed to provide additional information to educators who are implementing the KS:CPC for children and young people with disability and additional needs. These support materials should be used in conjunction with the KS:CPC year level documents.

[Learn more ⁴⁶Appendix 6: Disability and additional needs.](#)

Same-sex attracted, intersex and gender diverse

Schools and preschools should provide all children and young people with quality education in a safe, supportive and inclusive environment, free from discrimination, bullying and harassment regardless of intersex status, sexual orientation, gender identity or gender expression. Sites must address sexual, homophobic, biphobic and transphobic bullying as part of their anti-bullying and harassment policy, and be inclusive of all diversity.

[Learn more ⁴⁷Appendix 14: Sexual and gender diversity.](#)

Hughes K, Bellis M, Jones L, Wood S, Bates G, Eckley L, McCoy E, Mikton C, Shakespeare T & Officer A (2012) 'Prevalence and risk of violence against adults with disabilities: a systematic review and meta-analysis of observational studies', *The Lancet*, Volume 379, Issue 9826, pp.1621–1629.

Resources and external links

- 1 National Plan to Reduce Violence Against Women and their Children 2010–2022 | <http://tiny.cc/TheNationalPlan>
- 2 Appendix 7: History of the KS:CPC | http://kscpc.2.vu/Appendix7_History
- 3 Child protection in schools, early childhood education and care services policy | http://kscpc.2.vu/DE_CPPolicy
- 4 KS:CPC training | http://kscpc.2.vu/KSCPC_Training
- 5 Department for Education: Strategic Plan | <http://kscpc.2.vu/DeptStrategicPlan>
- 6 *Belonging, Being & Becoming: The Early Years Learning Framework for Australia* | <http://tiny.cc/BBB-EYLF>
- 7 Australian Curriculum | <http://australiancurriculum.edu.au>
- 8 South Australian Teaching for Effective Learning (TfEL) Framework | <http://tiny.cc/TfEL-Framework>
- 9 Australian Student Wellbeing Framework | http://kscpc.2.vu/AustSW_Framework
- 10 *Responding to problem sexual behaviour in children and young people: Guidelines for staff in education and care settings* | <http://tiny.cc/RespondingPSBGuidelines>
- 11 South Australia Children and Young People (Safety) Act 2017 | http://kscpc.2.vu/CYP_SafetyAct
- 12 Responding to Risks of Harm, Abuse and Neglect – Education and Care (RRHAN-EC) training | <http://tiny.cc/RAN-ECTraining>
- 13 Working with children check | http://kscpc.2.vu/DE_WWCC
- 14 Reporting child abuse or neglect | http://kscpc.2.vu/DE_ReportingCA
- 15 *Protective practices for staff in their interactions with children and young people: Guidelines for staff working or volunteering in education and care settings* | <http://tiny.cc/ProtectivePracticesStaff>
- 16 Appendix 15: Types of abuse and abuse-related trauma | http://kscpc.2.vu/Appendix15_ART
- 17 Australian Institute of Health and Welfare (AIHW, 2019): *Family, domestic and sexual violence in Australia: continuing the national story* | <http://kscpc.2.vu/ViolenceAustralia>
- 18 Australian Bureau of Statistics (2017): Personal Safety, Australia | <http://kscpc.2.vu/PersonalSafety>
- 19 1800RESPECT: Domestic and family violence and children | <http://tiny.cc/1800RESPECT-Children>
- 20 Australia's National Research Organisation for Women's Safety (ANROWS, 2018): *Research summary: The impacts of domestic and family violence on children (2nd edition)* | <http://kscpc.2.vu/ResearchViolence>
- 21 Appendix 10: Domestic and family violence | http://kscpc.2.vu/Appendix10_DFV
- 22 Implementing the KS:CPC in a site managing significant problem sexual behaviours | <http://kscpc.2.vu/ManagingPSB>
- 23 Appendix 13: Problematic sexual behaviour | http://kscpc.2.vu/Appendix13_PSB
- 24 Appendix 8: Bullying, harassment and discrimination | http://kscpc.2.vu/Appendix8_BHD
- 25 Protective practices for online learning | http://kscpc.2.vu/ProtectivePractices_OL
- 26 eSafety Commissioner: Professional learning program for teachers | <http://kscpc.2.vu/OnlineSafetyPD>
- 27 eSafety Commissioner: Pre-service teacher program | <http://kscpc.2.vu/OnlineSafetyPST>
- 28 eSafety Commissioner: Image-based abuse | http://kscpc.2.vu/eSafety_IBA
- 29 Headspace: understanding sexting and image-based abuse | http://kscpc.2.vu/Headspace_IBA
- 30 eSafety Commissioner: Online pornography | http://kscpc.2.vu/eSafety_OP
- 31 Youth Law Australia: Porn and the law | http://kscpc.2.vu/YLA_PornLaws
- 32 Department for Education: Cyberbullying | http://kscpc.2.vu/DE_Cyberbullying
- 33 eSafety Commissioner: Cyberbullying | <http://kscpc.2.vu/eSafetyCyberbullying>
- 34 Stopbullying.gov: What is cyberbullying? | http://kscpc.2.vu/DHHS_Cyberbullying
- 35 Youth Law Australia | <https://yla.org.au/>
- 36 Appendix 9: Online safety | http://kscpc.2.vu/Appendix9_Online
- 37 IPPF: *Teaching about consent and healthy boundaries – a guide for educators* | <http://kscpc.2.vu/TeachingConsent>
- 38 Kids Helpline: What is consent? | <http://kscpc.2.vu/WhatIsConsent>
- 39 Youth Law Australia: Sex | http://kscpc.2.vu/YLA_Consent
- 40 UNESCO (2018): *International technical guidance on sexuality education: An evidence-informed approach* | <http://kscpc.2.vu/SexualityEducation>
- 41 KS:CPC Support materials for Aboriginal children and young people | <http://tiny.cc/KSCPC-SpptMatA>
- 42 Appendix 4: Aboriginal and Torres Strait Islander | http://kscpc.2.vu/Appendix4_ATSI
- 43 KS:CPC Support materials for culturally and linguistically diverse children and young people | <http://tiny.cc/KSCPC-SpptMatC>
- 44 Appendix 5: Culturally and linguistically diverse backgrounds | http://kscpc.2.vu/Appendix5_CALD
- 45 KS:CPC Support materials for children and young people with disability and additional needs | <http://tiny.cc/KSCPC-SpptMatD>
- 46 Appendix 6: Disability and additional needs | http://kscpc.2.vu/Appendix6_DAN
- 47 Appendix 14: Sexual and gender diversity | http://kscpc.2.vu/Appendix14_SGD

Organisation of the KS:CPC

The KS:CPC from preschool to Year 12 is divided into 5 separate documents:

- Early Years: Ages 3–5
- Early Years: Years R–2
- Primary Years: Years 3–5
- Middle Years: Years 6–9
- Senior Years: Years 10–12.

In addition, there are three support documents for educators working with:

- children and young people with disability and additional needs
- culturally and linguistically diverse children and young people
- Aboriginal children and young people.

Themes

The KS:CPC is predicated on two main themes which are presented through topics and activities of increasing complexity.

Theme 1: We all have the right to be safe

- Children and young people are encouraged to think about people and things that keep them safe.
- For younger children, the theme is focused on their needs, for example, to be cared for properly by adults.
- For older students, the theme is based on a human rights perspective and includes responsibilities: we have the right to be safe and we have the responsibility to act safely and keep others safe.
- Many schools and preschools include this theme as part of their values and bullying and harassment policies.

Theme 2: We can help ourselves to be safe by talking to people we trust

- This theme encourages children and young people to identify a wide range of people they trust and can talk to and keep talking until someone listens.
- The curriculum is very explicit in covering the idea that our feelings of trust may be confused, mixed up and can change. Someone we once trusted may behave in a way that means we don't trust them anymore and vice versa.

Warning signs vs early warning signs

The term 'early warning signs' has been changed to 'warning signs', as it is a more acceptable term for children and young people to use in their everyday language. Children and young people should be encouraged to use language that helps them describe their warning signs such as 'Something happened that made me scared' or 'I'm worried because...' or 'I've got something important to tell you' or 'I need help'.

Focus Areas

The two KS:CPC Themes are explored through four Focus Areas, which are examined in growing complexity according to the age of the students.

Focus Area 1: The right to be safe

Children and young people learn about the various feelings they might experience in different situations. They are taught about warning signs: the external signals and internal messages (emotion/feeling) that help children and young people recognise a situation where they may be at risk of harm. The curriculum acknowledges that some children and young people who have been or are being abused may not have these warning signs. Risks and emergencies are explored, with older students also looking at psychological pressure and manipulation.

Focus Area 2: Relationships

Students explore a range of relationships and know that relationships can change. Some relationships are positive, highly desired, and have the capacity to complement our personal identity and sense of self-worth. Other relationships are negative and destructive to our wellbeing. Students consider the concept of power, harassment and bullying, and sexual and gender diversity. They learn the meaning of consent and their rights and responsibilities in relationships so they can begin to recognise healthy, unhealthy and abusive relationships. Students identify a network of people and support services they can trust and seek help from. Older students explore discrimination and the United Nations Convention on the Rights of the Child, and rights and responsibilities in intimate relationships including sexual consent.

Focus Area 3: Recognising and reporting abuse

This Focus Area is covered carefully according to students' developmental level. Children learn to recognise different forms of abuse, eg neglect, physical, emotional, sexual, domestic and family violence, cyberbullying, and gender inequality. Younger children explore appropriate and inappropriate touch, privacy, consent, parts of the body, secrets that are safe to keep and secrets that need to be told. Older students use critical literacy skills to analyse popular media and social culture, explore more complex issues relating to online safety and cyberbullying, and learn problem-solving strategies.

Focus Area 4: Protective strategies

The KS:CPC carries the very clear message to all children and young people that adults have a responsibility to protect them. However, there are some things children and young people can do to help keep themselves safe. Reviewing a network of people to talk to and developing strategies for problem-solving are explored according to the students' level of development with a strong emphasis on 'persisting until we are safe'. Younger students are encouraged to think of scenarios through everyday events and stories they have heard or read, and think of ways to resolve the dilemmas or problems. Older students explore self-protection and help seeking strategies in more depth.

Summary of topics—Age 3 to Year 12

In order to provide effective learning in the area of child protection, educators are expected to sequentially cover all four Focus Areas. Each Focus Area contains a number of topics that must be covered. The topics vary according to the age and development of students.

	Early Years: Ages 3–5	Early Years: Years R–2	Primary Years: Years 3–5	Middle Years: Years 6–9	Senior Years: Years 10–12
FOCUS AREA 1: The right to be safe	1 Feelings 2 Being safe 3 Warning signs	1 Feelings 2 Being safe 3 Warning signs 4 Risk-taking and emergencies	1 Being safe 2 Warning signs 3 Risk-taking and emergencies	1 Warning signs 2 Risk-taking and emergencies 3 Psychological pressure and manipulation	1 Risk-taking and emergencies 2 Psychological pressure and manipulation
FOCUS AREA 2: Relationships	1 Rights and responsibilities 2 Identity and relationships 3 Trust and networks	1 Rights and responsibilities 2 Identity and relationships 3 Power in relationships 4 Trust and networks	1 Rights and responsibilities 2 Identity and relationships 3 Power in relationships 4 Trust and networks	1 Rights and responsibilities 2 Identity and relationships 3 Power in relationships 4 Trust and networks	1 Rights and responsibilities 2 Identity and relationships 3 Power in relationships 4 Trust and networks
FOCUS AREA 3: Recognising and reporting abuse	1 Privacy and the body 2 Touching 3 Recognising abuse 4 Secrets	1 Privacy and the body 2 Recognising abuse 3 Secrets	1 Privacy and the body 2 Recognising abuse 3 Cyber safety	1 Privacy and the body 2 Recognising abuse 3 Cyber safety 4 Domestic and family violence	1 Privacy and the body 2 Recognising abuse 3 Cyber safety 4 Domestic and family violence
FOCUS AREA 4: Protective strategies	1 Strategies for keeping safe	1 Strategies for keeping safe 2 Persistence	1 Strategies for keeping safe 2 Network review and community support	1 Strategies for keeping safe 2 Network review and community support	1 Strategies for keeping safe 2 Network review and community support

Developmental organisation of concepts

The topics within each Focus Area reflect concepts appropriate to the developmental stage of the students. The chart below indicates the developmental organisation of concepts within each Focus Area and across the different year level groups.

	Early Years: Ages 3–5	Early Years: Years R–2	Primary Years: Years 3–5	Middle Years: Years 6–9	Senior Years: Years 10–12
FOCUS AREA 1: The right to be safe	Feelings Safe and unsafe	Feelings Safe and unsafe	Feelings Safe and unsafe	Safe and unsafe Adolescents and safety	Safe and unsafe
	Warning signs: physiological	Warning signs: physiological, emotional and external	Warning signs: physiological, emotional and external Online warning signs	Warning signs: physiological, emotional and external Online warning signs	Review of warning signs Online warning signs
	Emergencies	Personal emergencies Risk-taking	Personal emergencies Risk-taking Grooming	Planning for emergencies Risk-taking Grooming Psychological pressure and manipulation	Assessing risk Grooming Psychological pressure and manipulation Positive psychology
FOCUS AREA 2: Relationships	Needs and wants	Needs and wants Fair and unfair Children's rights	UN Convention on the Rights of the Child Understanding rights and responsibilities	UN Convention on the Rights of the Child Rights and responsibilities in relationships Consent	UN Convention on the Rights of the Child Human rights Bystander/upstander Rights and responsibilities in intimate relationships Sexual consent
	Exploring identity and relationships Relationships circle	Exploring identity and relationships Relationships circle	Identity Gender stereotypes Relationships circle	Healthy and unhealthy relationships Gender construction and stereotypes	Healthy and unhealthy relationships Gender construction and stereotypes
		Bullying/cyberbullying Power Language of safety Bystander/upstander	Bullying/cyberbullying Use of power Tricks and bribes Bystander/upstander	Bullying/cyberbullying Use of power Power in relationships Bystander/upstander Gender equality	Bullying/cyberbullying Use of power Power in relationships Gender equality Discrimination Sexual harassment
	Trust Developing trusted networks	Trust Developing trusted networks	Using a variety of trusted networks	Using a variety of trusted networks	Using a variety of trusted networks Peer networks
FOCUS AREA 3: Recognising and reporting abuse	Anatomical names for sexual body parts Privacy Whole body is private	Anatomical names for sexual body parts Privacy and personal space Whole body is private	Anatomical names for sexual body parts Public and private Whole body is private	Anatomical names for sexual body parts Public and private Consent	Privacy Personal health Online dating risks Consent
	Types of touch Safe and unsafe touching Consent	Types of touch Safe and unsafe touching Consent	Types of touch Safe and unsafe touching Consent		
	Identifying abuse	Identifying abuse and neglect	Abuse and neglect	Abuse and neglect Abuse in relationships Sexual consent Dating violence	Abuse and neglect Grooming Abuse in relationships Dating violence and date rape
	Safe and unsafe secrets Threats	Safe and unsafe secrets Tricks and trust	Safe and unsafe secrets		
	Online safety	Online safety and privacy Cyberbullying and reporting	Online safety and privacy Online grooming Cyberbullying and reporting Risks in sharing images Digital citizenship	Online safety and laws Cyberbullying and reporting Image-based abuse Social media Digital citizenship	Online leadership Online safety and laws Cyberbullying and reporting Image-based abuse Digital reputation
		Identifying domestic and family violence	Identifying domestic and family violence	Domestic and family violence and the effect on children Bystander intervention	Domestic and family violence; attitudes and underlying issues Bystander intervention
FOCUS AREA 4: Protective strategies	Problem-solving strategies with emphasis on telling Assertiveness Resilience	Problem-solving strategies with emphasis on telling Assertiveness Remembering personal details Resilience	Problem-solving Practising protective strategies Assertiveness Resilience	Problem-solving strategies Strategies to discuss difficult issues Strategies to support friends Resilience	Problem-solving strategies Strategies to discuss difficult issues Resilience
	Review trusted networks	Review trusted networks	Review trusted networks Using community support networks	Review trusted networks Using community support networks	Review trusted networks Using community support networks
	Persistence	Persistence	Persistence	Persistence	Persistence

Implementing the KS:CPC

Keep parents/carers informed

Inform parents/carers prior to implementing the KS:CPC in your site.

The ¹[KS:CPC Parent/carer reporting suite](#) provides a range of resources such as:

- sample parent/carer letter
- brochures
- information in various languages
- PowerPoint presentation
- newsletter articles
- reporting overviews.

See ²[Appendix 12: Parents/carers](#).

Frequently asked questions

Q Who is the KS:CPC for?

A All children from Age 3 to Year 12.

Q What about children younger than 3 years old?

A Modify the activities from the Ages 3–5 document.

Q Whose responsibility is it to deliver the KS:CPC?

A It is a shared responsibility which should be a whole site commitment.

Q How often should I teach the KS:CPC?

A The KS:CPC must be delivered every year.

Q How much time should be given to the KS:CPC?

A This depends on the needs of the children or young people, teachable moments, if it is integrated across learning areas, etc. There is no set time.

Q What concepts should be covered?

A All concepts should be covered over the year level band of each document (ie distribute the activities across the year levels).

Q Can I mix the activities around?

A The Focus Areas are sequential so always try to start from Focus Area 1: The right to be safe and work through to Focus Area 4: Protective strategies. Variations may be needed if issues arise that need immediate action.

Q Can I teach one Focus Area one year and another the next year?

A In one year you need to cover activities from each of the four Focus Areas.

Q How can I keep track of what's being taught across three year levels within one document?

A Use the ³[Appendix 2: Sample planning guides](#) to develop a multi-year level plan ensuring that all concepts are covered. A whole site plan will support this.

Q How can the KS:CPC be implemented across the site as an agreed plan?

A Discuss this with leadership staff. Develop a whole site plan (see the ⁴[KS:CPC Whole site implementation guide](#)).

Q What strategies can I use to implement the KS:CPC with secondary students given the SACE and timetabling commitments?

A Develop a whole site plan (see the ⁴[KS:CPC Whole site implementation guide](#)). Choose ways that best suit the structure of the school, eg pastoral care, home group, split activities across learning areas, consider other programs being used that cover some of the concepts, etc (see ⁵[Appendix 1: Curriculum mapping tools](#)).

Q Are there any supporting resources?

A Yes. See ⁶[KS:CPC Resources](#).

Q Can I use other resources instead of the KS:CPC?

A The KS:CPC is the department's mandated curriculum so it must be used to implement a child protection program. Other resources can be used to complement the program.

Q Do I need to get parent/carer permission?

A No. Permission is not required under the South Australia *Education and Children's Services Act 2019*. Requests from parents/carers to withdraw their children from the curriculum are to be dealt with cautiously. Advice can be sought from the department's Child Protection Curriculum Officer, Legislation and Legal Services Unit, or Parent Complaint Unit. Always keep parents/carers informed.

Q How can I keep parents/carers informed?

A Use the ¹[KS:CPC Parent/carer reporting suite](#) for ideas.

Recommendations for implementation

- Establish a student wellbeing team with site leadership representation.
- Develop a whole site implementation plan (see the ⁴[KS:CPC Whole site implementation guide](#)).
- Teach the KS:CPC every year for children Age 3 to Year 12.
- Include activities from all four Focus Areas each year delivered in a sequential manner.
- Use the Non-Negotiable Aspects (NNA).
- Use ideas from the Recommended Learning Strategies (RLS).
- Refer to developmentally appropriate learning strategies as outlined in the:
 - ⁷[Belonging, Being & Becoming: The Early Years Learning Framework for Australia](#)
 - ⁸[Reflect Respect Relate](#)
 - ⁹[Australian Curriculum](#)
 - ¹⁰[South Australian Teaching for Effective Learning \(TfEL\) Framework](#).
- Align the site's behaviour guidelines and/or wellbeing plans to the two KS:CPC Themes: 'We all have the right to be safe' and 'We can help ourselves to be safe by talking to people we trust'.
- Keep parents/carers and the Governing Council informed (see ¹[KS:CPC Parent/carer reporting suite](#) for ideas).

Student wellbeing and positive psychology

Wellbeing is a critical part of how children and young people learn and grow. Research shows that children and young people's wellbeing affects their ability to engage with their education. It is also a lifelong outcome of learning – those that engage more with education are more likely to experience greater wellbeing as adults.

Learning that is intentionally designed to challenge and stretch students enhances their wellbeing. When students are supported to see a perception of 'failure' as an opportunity to learn they will feel safe to experiment, to question, and to challenge themselves and others in their learning (DECD, 2016).

Learn more ¹²[Appendix 16: Wellbeing and positive psychology](#).

A whole site approach

A whole site approach will involve working as a collective group of professionals led by the site leader to develop a clear and coordinated curriculum across all year or age levels and accessible to all children and young people. Research

DECD (2016) ¹¹[Wellbeing for Learning and Life: A framework for building resilience and wellbeing in children and young people](#), Government of South Australia

confirms that a whole site approach is critical in ensuring successful implementation of curriculum initiatives. Child protection teaching is everyone's business and must include building positive partnerships with families and community.

The ⁴[KS:CPC Whole site implementation guide](#) provides step-by-step tips.

Learn more ¹³[Appendix 3: Whole site planning](#).

Monitoring and reporting

The KS:CPC and its resources are designed to provide activities that will support teaching, monitoring and reporting. Within the KS:CPC there is an emphasis on group work and discussion, which requires educators to make close observation of students' participation and responses. Sites should map the KS:CPC in a way that, regardless of learning pathway and/or extra-curricular activities (particularly in secondary school), every student has access to all four Focus Areas of the KS:CPC every year. Individual student monitoring may need to occur for some students, such as those with high absentee rates or engaging in modified, flexible or alternate learning (eg modified curriculum; Flexible Learning Options (FLO); Vocational Education and Training (VET) courses).

Monitoring tips

- Design your program to ensure an even spread of key concepts are covered across the year from the four Focus Areas. Use the ³[Appendix 2: Sample planning guides](#) as an example.
- Keep examples of student work.
- Document successes and concerns.

Reporting tips

- Provide parents/carers with information, eg KS:CPC flyer, overview of concepts to be covered each term, parent/ carer letter.
- Provide information in the site newsletter or website.
- Present information at a Governing Council meeting.
- Provide an overview of topics covered in student reports.

All of the above resources can be found in the ¹[KS:CPC Parent/carers reporting suite](#).

Using relevant curriculum and pedagogy

Early Years

Early Years Learning Framework (EYLF)

⁷[Belonging, Being & Becoming: The Early Years Learning Framework for Australia](#) describes the principles, practices and outcomes essential to support and enhance young children's learning from birth to five years of age, as well as their transition to school. The framework was developed collaboratively by the Council of Australian Governments (COAG), which includes all State and Territory governments, and incorporates feedback from an extensive consultation

process. From the beginning of 2010, the EYLF became the official early childhood curriculum framework for South Australia.

Reflect Respect Relate

The resource ⁸[Reflect Respect Relate](#) (2009) supports the implementation of the EYLF, providing detailed guidance and processes for improving and assessing the effectiveness of teaching and learning environments in the early childhood sector.

National Quality Framework

The ¹⁴[National Quality Framework](#) introduces a new quality standard to improve education and care across long day care, family day care, preschool/kindergarten, and outside school hours care. It is the result of an agreement between all Australian governments to work together to provide better educational and developmental outcomes for children using education and care services.

Australian Curriculum and SACE

The ⁹[Australian Curriculum](#) provides teachers, parents, students and the community with a clear understanding of what students should learn, regardless of where in Australia they live or which school they attend.

The ¹⁵[Curriculum connections](#) show how content from across the Australian Curriculum learning areas and general capabilities can be organised to deliver respectful relationships and consent education.

¹⁶[General capabilities](#), a key dimension of the Australian Curriculum, are addressed explicitly in the content of the learning areas. The Australian Curriculum identifies essential skills for 21st century learners in literacy; numeracy; information and communication technology (ICT); critical and creative thinking; personal and social capability; ethical understanding; and intercultural understanding. These same capabilities also underpin the ¹⁷[South Australian Certificate of Education](#) (SACE) and are embedded in all SACE subjects.

For senior secondary students studying the SACE, the KS:CPC can be delivered in a number of ways such as through home group, pastoral care, FLO, VET and/or individual subjects. Care must be taken to ensure all students, regardless of their learning pathway, receive the KS:CPC. Refer to ¹⁸[Australian Curriculum: Senior secondary curriculum](#).

The content of each topic in the KS:CPC can be taught through a range of learning areas. Child protection, safety, relationships and sexuality fit primarily within the ¹⁹[Health and Physical Education](#) (HPE) learning area of the Australian Curriculum and SACE. However, educators can incorporate child protection in their planning and programming across all learning areas and within the dimensions of the general capabilities.

Within the Australian Curriculum, HPE is organised into two content strands: 'Personal, social and community health' and 'Movement and physical activity'. Each strand contains content descriptions which are organised under three sub strands, which are further described by threads. The KS:CPC fits primarily within the 'Personal, social and community health' strand.

Strand	Personal, social and community health	Movement and physical activity
Sub strands and threads	<p>Being healthy, safe and active</p> <ul style="list-style-type: none"> • Identities • Changes and transitions • Help-seeking • Making healthy and safe choices <p>Communicating and interacting for health and wellbeing</p> <ul style="list-style-type: none"> • Interacting with others • Understanding emotions • Health literacy <p>Contributing to healthy and active communities</p> <ul style="list-style-type: none"> • Community health promotion • Connecting to the environment • Valuing diversity 	<p>Moving our body</p> <ul style="list-style-type: none"> • Refining movement skills • Developing movement concepts and strategies <p>Understanding movement</p> <ul style="list-style-type: none"> • Fitness and physical activity • Elements of movement • Cultural significance of physical activity <p>Learning through movement</p> <ul style="list-style-type: none"> • Teamwork and leadership • Critical and creative thinking in movement • Ethical behaviour in movement settings

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See [5Appendix 1: Curriculum mapping tools](#) for KS:CPC connections with multiple learning areas.

Implementation of the Australian Curriculum in department schools is outlined in:

- [20Curriculum, pedagogy, assessment and reporting: early childhood services to year 12 policy](#)
- [21Curriculum, pedagogy, assessment and reporting: early childhood services to year 12 guideline.](#)

South Australian Teaching for Effective Learning (TfEL) Framework

In South Australia, the advent of the Australian Curriculum presented a great opportunity to bring together the curriculum (the what) with the [10South Australian Teaching for Effective Learning \(TfEL\) Framework](#) (the how).

The TfEL Framework describes the department's position on pedagogy: the teaching and learning practice that leads to improved student engagement and achievement. Together with the Australian Curriculum, the TfEL Framework articulates the principles and practices for powerful teaching and learning in South Australian department schools.

Learning Design is a thinking framework to support the design of learning that brings together the Australian Curriculum and the pedagogy of TfEL. The [22Learning Design 'thinking map'](#) has been created to support teachers to work collaboratively to bring together relevant curriculum components, personalising and interweaving them to ensure the design of learning experiences is both highly intentional and responsive to students' lives and contexts.

See [23KS:CPC Learning Design example.](#)

Non-Negotiable Aspects (NNA)

The KS:CPC has much flexibility built into it. However, for it to be delivered safely and effectively, some aspects are considered 'non-negotiable'. These aspects concern how the curriculum is managed regarding such things as involvement of parents/carers, confidentiality, involvement of visitors, and self-protection.

When a Non-Negotiable Aspect is referred to in the KS:CPC documents, it is represented by the acronym 'NNA' and a reference number that corresponds to the numbers used below, for example: 'NNA 1'.

1 | Parent/carer communication

Parents/carers should be kept fully informed about the teaching of the KS:CPC and given every opportunity to ask questions. It is recommended that a range of approaches be used to increase their understanding of the issues and, wherever possible, they should be provided with strategies to reinforce learning at home. Suggested ways to communicate with parents/carers:

- Parent/carer letter
- Student reports
- Newsletter articles
- Parent/carer information session.

For examples and templates use the [1KS:CPC Parent/carer reporting suite](#).

Schools and preschools are not required to seek permission from parents/carers for their children to participate in the curriculum under the South Australia *Education and Children's Services Act 2019*, but should be kept regularly informed of topics being covered. Requests from parents/carers to withdraw their children from the curriculum are to be dealt with cautiously. Advice can be sought from the department's Child Protection Curriculum Officer, Legislation and Legal Services Unit, or Parent Complaint Unit.

2 | Group operating norms

Group operating norms are agreed upon by the group or class to create and maintain a safe and inclusive learning environment. The following commonly identified group operating norms relating to child protection are to be used at all times:

- respect other people's opinions
- only one person speaks at a time
- everyone listens actively
- everyone's contribution is valued and acknowledged
- everyone has a 'right to pass'
- use the strategies of one step removed (NNA 3) and protective interrupting (NNA 4) when a student is disclosing sensitive information.

Group operating norms must be established prior to teaching the KS:CPC and revisited when necessary, ie when group norms are not adhered to or prior to content involving sensitive issues.

Children and young people have a right to know that any information or disclosure about child abuse and neglect is mandated to be reported by educators and site volunteers under the South Australia *Children and Young People (Safety) Act 2017* and the department's Responding to Risks of Harm, Abuse and Neglect – Education and Care obligations.

3 | One step removed technique

One step removed is the technique of removing personal connection to a scenario or story, to maintain confidentiality and safety of the person or people involved.

In working with children and young people, educators can keep discussion one step removed by using a third person technique. Educators will need to explain this strategy and gain agreement from the group that it will be used when appropriate. Use examples of scenarios that could apply to any person in any situation rather than in specific instances of abuse. Children and young people can use this technique in a safe and nonthreatening way to find out information about something that concerns them or to check out a situation before discussing a problem or disclosing more than they should.

Ways to use one step removed technique include using:

- books, songs and stories
- puppets
- scenes and characters from TV, movies and other popular media
- a question box for students to pose questions.

S	I walked from home to the shop last night by myself to buy milk for the baby	<i>Self-initiated disclosure Student feels responsible and grown up.</i>
T	You are very helpful to your mum. How far away was the shop?	<i>Reinforces sense of courage and responsibility.</i>
S	Not far, just around the corner.	<i>Important to tease out facts before safety and danger is breached.</i>
T	Was it dark?	
S	Yes, very dark, but I wasn't scared.	
T	That's very brave. Were there other people in the street?	
S	No.	<i>Introduces one step removed technique to introduce alternative solutions and not threaten the relationship between the girl and her mother. Involves student in finding a solution to the problem.</i>
T	I know another girl who helped her mum but when she had to buy something she didn't walk at night by herself. What do you think she did?	
S	She walked with someone.	<i>Introduces strategies for the student.</i>
T	Yes, if she had to go to the shop at night she walked with her mum and the baby. Sometimes she went to the shop by herself but only in the morning. Do you think your mum will like these ideas?	
S	Yes.	<i>For younger students, the teacher could offer to speak with the mother.</i>
T	Can you tell your mum these ideas?	

4 | Protective interrupting

Protective interrupting is used to prevent or avoid children and young people disclosing information in a public environment in front of their peers and in situations that may increase their vulnerability. More broadly, protective interrupting also refers to any action taken to interrupt or stop an unsafe situation. For example, when in a situation where others are telling racist or sexist jokes, the person can use protective interrupting or walk away from the group to show that they do not condone the jokes.

The educator needs to be alert to a situation where a student may be about to make a disclosure and needs to understand the repercussions of someone disclosing abuse. Children and young people attempting to disclose abuse of any kind should be invited to talk privately to an educator or facilitator as soon as possible after the session.

The following is an example of the use of protective interrupting in a Primary Years context of a morning talk.

S	My mum called me stupid. She called me names.	
T	You must have felt sad when she said that. Can you tell me more about that later?	<i>The teacher acknowledges she heard the story, affirms the feelings of the student and indicates she will follow up the disclosure.</i>
	What are some good things to say to other people?	<i>The teacher does not want to explore this in front of other students nor does she want to focus on the negative things to say to others and redirects the focus to positive comments.</i>

An example of protective interrupting for a Primary Years or Middle Years context, possibly during a morning talk, is below.

S	I had a bad dream last night. I saw a man hit my mum.	<i>Teacher is alerted to possible disclosure of a traumatic event.</i>
T	Yes, that does sound like a bad dream. Would you like to tell me more at recess time?	<i>The teacher organises to follow up the disclosure with the student as soon as possible. The teacher acknowledges she heard the story but does not over-react or make a judgement.</i>
	Now it's Sarah's turn. Let's ask Sarah what she has to show us.	<i>She switches to something 'positive' or 'happy'. The teacher does not want to get into other negative stories from other students and wants to protect other students from negativity.</i>
		<i>People who have experienced trauma may not cope with the trauma of others. People who have not experienced significant trauma may experience trauma from hearing the trauma of others.</i>

Students' apparent lack of attention may be the result of experiencing a flashback of a traumatic and possibly abusive event. Physical symptoms of anxiety and the inability to attend and respond should alert teachers to this distress.

T	[Name]...Are you listening?	<i>Teacher becomes aware that the student is not attending.</i>
S	Sorry? What?	
T	Are you listening?	
S	No sorry.	
T	(quietly) Are you OK?	
S	(head lowered, sweating) Umm.	<i>Physical symptoms of anxiety, inability to attend and respond alerts the teacher to possible distress.</i>
T	You don't look well.	<i>The teachers acknowledges she has noticed distress rather than disinterest.</i>
	I'd like to talk to you after the lesson.	<i>The teacher organises to follow up on this later.</i>

Aggressive behaviour can also be an indicator that a student is processing traumatic events in their life, experiencing life as unfair or feeling inadequate. In this case, the teacher needs to diffuse the situation and respond to the distress rather than the aggression.

T	[Name Student 1]... Are you listening?	
S	(shouting) What? What for? What are we doing this for?	<i>Aggressive behaviour, hyper arousal alerts the teacher to possible distress.</i>
T	(even tone) [Name Student 2]... Can you answer this for me?	<i>The teacher diffuses the situation by bringing attention away from the student with distress.</i>
T	(quietly) [Name Student 1]... I need to give you some feedback on your homework. If I don't get a chance to talk to you in this lesson, can you meet me at the end of the day to talk it through?	<i>The teacher does not focus on the anger displayed by the student, but on building the relationship with the student.</i>

In the follow-up session, the teacher can reinforce the relationship with the student and respond to the distress rather than the behaviour. This may provide an opening for full or partial disclosure of the reason for the distress. This may be traumatic family circumstances, difficulties with relations with peers, or feeling inadequate with the subject matter of the lesson.

If handled with sensitivity, the teacher's response to the disclosure can be therapeutic. Some guidelines for this include:

- Just listen. Do not feel you have to fix the problem. Listening is in itself beneficial.
- Acknowledge the emotional cost of remembering and/or telling: 'I admire your courage to tell someone' or 'You are very brave. It must be very hard to have these memories and tell this story.'

- Validate the experience: 'Your life has been very difficult. I understand why you are so sad (or angry).'
- Accept the content. Don't interrogate the details or the logic of the narrative.
- Warn the student that they may take a long time to recover: 'It may take a long time for you to get over this'—and give hope—'But I am sure you will find it gets easier.'
- Don't try to radically change the student's way of coping but reinforce that there is a range of support available: 'Come and talk to me again. Is there any other teacher that you trust and can talk to if I am not here? Would you also like me to make an appointment for you with a counsellor?'

5 | The language of safety

The language of safety is language that is respectful, inclusive and enhances self-worth, communication and relationships. Language is one of the most effective tools we have to inform, teach and influence other people.

Educators must use, and encourage students to use, language that is consistent with a language of safety. Using strengths-based language can encourage and reinforce self-worth, confidence and active problem-solving.

The following is an example of the use of the language of safety to build self-worth and problem-solving abilities.

S	Here's my work but it's not very good.	
T	It looks as though you've made a real effort.	<i>Respectful of student's effort.</i>
	This was difficult and I can see you've got some good ideas here.	<i>Accepting of what the student offers.</i>
	Do you want to keep working on it?	<i>Builds relationship with the student.</i>
	Do you want any help from me?	<i>Gives the student options.</i>

6 | Closing the session

It is important to monitor the impact of the KS:CPC on students and allow adequate time to conclude a session appropriately.

Educators should ensure that time is allowed for sensitive discussion before the end of each session, and should aim to close each session in a positive way. There are benefits in focusing students' attention on what happens next in the day, or doing a relaxation or physical activity. Evaluate the sessions in terms of who developed the necessary concepts, and who needs more time and opportunities for practice (Briggs & McVeity 2000, p.65).

Strategies will vary depending on the age and developmental level of students. Steps for closing the session could include:

- acknowledgement that the session involved discussing sensitive content
- reviewing support services
- explaining what will be covered in upcoming sessions
- reinforcing the teacher's availability to meet and discuss content
- physical activity or game
- relaxation
- music or fiction story.

Briggs F & McVeity M (2000) *Teaching children to protect themselves*, Allen & Unwin, St Leonards, New South Wales

7 | Multimedia use

Multimedia resources can be very useful in supporting learning concepts and in discussing various opinions and media presentations. Educators must preview these resources to determine their suitability and impact on children and young people within the group prior to showing or interacting with them. Films, DVDs, some television programs and computer games have classifications that help determine their suitability for specific age groups, but must still be previewed.

Careful consideration must be given to the emotionally powerful messages that multimedia resources contain in relation to students' previous experiences. There is not always an educational advantage to viewing selected media in its entirety.

There are protocols to follow when using media resources. Educators should refer to the department's resources:

- ²⁴[Selecting and using resources for educational purposes guideline](#)
- ²⁵[Social media for schools and preschools policy](#)
- ²⁶[Cyber safety school resources](#)
- ²⁷[Responding to online incidents affecting students](#)
- ²⁸[Consent to publish images and creative work of students and the community.](#)

8 | Guest speakers

Guest speakers such as local experts, community agencies, service providers or online speakers can contribute to the educational experiences of children and young people.

Care should be taken when selecting a speaker to maintain the integrity of the topic, connections with the KS:CPC and a balanced view.

For more information see ²⁴[Selecting and using resources for educational purposes guideline](#) (Department for Education).

Other considerations:

- Identify the benefit of having a guest presenter conduct a session in preference to school or preschool personnel.
- Determine what learning outcomes will result from the presentation.
- Guest presenters have sometimes been asked to present a session in response to a particular issue. Ensure connections are made between the presenter's session and the KS:CPC topic. Presentations outside the context of a planned program are not recommended.
- Prior to the visit, ask the agency or presenter questions to determine how their philosophies and values relate to current school and preschool practices and department and other government policies.
- Sites considering using guest presenters for a single session need to understand that it is difficult to cover information, attitudes and values and provide opportunities for skill development in a single session. Be clear about the particular aspects the presenter is to cover and consider what may be covered with students before and after the 'one off' session.

- Duty of care, Responding to Risks of Harm, Abuse and Neglect – Education and Care training and criminal history screening requirements.

Adapted from School Drug Education and Road Aware (SDERA), Government of Western Australia (1999) *Drug Education K–12 Teacher Support Package: Phase 1, Phase 2, Phase 3 and Phase 4*. Reproduced with permission from School Drug Education and Road Aware Prevention Branch and the Mental Health Commission, Western Australia.

9 | Developing and reviewing networks

Children and young people need to explore the whole notion and meaning of trust in relation to identifying a network of trusted people with whom they can talk. Some children and young people may have difficulty developing a network because of such factors as isolation and disability and additional needs.

Networks should include a variety of support services, including those available online and by telephone.

Children and young people must be given the skills to review networks regularly to ensure that identified people are still available and suitable.

10 | Persistence in seeking help

Persistence is crucial for children and young people when seeking help. They must know that it is acceptable to persist in seeking help from trusted networks until they have been heard; feel adequate action has been taken; and ultimately feel safe. If one person on their network does not help, they must persist with the next person on their network. Children and young people must also review their networks if they do not get the response they expect when seeking help.

11 | Learning self-protection

Even though adults have the responsibility for protecting children and young people, they should learn a number of different strategies to help keep themselves and others safe. As children and young people grow and develop, they can increasingly build up a range of strategies to protect themselves in a number of different situations, particularly when not in the care of an adult.

Recommended Learning Strategies (RLS)

The following strategies provided have been used and are recommended by educators with experience in the area of teaching protective behaviour and child protection. When a Recommended Learning Strategy is referred to in the KS:CPC documents, it is represented by the acronym '**RLS**' and a reference number that corresponds to the numbers used below, for example: '**RLS 12**'.

There is particular emphasis in the KS:CPC on group discussion of a wide range of issues. Many of the recommended strategies involve ways of structuring and organising effective group participation.

Most of the strategies can be adapted to suit younger or older students. A number of strategies, such as 'Teachable moments', 'Thumbs up opinions', 'Using songs and stories', 'Drawing and scribing' and 'Persona dolls', have been demonstrated to be particularly effective with Early Years learners.

The ²⁹*South Australian Teaching for Effective Learning (TfEL) Framework guide* has a range of learning strategies for each of the TfEL elements. There are also indicators of engagement for each element in Appendix A of the TfEL Framework guide.

1 | Pair swaps

In pairs, give students a topic to discuss with their partner. After a set time, instruct students to find a new partner to discuss either the same or a new topic. Continue swapping pairs until adequate discussion has occurred. Alternatively, set up two concentric circles, with the inside circle looking outwards facing a student in the outside circle. One circle then rotates at the end of a discussion to find a new partner.

2 | Knee-to-knee activity (or side-by-side)

In pairs, students sit cross-legged on the floor, facing each other, with knees almost touching, remembering to respect body space. Alternatively, students may sit side-by-side. Each student focuses on the other, practising good communication skills: that is, facing each other, making eye contact (if culturally appropriate), nodding the head, making listening comments such as 'OK', and listening sounds such as 'mmm'. Students take turns to speak. The educator times the activity and, after a set time, asks for new pairs to be formed.

3 | Role-play

Role-plays need to be handled carefully, as the portrayal of violence and abuse (even verbal violence and threats) may be disturbing to some students and young people. Sensitive debriefing is always needed after role-plays.

For children in the Early Years, role-play is an integral component of play as a way of learning about the world and their place in it. Through play, children have opportunities to explore roles and identities, feelings and perspectives and to express them in an increasingly considered manner. This learning will take place both informally in interactions between the children and more formally as part of the teaching and learning program. Educators will take advantage of 'teachable

moments' (**RLS 13**) during children's role-play and encourage children to invent and imagine roles to support learning in the area of child protection.

At the primary, middle and secondary levels of schooling, role-play will also be an important component of the child protection program. Role-play provides students with the opportunity to experience real-life situations in a safe environment. This enables students to practise skills, analyse hypothetical situations, and experience situations from different perspectives.

The educator may read a scenario and students can demonstrate appropriate responses using role-play. Strategies such as 'freeze frame role-play' (**RLS 3a**) and 'fishbowl role-play' (**RLS 3b**) are forms of role-play that support students in practising responding to unsafe situations.

To ensure effective role-play, a supportive learning environment needs to be established. This can be achieved by:

- revisiting group norms prior to the role-play activity
- maintaining control during student role-plays in order to intervene if necessary, allowing students to then discuss, improve, and present again.

The following considerations can be followed when conducting structured role-play:

- In most situations, all students will be involved. Allow students an opportunity to withdraw from the role-play if they feel uncomfortable with the situation, but have them undertake another task, such as observing an aspect of the role-play.
- Select a scenario that is relevant to the students' lives and developmentally appropriate. The scenario may be predetermined or selected by the students. Provide students with props to help them assume their roles and 'de-role' afterwards.
- Allow adequate time for students to practise.
- When students are presenting, set audience members specific tasks to keep them focused on the role-play and to provide feedback.
- Allow plenty of time for feedback. The discussion may focus on responses to open-ended questions about feelings, attitudes, consequences and alternative outcomes.
- After the role-play ensure that participants are taken out of their role/character by using strategies such as:
 - addressing them by their correct name
 - acknowledging feelings they may have had in the role and feelings they now have
 - putting away any props
 - moving away from the role-play area.
- Relate role-plays to real-life situations. Skills learnt in the group can be applied to diverse situations.
- Encourage students to have fun, but ensure that the role-play does not become an exaggeration of an issue, as this will reduce the effectiveness of the activity (for example, avoid using extreme stereotypes).
- Avoid having all students performing the same scenarios. Instead have each group practise a different skill in a large scenario, or the same skill in different, brief scenarios.
- Avoid judging student actions in a role-play as right or wrong. Instead, focus on alternatives and/or consequences of these actions for student discussion.

3a Freeze frame role-play

The freeze frame activity is a role-play technique that maximises learning and helps to maintain control. Freeze frames include three separate frames in chronological order that represent:

- the situation/introduction
- the decision/incident
- the consequence/conclusion.

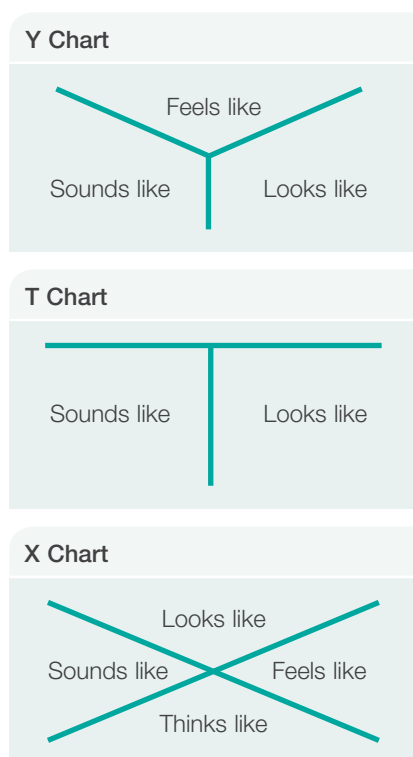
To move participants through the frames, the educator uses the clap and click method, where a clap means 'hold' and a click means 'move and prepare for the next frame'.

3b Fishbowl role-play

Between two and five students sit in the centre of the room and the rest of the class sit as observers in an outer circle around them. The observers choose one role-player each to focus on. At the end of the role-play the educator leads a discussion on issues/solutions that are highlighted by the role-play.

4 | Y chart, T chart, X chart

The use of these charts enhances students' understanding of a concept. The charts can be scribed for younger students while older students can create their own.



5 | Concept or mind mapping

Concept or mind mapping is a strategy that encourages students to visually record learning. The process establishes connections and helps students to understand relationships between different concepts and ideas. Mind maps can be used to create a picture of students' understanding at a point in time or can evolve on a class chart as the unit of study evolves. Mind maps are personal representations and are not usually right or wrong. Educators can use them to judge a student's level of understanding of the issues and connections.

Concept or mind mapping begins with a key concept such as safety, placed in the centre of a page, sheet of paper, or on a whiteboard. Students identify key words and write them around the concept and then progressively move to less directly related words. Once students have added all the concepts to the map, they can draw links between ideas and concepts to make connections, and to establish cause and effect relationships.

Mind maps can also be developed using computer software such as:

- ³⁰[Mind maps for kids](#)
- ³¹[Inspiration](#)
- ³²[Free mind mapping tools for teachers and students.](#)

Example of a concept/mind map



6 | Lotus diagram

A Lotus diagram can be used as a form of concept or mind mapping. It is also an organisational tool for analysing and/or separating a complex topic into manageable sections; for example, students dividing tasks into separate learning projects.

The educator divides a large sheet of paper into nine equal sized squares and enters the main topic in the centre of the middle square. Students brainstorm to identify up to eight sub-topics which are placed in the small squares around the main topic. The educator divides each of the outer squares into nine equal squares and transfers the sub-topics into the centre of each outer square. Students brainstorm ideas for each sub-topic and write their ideas in the smaller surrounding squares.

The next diagram shows an example of a Lotus diagram. There is also a blank template of a Lotus diagram for you to use with your class (see p.30).

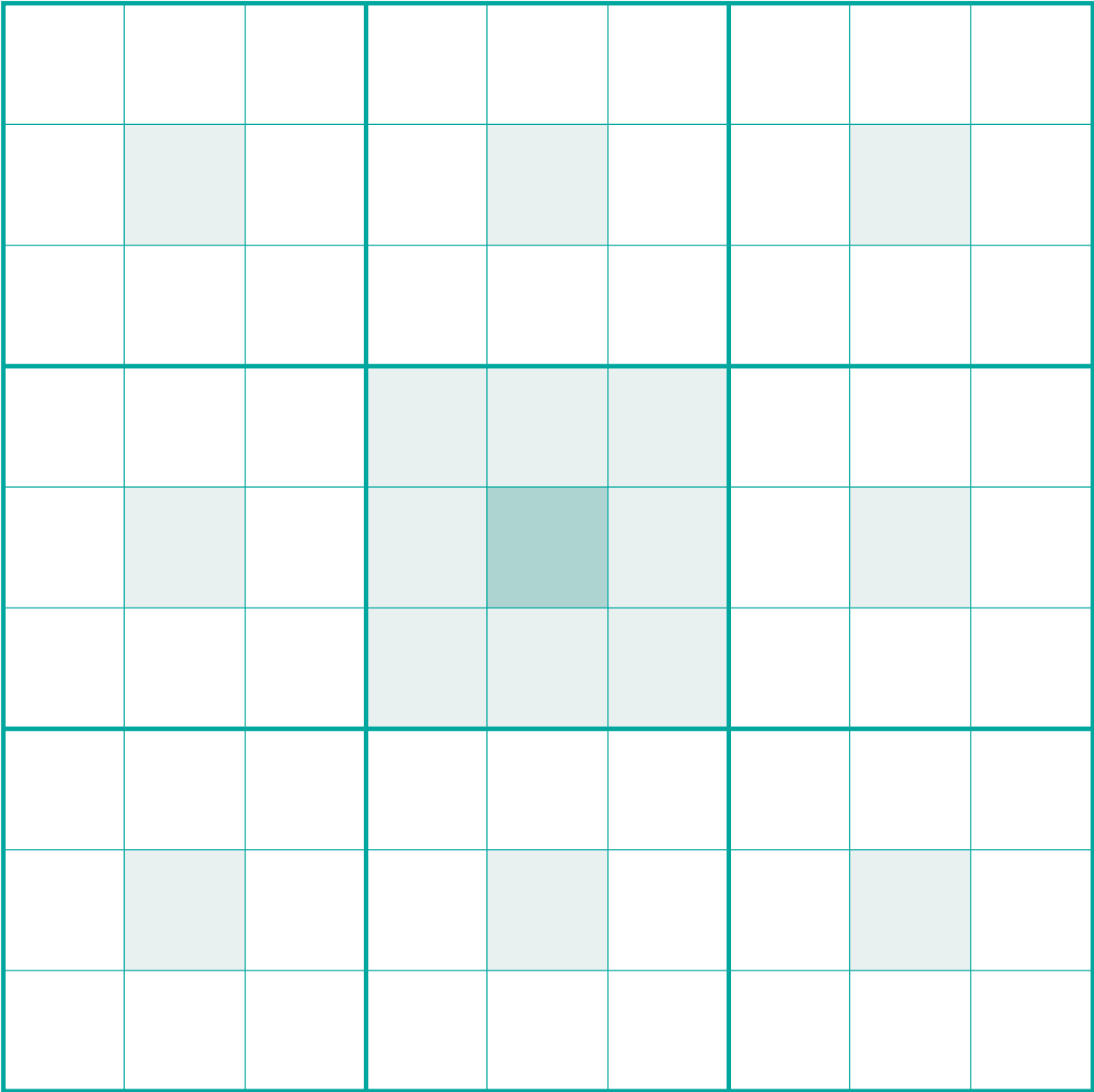
Example of a Lotus diagram

Mum	Dad	Uncle	Ms.....	LAP helper	Mr.....	Coach	Alex's Dad	Kerrie's Mum
Brother	FAMILY	Grandparent		SCHOOL			NETBALL	
Aunty								
Kids Helpline 1800 551 800			FAMILY	SCHOOL	NETBALL	Leanne	Jo	Chris
	PHONE NUMBERS		PHONE NUMBERS	MY NETWORK	FRIENDS	Laura	FRIENDS	
Emergency 000	Police 131 444		COMMUNITY HELPERS	WEBSITES	SHOPPING CENTRE			
Library	Police station	Shop		www. kidshelpline. com.au				
Neighbour	COMMUNITY HELPERS			WEBSITES			SHOPPING CENTRE	
				www.cyh. com.au				

For more ideas see *Tool Time for Education* www.langfordlearning.com

Lotus diagram template

Name _____



For more ideas see *Tool Time for Education* www.langfordlearning.com

7 | Modified jigsaw activity

The modified jigsaw strategy is a structure for small group work. It encourages participation and co-operative learning, and places responsibility for learning on students. It is an effective strategy when dealing with complex information or a large amount of information.

The educator breaks up the information to be learnt into small sections. Students are formed into groups according to the number of sections of information to be learnt. Each group learns about and becomes an 'expert' on its topic through discussion or further research. The group reports back to the whole class about their topic. Allow groups to report back using various forms such as oral presentation, written report or short film.

8 | Values walk or values continuum

The educator prepares three signs:

- agree
- unsure
- disagree.

The signs are placed on a continuum. The educator reads statements on a chosen topic and students move to the sign which best expresses their opinion about the statement. They discuss their thoughts about the statement with other students at the same sign and then discuss it as a class. Students should be allowed to 'pass' on stating their opinion. Students may go to the sign labelled 'Unsure' and reconsider their opinion after discussion.

Consider asking students to move to the sign that they believe most children or young people of their age would go to when using some statements. This 'one step removed' (NNA 3) technique may make students feel more comfortable in moving to the sign that they want to.

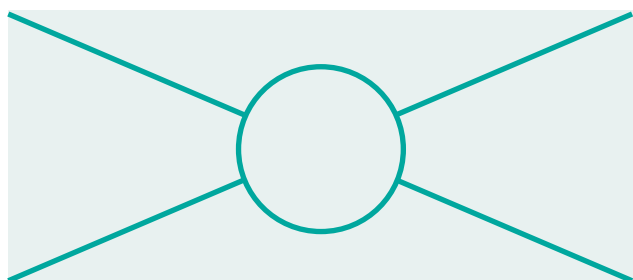
8a 'Thumbs up' opinions

This strategy allows students to express opinions or values on a given topic. Students express their opinions by showing:

- thumbs up for 'yes' or 'agree'
- thumbs down for 'no' or 'disagree'
- thumbs horizontal for 'OK' or 'unsure'.

9 | Placemat activity

Students work in groups of four, preferably sitting on four sides of a table or on the floor. Each group has a large piece of paper and draw the placemat as in the diagram below.



Each member of the group has their own section of the placemat (not including the centre circle) and writes, draws or uses symbols to show their ideas on a given topic. The

four students then share and clarify their ideas, adding new points as they arise.

The group arrives at one idea or a set of ideas on the topic, which all members agree are the most important, and writes them in the space in the middle of their placemat.

10 | Brainstorming

Brainstorming is an oral literacy strategy, which allows all contributions to a discussion to be considered. It is inclusive and empowering when all students feel that their ideas are important.

Students contribute ideas on a topic, while a scribe (educator or student) records all ideas on a large sheet of paper or whiteboard, ensuring that it can be referred to and reviewed later in the light of new learning. It is important to ensure all students have a chance to express a thought.

10a Modified brainstorming

While brainstorming generates a flow of ideas, modified brainstorming allows the educator to 'interrupt' if responses are inappropriate or unsafe. In this case, students' responses to questions such as 'How will this help to keep someone safe?' usually leads to an agreement within the group that the idea is inappropriate or unsafe. The idea is then not recorded, or can be crossed out or removed if already recorded. If the teacher is concerned about a student's response, they can seek to talk to the student individually at an appropriate time.

11 | Relaxation

Relaxation may support children and young people as part of a closing activity at the end of a session or at any time when calmness is needed. Relaxation is a useful calming strategy that allows time to think of a plan or action to keep safe. It is also a protective strategy.

There are many relaxation strategies and different people will prefer different approaches. For example:

- listening to relaxing music
- taking a walk
- doing simple stretch exercises or yoga
- focusing on deep breathing.

Whilst relaxation exercises are often done with a large group at school or preschool, students should understand that they can use the technique in other situations to keep themselves safe. The group establishes rules or group norms such as no touching and remaining quiet so others can listen and concentrate.

Being relaxed is not the same as being unconscious; students will know what is going on around them; and will remember what is said and what happens. It is important that students can find their own personal space and location such as on a chair, bean bag or the floor. It is not appropriate to insist that all students lie down as this may act as a reminder of past or present abuse.

Any of the following relaxation strategies can be used according to the context and developmental level of students:

- Slow deep breathing: Sit or lie comfortably. Breathe slowly and deeply.
- Listening to music.
- Imagining being on a journey or in a specific location.

- Relaxing and tensing the body, beginning with the toes, tell each body part to tense and relax. Feel the body relax and get heavier, then reverse the order. Stretch and take a deep breath.

12 | Problem-solving

Students need to be presented with a variety of problem-solving strategies and models. Scenarios provide a useful way of highlighting how to apply the various models in real-life situations.

Across the different KS:CPC curriculum documents students use a range of problem-solving models, particularly in Focus Area 4: Protective strategies, as demonstrated in the table below. Strategies and models are explained and relevant resources provided for each of the activities.

Early Years: Ages 3–5 and Years R–2	What if...? Stop, Think, Do
Primary Years: Years 3–5	What if...? POOCH Stop, Think, Do
Middle Years: Years 6–9	POOCH Trust, Talk, Take control
Senior Years: Years 10–12	Think, Feel, Act, Persist Protect yourself decision-making model

13 | Teachable moments

While the concept of teachable moments is particularly relevant to very young students, it can be applied to students of all ages.

Learning about safety and what it entails will occur throughout the student's day, both in the classroom setting and at play. These are the 'teachable moments' that educators can take advantage of, using students' interactions and questions to discuss topics and concepts such as 'feelings', 'emergencies', 'safe and unsafe', 'fair and unfair', 'touching', and 'trust'.

14 | Using songs and stories

Throughout the KS:CPC, songs and stories are suggested as models and discussion starters for the Focus Area topics. Many of these songs and stories are known to students or used in other teaching areas. Educators are encouraged to make wide use of these resources and to supplement existing suggestions with other songs and stories that they may find useful for presenting concepts in a one step removed manner to discuss sensitive issues.

15 | Critical literacy in using electronic and print media

Critical literacy requires students to critique and analyse the media that they consume daily. Students are encouraged to question authorship and purpose; position and power; and stereotyping and appropriateness of texts, both in print and electronic media.

Throughout the KS:CPC, educators will use fiction and non-fiction texts in a range of media to reinforce the major themes. Print and electronic media (including social media) need to be approached from a critical literacy perspective, whereby students are encouraged to develop understandings about how texts and media may be used to influence their attitudes and behaviour.

Reinforce appropriate online behaviour and the risks involved when using the internet. The legal implications of inappropriate use of media sites will also add to students understanding of internet protocols.

16 | Drawing and scribing

Students can reinforce their understanding throughout the KS:CPC through drawing, painting and model making. Some students will respond better to the opportunity to visually represent their learning as opposed to tasks with higher literacy demands. When children and young people are invited to tell their story about the artwork created, educators can act as scribes and, in doing so, are able to monitor their learning and provide information to parents/carers about their child's learning.

Abused children may communicate their feelings and experiences through their drawings. This may include sexually explicit pictures with sexual knowledge beyond the child's age. Children may identify abuse with the following features, for example by:

- drawing the abuser:
 - with very large hands or arms
 - with sharp teeth and enlarged mouths
 - with a huge erect penis
 - with a sinister grin
 - floating in the air
 - as a scary monster, witch, insect or snake.
- drawing themselves with:
 - sad mouth
 - tears
 - no arms
 - no mouth
 - faceless
 - attached to the ground whilst the abuser is floating.

Examples of drawings are depicted in Briggs F (2012) *Child Protection: The essential guide for teachers and other professionals whose work involves children*, JoJo Publishing, Melbourne (pp.227–230).

17 | Persona dolls

Persona dolls can be an effective, non-threatening way to raise issues and encourage young children to explore, uncover and confront unfairness and related feelings and ideas. Persona dolls help children express their thoughts, think critically, challenge unfair treatment, and develop empathy with others who may be different. They can also help children problem-solve to develop an understanding of what is fair and unfair.

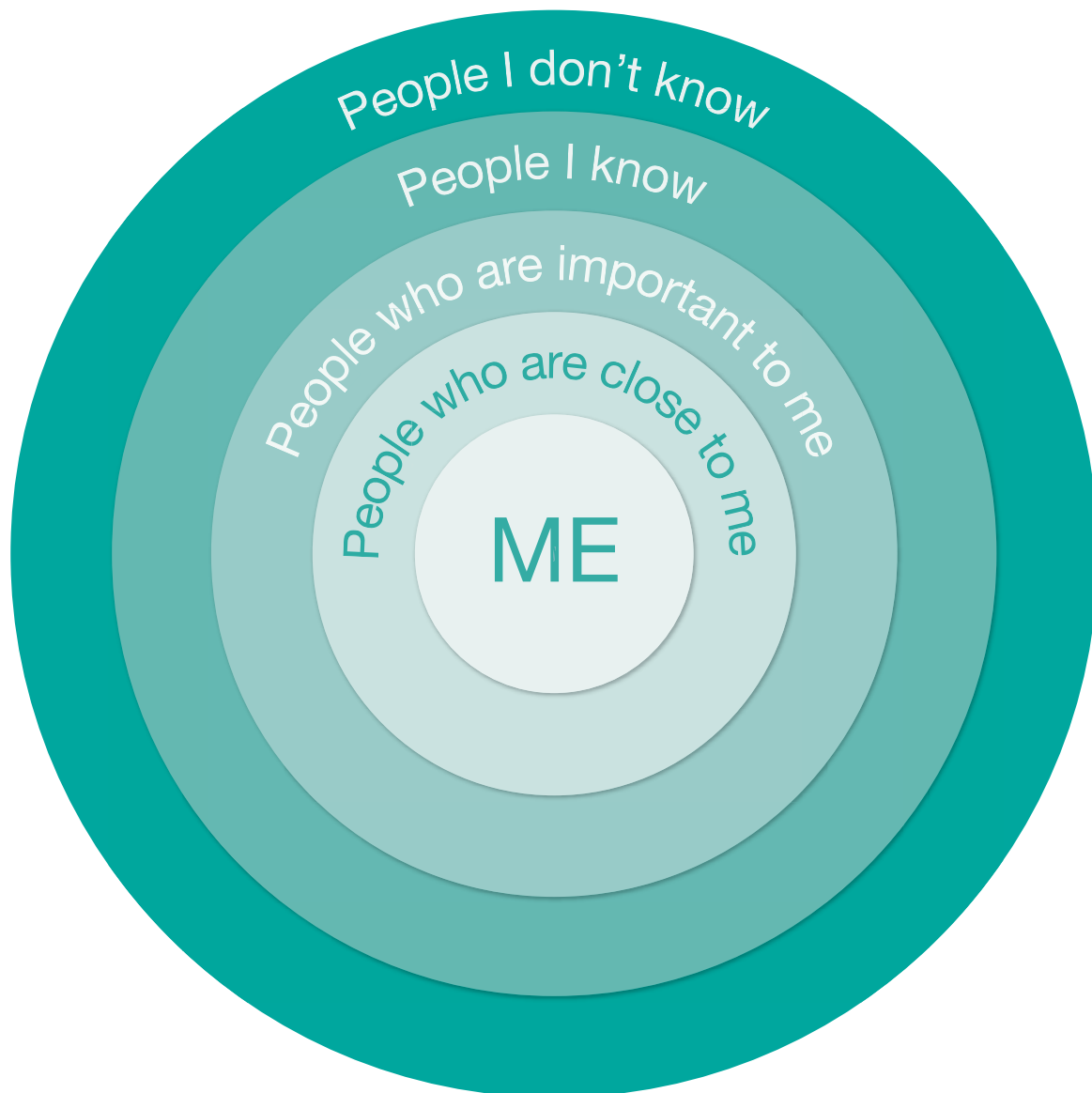
Persona dolls can be any dolls as long as they can be given a 'persona'. The use of the dolls can support educators to build histories and stories around the dolls to challenge social inequalities in positive ways. Persona dolls must not be used to illustrate scenarios about abuse and neglect.

18 | Relationships circle

The technique of the relationships circle is used throughout the KS:CPC. It is inclusive of all relationships and social structures and promotes individuals in making choices.

It can be applied successfully to relationships from the early years to adulthood to develop the concepts of trust and safe networks. The relationships circle can be developed to include several relationship categories, depending on the developmental level and experiences of the students.

Using the relationships circle to discuss types of touch associated with each type of relationship is not recommended, as this may suggest that people in certain relationships have the right to touch them in specific ways. Touch is a normal part of everyday life and should be discussed in a positive way with emphasis on the different types of touch, the context and intent, appropriate and inappropriate touch, and consent. In doing so, students will have greater skills and knowledge to identify inappropriate touch and strategies to keep themselves safe within all relationship types.



Adapted from Education Department of South Australia (1977) *Health education years 8–10, Teachers' handbook*, EDSA, Adelaide, p.105

Resources and external links

- 1 KS:CPC Parent/carer reporting suite | <http://tiny.cc/KSCPC-ParentCarerSuite>
- 2 Appendix 12: Parents/carers | http://kscpc.2.vu/Appendix12_PC
- 3 Appendix 2: Sample planning guides | http://kscpc.2.vu/Appendix2_SPG
- 4 KS:CPC Whole site implementation guide | <http://tiny.cc/KSCPC-ImplementationGuide>
- 5 Appendix 1: Curriculum mapping tools | http://kscpc.2.vu/Appendix1_CMT
- 6 KS:CPC Resources | http://kscpc.2.vu/Portal_Resources
- 7 *Belonging, Being & Becoming: The Early Years Learning Framework for Australia* | <http://tiny.cc/BBB-EYLF>
- 8 *Reflect Respect Relate* | <http://tiny.cc/ReflectRespectRelate>
- 9 Australian Curriculum | <http://australiancurriculum.edu.au>
- 10 South Australian Teaching for Effective Learning (TfEL) Framework | <http://tiny.cc/TfEL-Framework>
- 11 *Wellbeing for Learning and Life: A framework for building resilience and wellbeing in children and young people* | <http://tiny.cc/WellbeingLearningLife>
- 12 Appendix 16: Wellbeing and positive psychology | http://kscpc.2.vu/Appendix16_WPP
- 13 Appendix 3: Whole site planning | http://kscpc.2.vu/Appendix3_WSP
- 14 National Quality Framework | <http://tiny.cc/NationalQualityFramework>
- 15 Curriculum connections: Respect matters | <http://kscpc.2.vu/AustCurrRM>
- 16 Australian Curriculum: General capabilities | <http://tiny.cc/AC-Capabilities>
- 17 South Australian Certificate of Education | <https://sace.sa.edu.au>
- 18 Australian Curriculum: Senior Secondary curriculum | <http://tiny.cc/AC-SeniorSecondary>
- 19 Australian Curriculum: Health and Physical Education | <http://tiny.cc/AC-HPE>
- 20 Curriculum, pedagogy, assessment and reporting: early childhood services to year 12 policy | http://kscpc.2.vu/DE_CurriculumPolicy
- 21 Curriculum, pedagogy, assessment and reporting: early childhood services to year 12 guideline | http://kscpc.2.vu/DE_CurriculumGuidelines
- 22 Learning Design 'thinking map' | <http://tiny.cc/LD-ThinkingMap>
- 23 KS:CPC Learning Design example | <http://tiny.cc/KSCPC-LearningDesign>
- 24 Selecting and using resources for educational purposes guideline | http://kscpc.2.vu/DE_SelectingResources
- 25 Social media for schools and preschools policy | http://kscpc.2.vu/DE_SocialMediaPolicy
- 26 Cyber safety school resources | http://kscpc.2.vu/DE_CyberSafetyResources
- 27 Responding to online incidents affecting students | <http://kscpc.2.vu/OnlineIncidents>
- 28 Consent to publish images and creative work of students and the community | http://kscpc.2.vu/DE_ConsentImages
- 29 *South Australian Teaching for Effective Learning (TfEL) Framework guide* | <http://tiny.cc/TfEL-FrameworkGuide>
- 30 Mind maps for kids | <http://mindmapsforkids.com>
- 31 Inspiration | <http://tiny.cc/InspirationMindMaps>
- 32 Free mind mapping tools for teachers and students | <http://tiny.cc/MindMappingTools>

Overview

Characteristics of the Years 3–5 learner

Students in Years 3–5 have high levels of energy and enjoy physical activity. They are experimenting with identity and referencing themselves against their peers and exploring the concept of gender. They are able to engage enthusiastically and expand their thinking in ways that are reflective and spontaneous.

Meeting the needs of these students requires a learning process that is complex, dynamic, interactive and cyclical; not linear. It involves students continuously extending, elaborating, reformulating and reflecting upon their frameworks of knowledge and values. Students need to be supported in developing responsibility for their own learning and enthusiasm for continuous learning.

KS:CPC support materials for educators working with:

- ¹children and young people with disability and additional needs
- ²culturally and linguistically diverse children and young people
- ³Aboriginal children and young people.

Themes



We all have the right to be safe.



We can help ourselves to be safe by talking to people we trust.

Focus Areas and topics

The organisational structure of the Primary Years is indicated in the chart below. Educators are expected to cover all Focus Areas and all topics within the Years 3–5 timeframe. In order to provide effective learning in the areas of child protection, both themes and some topics from each of the Focus Areas must be included every year for every student.

Focus Areas	Topics
The right to be safe	1 Being safe 2 Warning signs 3 Risk-taking and emergencies
Relationships	1 Rights and responsibilities 2 Identity and relationships 3 Power in relationships 4 Trust and networks
Recognising and reporting abuse	1 Privacy and the body 2 Recognising abuse 3 Cyber safety
Protective strategies	1 Strategies for keeping safe 2 Network review and community support

Curriculum and pedagogy

The Keeping Safe: Child Protection Curriculum (KS:CPC) for Primary Years: Years 3–5 is set in the context of the:

- ⁴Australian Curriculum
- ⁵South Australian Teaching for Effective Learning (TfEL) Framework.

See 'Using relevant curriculum and pedagogy' on page 21 for more information.

Planning tools

Australian Curriculum mapping tool

Child protection, safety, relationships and sexuality fit primarily within the Health and Physical Education learning area of the Australian Curriculum but can also be incorporated across other learning areas.

The Australian Curriculum mapping tool provides relevant connections between the Australian Curriculum's content descriptions and achievement standards from multiple learning areas and the KS:CPC topics. When mapping the KS:CPC across multiple learning areas, sites must ensure that the KS:CPC is delivered sequentially.

See ⁶[Appendix 1: Curriculum mapping tools](#).

KS:CPC Sample planning guide: Years 3–5

The sample planning guide provides a suggested way of distributing the activities across the three year levels. Some activities should be repeated each year. Modify as needed. For other year levels see [7Appendix 2: Sample planning guides](#).

	TERM 1 Focus Area 1: The right to be safe	TERM 2 Focus Area 2: Relationships	TERM 3 Focus Area 3: Recognising and reporting abuse	TERM 4 Focus Area 4: Protective strategies
YEAR 3	Topic 1: Being safe 1.1 Definition of safety 1.3 Imagining a safe place Topic 2: Warning signs 2.1 Warning signs: physical indicators 2.3 Exploring different types of feelings 2.4 Feeling unsafe Topic 3: Risk-taking and emergencies 3.1 Ideas about being safe 3.4 What is an emergency?	Topic 1: Rights and responsibilities 1.1 Rights and responsibilities Topic 2: Identity and relationships 2.1 Identity web 2.4 Relationships circle Topic 3: Power in relationships 3.1 Exploring a definition of power 3.4 Pressure 3.5 Bullying as an abuse of power Topic 4: Trust and networks 4.1 Trust walk 4.2 Developing a trusted network 4.3 Network letters	Topic 1: Privacy and the body 1.1 Parts of the body 1.2 Exploring the meaning of private 1.3 Our bodies are private 1.4 Touching Topic 2: Recognising abuse 2.1 Exploring abuse 2.2 Definition of abuse 2.3 Physical abuse 2.6 Basic needs 2.7 Sexual abuse 2.9 Recognising safe and unsafe secrets Topic 3: Cyber safety 3.1 Media classifications 3.3 Television programs 3.5 Photographs and digital images 3.6 Magazines	Topic 1: Strategies for keeping safe 1.1 Helpful and unhelpful thinking 1.4 'What if...?' problem-solving 1.5 POOCH problem-solving Topic 2: Network review and community support 2.1 Network review 2.3 Persistence
YEAR 4	Topic 1: Being safe 1.2 Adults caring for children 1.3 Imagining a safe place Topic 2: Warning signs 2.1 Warning signs: physical indicators 2.2 Warning signs: chart 2.4 Feeling unsafe Topic 3: Risk-taking and emergencies 3.3 Identifying risks 3.4 What is an emergency?	Topic 1: Rights and responsibilities 1.2 United Nations Convention on the Rights of the Child Topic 2: Identity and relationships 2.2 Gender stereotypes 2.3 Unsafe behaviour 2.4 Relationships circle Topic 3: Power in relationships 3.1 Exploring a definition of power 3.2 Power scenarios 3.3 Tricks and bribes 3.4 Pressure Topic 4: Trust and networks 4.2 Developing a trusted network 4.3 Network letters	Topic 1: Privacy and the body 1.1 Parts of the body 1.2 Exploring the meaning of private 1.3 Our bodies are private 1.4 Touching Topic 2: Recognising abuse 2.2 Definition of abuse 2.4 Emotional abuse 2.7 Sexual abuse 2.8 Domestic and family violence Topic 3: Cyber safety 3.2 Video media and computer games 3.3 Television programs 3.4 Internet 3.5 Photographs and digital images	Topic 1: Strategies for keeping safe 1.2 Assertive responses 1.4 'What if...?' problem-solving 1.5 POOCH problem-solving 1.6 Practising problem-solving Topic 2: Network review and community support 2.1 Network review 2.3 Persistence
YEAR 5	Topic 1: Being safe 1.3 Imagining a safe place Topic 2: Warning signs 2.1 Warning signs: physical indicators 2.4 Feeling unsafe Topic 3: Risk-taking and emergencies 3.2 A timeline of independence 3.5 Personal emergency	Topic 1: Rights and responsibilities 1.2 United Nations Convention on the Rights of the Child Topic 2: Identity and relationships 2.2 Gender stereotypes 2.4 Relationships circle Topic 3: Power in relationships 3.1 Exploring a definition of power 3.3 Tricks and bribes 3.5 Bullying as an abuse of power Topic 4: Trust and networks 4.2 Developing a trusted network 4.3 Network letters	Topic 1: Privacy and the body 1.1 Parts of the body 1.2 Exploring the meaning of private 1.3 Our bodies are private 1.4 Touching Topic 2: Recognising abuse 2.2 Definition of abuse 2.3 Physical abuse 2.5 Neglect 2.7 Sexual abuse 2.8 Domestic and family violence Topic 3: Cyber safety 3.2 Video media and computer games 3.4 Internet 3.5 Photographs and digital images	Topic 1: Strategies for keeping safe 1.3 Observational skills 1.4 'What if...?' problem-solving 1.5 POOCH problem-solving 1.7 Scenarios dealing with abuse issues Topic 2: Network review and community support 2.1 Network review 2.2 Local support networks 2.3 Persistence

Resources and external links

- 1 KS:CPC Support materials for children and young people with disability and additional needs | <http://tiny.cc/KSCPC-SpptMatD>
- 2 KS:CPC Support materials for culturally and linguistically diverse children and young people | <http://tiny.cc/KSCPC-SpptMatC>
- 3 KS:CPC Support materials for Aboriginal children and young people | <http://tiny.cc/KSCPC-SpptMatA>
- 4 Australian Curriculum | <http://australiancurriculum.edu.au>
- 5 South Australian Teaching for Effective Learning (TfEL) Framework | <http://tiny.cc/TfEL-Framework>
- 6 Appendix 1: Curriculum mapping tools | http://kscpc.2.vu/Appendix1_CMT
- 7 Appendix 2: Sample planning guides | http://kscpc.2.vu/Appendix2_SPG



Activities

Focus Area 1: The right to be safe

Topic 1: Being safe	Topic 2: Warning signs	Topic 3: Risk-taking and emergencies
1.1 Definition of safety 1.2 Adults caring for children 1.3 Imagining a safe place	2.1 Warning signs: physical indicators 2.2 Warning signs: chart 2.3 Exploring different types of feelings 2.4 Feeling unsafe	3.1 Ideas about being safe 3.2 A timeline of independence 3.3 Identifying risks 3.4 What is an emergency? 3.5 Personal emergency
1SA TfEL Framework elements		
2.1: Develop democratic relationships 2.2: Build a community of learners		3.4: Promote dialogue as a means of learning

TOPIC 1: BEING SAFE

Students need to learn (at an age and developmentally appropriate level):

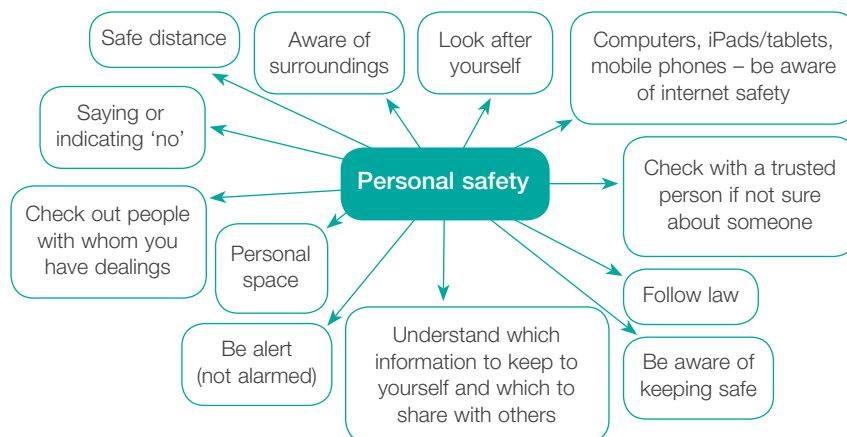
- what safety means
- identify a safe place
- adults are responsible for protecting children and for keeping them safe.

Educators' tips

- The KS:CPC emphasises that students can expect adults to have a responsibility to protect and keep them safe.
- The safety aspect of the KS:CPC should be integrated in all learning areas in order to provide opportunities for students to explore, play, experiment, rehearse and create.
- The content should be related to individual and group interests and should build upon students' experiences, remembering that learning opportunities occur in everyday situations.
- As part of the class' vocabulary-building activities, a chart or series of flash cards can be made as the activities progress and new words are introduced.
- Partnerships between the teacher, families, communities and support agencies are important for gathering and sharing information to help the teacher modify activities to address perspectives such as culture, Aboriginality, ability, disability, gender, age, socio-economic status, location and religious beliefs.
- Establish group operating norms (**NNA 2**) prior to beginning the activities.

1.1 Definition of safety

- 1 Display 'Theme 1: We all have the right to be safe'.
- 2 Use a mind map (**RLS 5**) to establish what students already know about safety. Add to the map throughout the topic and use it as a tool to assess student learning.
- 3 Begin the discussion about safety with the question 'How might someone keep safe?'

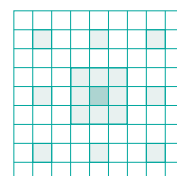


- 4 Use a 'safety web' to ensure maximum participation: Sitting in a circle, students pass a ball of brightly coloured wool or streamers to each other, holding onto the wool or streamers as they pass and offer their ideas in sentences beginning with 'Safety means ...'

Other suggested activity

Protective items

- 1 Ensure students have an understanding of the words 'protection' and 'protective'. Add them to the class vocabulary list.
- 2 Develop a Lotus diagram (**RLS 6**) to brainstorm protective items required for different activities or situations. Alternatively students may record protective items in various ways, such as by drawing or collecting symbols and magazine pictures.



3 Provide examples of protective items such as:

- bicycle helmet
- eye shield
- kitchen mitt/pot holder
- sunscreen
- sports kneepads
- mouthguards
- umbrella
- ear muffs
- life jacket
- smoke alarm
- online security packages.

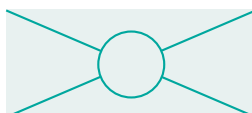


4 Ask questions such as:

- What do these things have in common?
- How does each item protect a person from harm?
- What might happen if you didn't use the item?
- What are some other protective items? What are their uses?
- Who could use these items?

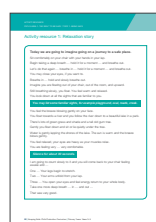
1.2 Adults caring for children

- 1 Discuss the idea that adults are responsible for protecting children and for keeping them safe.
- 2 Explain that the word 'children' is used in a legal way to describe people under the age of 18 years.
- 3 Using a placemat activity (**RLS 9**), students answer the question: 'What are some of the things that adults might have done to care and protect children this week?'



1.3 Imagining a safe place

- 1 Tell students that sometimes it is helpful to imagine a safe place when in an unsafe situation. This may help someone to feel calm and think of a plan to keep safe.
- 2 Remind students that it is important to tell a trusted adult about the unsafe situation when it is safe to do so.
- 3 Use [Activity resource 1: Relaxation story](#) to practise imagining a safe place.
- 4 Alternatively, use appropriate music such as *Relaxation and Meditation for Children* (CD).
- 5 ⁴[I can do apps](#) and ⁵[Appolicious: Apps to teach emotions](#) are also suitable resources.



1.2 | Students need to understand the concept of adults' responsibility for protecting children (South Australia ²*Children and Young People (Safety) Act 2017*).

Use and encourage students to use language which is consistent with a language of safety (**NNA 5**). When used in a context of interrupting violence, it is vital that the language of safety is used.

Communicate with parents/carers (**NNA 1**) about the challenges of developing children and young people's independence, balanced with the responsibility of parents/carers keeping them safe.

1.3 | The relaxation strategy may be useful as a closing the session activity (**NNA 6**). It also may be used as part of a general classroom approach to establishing a safe learning environment.

Ross, G (2014) ⁶*Relaxation and Meditation for Children*, CD, Australian Broadcasting Corporation

TOPIC 2: WARNING SIGNS

Students need to learn (at an age and developmentally appropriate level):

- how to identify and interpret warning signs
- what to do if they experience warning signs or feel unsafe.

Educators' tips

- When reviewing warning signs, consider that not all students may experience warning signs for a variety of reasons, for example sensory disorders or traumatic experiences. These students may also have difficulty with the concept of being safe.
- The concept of warning signs is expanded beyond physical responses of the body to unsafe situations including emotional responses and external indicators, such as time or location.
- Before beginning the activities in this topic, revise students' understandings of warning signs and the concept of being safe.
- Do not generalise or categorise particular places, people or situations as always being safe. Abuse often occurs in familiar and safe locations with familiar and trusted people. Many situations have the potential to be unsafe.
- Help students recognise situations where they might be at risk of harm including online relationships where they may not know the person.
- Online predatory behaviour often involves grooming and flattering children in ways that attempt to develop a positive relationship. Warning signs are therefore often not apparent and are difficult to recognise. Explore online strategies for safety and how to recognise online predatory behaviour. This behaviour may be perpetrated by adolescents and older peers as well as adults. Further information is available from [7Bully Stoppers: Online grooming](#).
- Encourage students to describe warning signs (feelings, body messages and external signs) that may help them to know if they are safe or unsafe. If they are not sure, suggest they talk to someone they trust (note that the concept of networks may not have been covered at this stage).

Warning signs vs early warning signs

The term 'early warning signs' has been changed to 'warning signs' as it is a more acceptable term for young people to use in their everyday language. Young people should be encouraged to use language that helps them describe their warning signs such as 'Something happened that made me scared' or 'I'm worried because ...' or 'I've got something important to tell you' or 'I need help'.

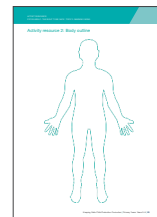
2.1 | Using the term 'body messages' to describe physical indicators may be more developmentally appropriate.

Consider carefully the use of recent local community events that may cause distress or trauma to students.

Not all students experience warning signs. Students with sensory disabilities or who have been neglected or traumatised by abuse, war or domestic violence may be desensitised to warning signs.

2.1 Warning signs: physical indicators

- 1 Draw an outline of a human figure on the whiteboard or a large sheet of paper.
- 2 Brainstorm (**RLS 10**) the physical indicators or body messages that someone might have in an unsafe situation. Use examples of situations or events within the community context (eg bushfire, car accident or lost child).
- 3 Write or draw responses inside the body outline. 'Feeling' words (eg nervous, worried) can be put outside the body outline, eg chest feels tight, butterflies in stomach, wobbly knees.
- 4 Distribute copies of [8Activity resource 2: Body outline](#).
- 5 Students shade and label those areas which show their personal warning signs. Strongly emphasise the possible body messages (eg butterflies in the stomach and sweating).
- 6 Use questions such as:
 - Do we all have the same warning signs?
 - Do our warning signs change?
 - Are there any warning signs you might feel when communicating with someone online?
 - What if people don't have warning signs and they are in an unsafe situation?
 - How would they know they were unsafe?



2.2 Warning signs: chart

- 1 In small groups, students make charts of situations that they consider to be potentially unsafe. Examples could be riding a bike without a helmet, walking across a busy road without an adult, using sharp knives, boiling water, etc.
- 2 Students note on the chart the physical signs perceived, the external signs observed, and the feelings experienced.



Situation	Body messages (what my body does)	External signs (what is happening around me)	Feelings (emotional responses)
Meeting a group of older people on the oval at 8.00pm	shivering feeling sick feeling hot or cold heart beating fast	it's dark there's no-one around	afraid worried scared
Dropped off at school earlier than usual and no-one is around	butterflies feel shaky eyes looking around checking	no-one is around all the doors are closed	worried nervous lonely confused

Other suggested activity

Feelings of characters

- 1 Select scenes from popular movies or TV shows such as *Shrek*, *Toy story* or *The Curse of Mr Bean* (swimming pool episode), to explore different types of feelings.
- 2 Ask students to focus on a particular character and then ask questions such as:
 - What might the character's warning signs be?
 - How do you know this? (Responses could include: body language; facial expression; external signs)
 - Would everybody have the same warning signs? (Response: Warning signs may be different for everyone.)
- 3 Alternatively, use a suitable book or excerpts from a novel to explore the warning signs of characters (eg *The BFG* by Roald Dahl).

2.3 Exploring different types of feelings

- 1 Discuss the types of feelings listed in the table below.
- 2 Encourage students to give examples. Remember one step removed technique (NNA 3) and protective interrupting (NNA 4).

Type of feelings	Explanation	Example
Mixed feelings	When you experience different or opposite feelings at the same time	Feeling proud that a friend won an award but being envious of their success
Changing feelings	When a feeling changes (usually unexpectedly)	Trusting someone and then seeing that person steal something
Confused feelings	When you are unsure about how you feel and what to think	When someone is getting different messages from the same person about whether they are a friend or not
Uncomfortable feelings	When you feel uneasy, surprised, a bit worried or nervous	When someone you don't know very well gives you a big hug

2.2 | Warning signs are the external signs, body messages and feelings that help people to recognise a situation where they may be at risk of harm.

Students frequently confuse feelings with physical responses of the body. Persist in supporting students to understand the difference.

2.2 | Explore the range of responses to unsafe situations so that students can begin to recognise the complexities and contradictions of our emotions.

Adamson, A & Jenson, V (2003) *Shrek*, DVD, Universal pictures, PG Rating

Dahl, R (1999) *The BFG*, Penguin Books Ltd

Davies, J (1990) *The Curse of Mr Bean*, DVD, Tiger Television, G Rating

Lasseeter, J (1996) *Toy story*, DVD, Buena Vista Distribution Co, G Rating

2.3 | Tell students that our feelings about events or people may change and that is OK. However, it is a good idea for them to talk to a trusted adult about why the feelings may have changed.

Some students may have difficulty imagining other people's feelings.

Red Riding Hood (traditional story)
Browne, A (2004) *Into the forest*, Red Fox, Random House Children's Books



- Write the four different types of feelings on large flash cards, and place them in four different corners of the room.
- Read a book or story, such as the traditional story *Red Riding Hood* or *Into the forest* by Anthony Browne.
- Ask students to move to one of the four corners of the room as the characters experience different types of feelings. See the example, below.

Type of feelings	How Red Riding Hood's feelings alter
Mixed feelings	Red Riding Hood excited to visit Grandma but worried about walking through the woods
Changing feelings	Red Riding Hood feeling happy but unexpectedly meets the wolf in the forest
Confused feelings	Red Riding Hood seeing the wolf dressed like Grandma and is confused about how different she looks
Uncomfortable feelings	Red Riding Hood feeling uneasy when 'Grandma' invites her into the house

Other suggested activities

Safe feelings

- A variation of the activity above is to add another flash card with the label 'positive/safe feelings'.
- Place the 'positive/safe feelings' card in the centre of the room, as a category for comparison with the other feelings.

Colour code feelings

- Read *My many coloured days* by Dr Seuss.
- Students select colours to represent feelings.
- Students write feelings poems or create a piece of art using colours they have chosen.

2.3 | Consider students choosing their own colours to represent feelings to avoid generalisations. For example, red might mean 'anger' or 'good fortune'.



Dr Seuss (2003) *My many coloured days*, Random House USA Inc

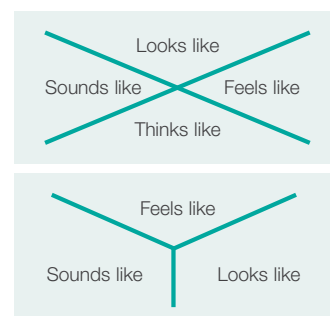


2.4 | Some self-protection programs rely on simple binary indicators. It is not appropriate to use terms such as 'yes' or 'no' feelings. Instead, explore a range of feelings.



2.4 Feeling unsafe

- In groups students discuss the question 'How do we know when we are not safe?'
- Students record their responses on an X or Y chart (**RLS 4**). For example:
 - feels like—sick in stomach, frozen to the spot
 - looks like—shaking fist, scared face
 - sounds like—people yelling, teasing, threatening
 - thinks like—I need to get away.
- Continue the discussion as a whole class focussing on body messages and how important it is to recognise them and take action.



TOPIC 3: RISK-TAKING AND EMERGENCIES

Students need to learn (at an age and developmentally appropriate level):

- what are safe and unsafe situations
- what an emergency is and what to do if an emergency occurs
- what to do in a personal emergency.

Educators' tips

- Students should consider the concept of risk-taking in a safe, supportive learning environment.
- Equally important is communication with parents/carers about the challenges of developing independence, balanced with the responsibility of parents/carers to keep them safe.
- Experiencing a personal emergency means that sometimes students may need to break the rules, for example, entering an office area without permission to report an emergency. Students should rehearse this procedure and staff and volunteers should be trained in the appropriate responses when a student experiences a personal emergency.
- Explore online strategies for safety and how to recognise online predatory behaviour. Note that this behaviour may be perpetrated by adolescents and older peers as well as adults. Further information is available from ⁷[Bully Stoppers: Online grooming](#).

3.1 Ideas about being safe

1 Use a mind map (RLS 5) to explore examples of the following:

- scary but fun (eg riding a roller coaster)
- scary, not fun but safe (eg having an injection to be immunised)
- scary, not fun, not safe (eg being lost)
- fun, not safe (eg arranging to meet someone you don't know via an online conversation).



2 Use any of the following strategies to explore ideas of safe and unsafe situations.

- Complete ¹⁰[Activity resource 3: What is safe?](#) using the Knee-to-knee activity (RLS 2).
- Use ¹¹[Activity resource 4: Feelings scenarios](#) to guide freeze-frame role-plays (RLS 3a). Group members make guesses about the activity/situation being acted out and offer suggestions why one person finds the activity/situation scary or unsafe, while someone else thinks it is OK.
- Record ideas on a grid, with columns headed: 'Scary but fun', 'Scary, not fun but safe', 'Scary, not fun, not safe', 'Fun, not safe'. Some students may add to the grid or move suggestions from one column to another. This promotes the idea that we can have mixed feelings and can change our ideas.

3.1 | Students need to understand about their own safety by encouraging them to see that people have different opinions about what might be scary, fun or unsafe.

Challenge opinions about dominant gender practices, such as ideas about play based on gender (eg boys play with cars and girls play with dolls). Challenge gender stereotypes such as boys being tough and girls being afraid.

Some students may be inclined to show bravado about a particular activity being scary but fun.

Don't voice your own opinion immediately, but encourage students to state their views. However, realistically, there are some things that can't be done safely and students should come to that understanding.

3.2 A timeline of independence

1 Explain that as children grow older, they begin to become more independent – they can do more things for themselves and by themselves. There are things that students are able to do now and things they are allowed to do that they couldn't do when they were younger.

2 Create a timeline with ages from birth to 12 years old on which students place cards listing skills or activities achieved, such as the following:

- learning to walk
- dressing myself
- making a hot drink
- learning to ride a bike
- preparing a meal

3.2 | Students should be encouraged to consider the concept of acceptable risk in order for them to more easily assess unacceptable risk.

If students are unsure about a challenge or risk, it is useful for them to discuss their concerns with a person they trust (note that the concept of networks may not have been covered at this stage).

Model affirmation and appreciation of the range of responses that represent the views of different groups within the community.

Ensure that individual students are not singled out as being 'unusual'. This might require adding statements such as 'There are many other children and young people who do (or don't) do that because they have ideas/customs/traditions that are important in their families'.

- looking after younger children
- going to the park or play area without an adult
- using social media
- catching a train or a bus without an adult
- going to the movies with friends.

- 3 Introduce the term 'risk' and brainstorm (**RLS 10**) examples of acceptable risks such as learning new skills.
- 4 Compare and discuss the responses of students of different ages. Be aware of responses across different families and cultural backgrounds, emphasising that it is OK for different groups and families to have different rules and expectations within the shared context of Australian law.

3.3 Identifying risks

- 1 As a class, brainstorm (**RLS 10**) situations where someone would need to assess the risks, identify any warning signs and think about how they can keep safe? Responses might include:
 - at the shopping centre
 - at the local park
 - at the end of sports practice
 - at a friend's birthday party
 - walking home from school.
- 2 Use the above situations to create scenarios where students need to consider their safety and assess risk. Use the following as a model.

Scenario: *At the local park*

WHO? *Parents/carers are present in the park.*

WHAT? *Play areas have equipment which is safe to use. Paths and seats are placed so people can view play areas.*

HOW? *The child is with trusted adults.*

WHERE? *There are isolated areas in the park, including the toilets.*

WHEN? *The child is in the park during the day.*
- 3 Ask students to rate the level of safety of each aspect of the scenarios as either:
 - no risk
 - possible risk
 - very risky.
- 4 This could be recorded on a grid, using the 'thumbs up' strategy (**RLS 8a**):
 - thumbs up—no risk
 - thumbs horizontal—possible risk
 - thumbs down—very risky.
- 5 Remind students that, although most places in their community are safe, risks are higher when they are alone or without a trusted adult.
- 6 Ask: 'If a situation is unsafe what could someone do to make it safer?' (Response could be: do it with a trusted adult or with a group of peers who are behaving responsibly.)



Other suggested activity

Identifying safe places

- 1 Students work in groups to draw a picture or plan of any of the above situations and label aspects of safety with captions. A study of the park, for instance, could include the following:
 - lighting
 - play equipment
 - first aid
 - supervision.
- 2 For younger students, provide a picture of the situation together with captions which students place in the appropriate places.
- 3 Consolidate the learning by arranging an excursion to the local park or shopping centre.

3.4 What is an emergency?

- 1 Look at the school's emergency procedures using a modified jigsaw activity (**RLS 7**). Note that this activity may take several separate sessions to complete.
- 2 Make copies of the emergency procedures. The procedures may be presented in ways other than the written form to cater for varying abilities and student diversity, for example photos with captions such as 'the oval', 'siren' and 'warning flag'.
- 3 Divide the information to be learnt into about five or six small sections.
- 4 Divide students into the same number of groups and give each group a section of the information.
- 5 Tell students that, as a group, they are to become 'experts' on their allocated section.
- 6 Each group prepares a short report or presentation for the whole class about the information in which they are now 'experts'.

Other suggested activities

Taking action

- 1 As a class, brainstorm (**RLS 10**) concerns they have about the school or community environment in regards to safety.
- 2 In groups, students come up with strategies to address their concerns.
- 3 Students then write a letter to school or community leaders addressing their concerns and proposed strategies to make the school and/or community safer.

Story

- 1 Read a traditional story such as *Henny Penny* or *Chicken Little*.
- 2 Discuss what the emergency was and how the main character managed it.
- 3 Ask: 'What might have helped the character deal with the emergency better?' or 'What would you have done?'

3.5 Personal emergency

- 1 Ask students to brainstorm occasions when they might experience a personal emergency (eg someone might be badly hurt in the playground or play area and no teacher is in sight).
- 2 Suggest that sometimes adults have to take emergency action that might normally be considered rude, dangerous or illegal, for example, an emergency vehicle may need to drive through a red light. Students can suggest other examples.
- 3 Tell students that sometimes they may need to take emergency action that breaks a home or school rule.
- 4 In groups, students brainstorm examples of rules that may need to be broken in a personal emergency. Suggestions may include:
 - enter the office or staff room without permission
 - run in 'walking' areas
 - yell and scream
 - make a phone call without permission
 - talk to a person they don't know
 - break something
 - 'dob' on someone
 - break a secret.
- 5 Discuss suggestions and ask: 'How might this keep someone safe?'
- 6 A follow-up activity could involve rehearsal and role-play of emergency responses from the above list (**RLS 3**).
- 7 Other activities can be found at [12Triple Zero Kids' Challenge](#).



Chicken Little, traditional story
Henny Penny, traditional story



3.5 | Students will probably grasp the concept of an emergency quite easily. However, the concept of a personal emergency may be a new idea for students.



As discussion about abuse may not have been covered yet, use simple familiar scenarios and place more emphasis on taking action in a personal emergency.

The strategy of 'calling a personal emergency' may need to be included in the school's student behaviour code.

Staff members and parents/carers should be informed about the concept of personal emergencies before the students are introduced to it so that adults can reinforce the concept.

Students need to understand that they may need to break the normal rules of good manners and appropriate behaviour in a personal emergency until something happens to make them safe.

Adults need to remember that an emergency for a child may appear trivial to an adult.

Resources and external links

- 1 South Australian Teaching for Effective Learning (TfEL) Framework guide | <http://tiny.cc/TfEL-FrameworkGuide>
- 2 South Australia Children and Young People (Safety) Act 2017 | http://kscpc.2.vu/CYP_SafetyAct
- 3 Activity resource 1: Relaxation story | http://kscpc.2.vu/Y3-5_Act01
- 4 I Can Do Apps | <http://icandoapps.com>
- 5 Appolicious: Apps to teach emotions | <http://tiny.cc/EmotionsApps>
- 6 Relaxation and Meditation for Children | <http://tiny.cc/GR-RelaxationMeditation>
- 7 Bully Stoppers: Online grooming | <http://tiny.cc/BullyStoppers-Grooming>
- 8 Activity resource 2: Body outline | http://kscpc.2.vu/Y3-5_Act02
- 9 The Curse of Mr Bean – Part 1/5 | <http://tiny.cc/CurseOfMrBean>
- 10 Activity resource 3: What is safe? | http://kscpc.2.vu/Y3-5_Act03
- 11 Activity resource 4: Feelings scenarios | http://kscpc.2.vu/Y3-5_Act04
- 12 Triple Zero Kids' Challenge | <http://kids.triplezero.gov.au>

Activities

Focus Area 2: Relationships

Topic 1: Rights and responsibilities	Topic 2: Identity and relationships	Topic 3: Power in relationships	Topic 4: Trust and networks
1.1 Rights and responsibilities 1.2 United Nations Convention on the Rights of the Child	2.1 Identity web 2.2 Gender stereotypes 2.3 Unsafe behaviour 2.4 Relationships circle	3.1 Exploring a definition of power 3.2 Power scenarios 3.3 Tricks and bribes 3.4 Pressure 3.5 Bullying as an abuse of power	4.1 Trust walk 4.2 Developing a trusted network 4.3 Network letters

¹SA TfEL Framework elements

3.4: Promote dialogue as a means of learning
 4.1: Build on learners' understandings

4.2: Connect learning to students' lives and aspirations

TOPIC 1: RIGHTS AND RESPONSIBILITIES

Students need to learn (at an age and developmentally appropriate level):

- what are rights and responsibilities
- the importance of the United Nations Convention on the Rights of the Child.

Educators' tips

- The concept of rights and responsibilities needs to be explicitly defined and discussed with students.
- Regularly revisit the concept of rights and responsibilities in everyday situations to assist children to understand and apply their knowledge as they learn to become valued members of their widening social groups.
- When children have the opportunity to make informed decisions, their participation, engagement and success in their learning is enhanced and they more readily take responsibility to apply and extend their learning.
- Partnerships with parents/carers are vital to ensure mutual understanding about children's rights and responsibilities and to prevent any misconceptions and abuse of power in relationships.

1.1 Rights and responsibilities

- 1 Show the first KS:CPC theme: 'We all have the right to be safe'.
- 2 Ask: 'What does it mean to have rights?'
Students at this age are likely to talk about 'right' in terms of right and wrong or rules. We can use the word 'need' to replace 'right' and say 'What do children and young people need?'
- 3 In pairs or small groups ask students to discuss what children and young people need and record responses on one half of a large chart, under the heading 'Rights'.
- 4 Ask the question: 'If we have the right to be safe, what can we do to help ourselves and others?' This is called 'responsibility'.
- 5 On the other half of the large sheet, write the heading 'Responsibility'.
- 6 Students write a corresponding responsibility to each right identified. Initially, this may be a difficult concept and may require modelled responses.
- 7 Alternatively, students can individually complete [Activity resource 5: My rights and responsibilities](#).



We all have the right to be safe.

Activity Resource 5: My rights and responsibilities	
1. I have the right to be safe.	My responsibility is to...
2. I have the right to be educated.	My responsibility is to...
3. I have the right to be healthy.	My responsibility is to...
4. I have the right to be happy.	My responsibility is to...
5. I have the right to be respected.	My responsibility is to...

1.2 | The concepts and language of the Convention on the Rights of the Child are quite challenging for primary students. However, by unpacking the sentences with your input, the statements can be re-written for clear meaning.



1.2 United Nations Convention on the Rights of the Child

- 1 Select an appropriate video for your students from the following:
 - ³*What are child rights?* UNICEF Australia
 - ⁴*For Every Child 2010*, UNICEF
 - ⁵*Everybody – We are all born free*, Amnesty International (the Universal Declaration of Human Rights).
- 2 Ask 'Why does the Convention on the Rights of the Child exist?'
- 3 Explain that the Convention on the Rights of the Child is in place to protect children; there is also the Universal Declaration of Human Rights which exists for all people.
- 4 Display or provide students with a child-friendly version of the United Nations Convention on the Rights of the Child. Choose the most suitable version for your students:
 - ⁶*12 key rights poster*, Australian Human Rights Commission
 - UN Convention on the Rights of the Child in ⁷*child-friendly language*
 - ⁸*What rights?* Summary of the United Nations Convention on the Rights of the Child
 - ⁹*A simplified version of the United Nations Convention on the Rights of the Child*.

5 Consider also using the following documents. Key points will need to be extracted to ensure the information is developmentally appropriate.

- ¹⁰Children's rights: UN Convention on the Rights of the Child as it relates to Indigenous children.
- ¹¹It's About Ability: an explanation of the Convention on the Rights of Persons with Disabilities.



6 Students individually select one right/article from the chosen resource and visually represent what it means to them. For examples of visual representations, see:

- ¹²Illustrated version of the Convention on the Rights of the Child, Save the Children
- ¹³Your rights in pictures, Children and Young People's Commissioner Scotland
- ¹⁴Cartoons explaining the Convention on the Rights of the Child, UNICEF.

7 Present students' visual representations to the whole class, at a school assembly, or in the community.

Additional resources



- ¹⁵Your rights: how to make Australia more child friendly, Australian Committee for UNICEF
- Amnesty International ¹⁶Student and teacher resources
- Australian Human Rights Commission ¹⁷Human rights in the school classroom.

TOPIC 2: IDENTITY AND RELATIONSHIPS

Students need to learn (at an age and developmentally appropriate level):

- to understand their own identity
- to analyse socially constructed gendered stereotypes and expectations
- there are many different types of relationships
- how to identify people that they can trust.

Educators' tips

- When students develop a sense of their own identity, they discover their physical, emotional, intellectual, spiritual and social needs and rights. Thus, they are able to assert their right to be safe.
- Students are developing their knowledge of relationships at different rates and bringing their individual personal experiences to their learning.
- The diversity of students' cultural backgrounds and family situations needs to be acknowledged and respected.
- Activities help students develop a sense of personal identity and explore different types of relationships. There are also opportunities to explore issues of culture (relating to touch) and issues of gender (stereotypes and role expectations).
- Students should experience an inclusive environment that reflects, values and respects the diversity of students' backgrounds. The messages that teachers convey in their language, in positively acknowledging all children's efforts and accomplishments, contribute to how children view themselves and their sense of self-worth.

2.1 | Research shows that children and young people who have a strong sense of identity and resilience are more able to assert their rights and have established networks to keep themselves safe.



2.1 Identity web

- 1 Revisit the first KS:CPC theme: 'We all have the right to be safe'. We have a right to our privacy and to keep ourselves safe; some information about ourselves is private.
- 2 Students develop their own identity web, using [18Activity resource 6: Identity web](#).
- 3 Remind students that there may be some information they might not wish to share with others (eg a family nickname).
- 4 Students share their identity webs with the class through display, a gallery walk or pair swaps (**RLS 1**).



We all have the right to be safe.



2.2 | Vulnerability to abuse and the acceptance of many forms of abusive behaviour can be reinforced by narrow gendered expectations within society and popular media.

Emphasise the diversity of social and cultural backgrounds and the existence of strong gender roles in some different cultural groups.

Avoid using labels such as 'boys' cards' or 'girls' pictures'. In using this language, you may reinforce narrow and limiting ideas about gender.



2.2 Gender stereotypes

- 1 Find appropriate resources that show gender stereotypes of what boys and girls are expected to do or look like, eg colours, activities and clothing. Examples can be found in:
 - birthday cards
 - fairy tales
 - books
 - toys
 - catalogues for clothing, toys, etc.
- 2 Explore the concept of gender stereotypes using the examples from above, by asking questions such as:
 - How can you tell if the example is generally meant for girls or boys?
 - Do the examples (eg card, book or toy) show the way you really are? Are they things that you like to do; things you like; what you like to wear?
 - Are these messages true for what all girls and boys like? (Response could be: We are all different and make choices about our interests).
 - Is it OK not to like certain things, even though they are designed specifically for girls or boys? (Response should include: Yes – we are all different and can make our own choices about what we wear, what we play, who with and the activities we like).



- 3 What influence does the media (eg TV, movies, advertising) have on children and young people in regards to stereotypes? (eg behaviour; purchases; eating habits; fashion; sport.)
- 4 Use a story (**RLS 14**) that challenges traditional gender roles and stereotypes. Consider books from the following lists:
 - ¹⁹[Promoting gender equality and challenging gender stereotypes: Children's picture books](#)
 - ²⁰[Children's books that break gender role stereotypes.](#)

Other suggested activities

Media analysis

- 1 Use appropriate children's movies, TV shows, traditional stories or fairy tales and ask students to analyse stereotypical male and female characters.
- 2 Ask questions such as:
 - What do they look like?
 - What are they wearing?
 - What activities do they do?
 - What role do they have (eg main character; hero; villain).
- 3 Compare examples of male and female characters in different examples of media.
 - Is there a pattern of how the female characters are represented?
 - Is there a pattern of how the male characters are represented?
 - Why do you think this is the case?
 - Would it be OK if these gendered roles did not exist or were reversed?
- 4 Show a piece of media that challenges traditional gender roles and stereotypes.

Gender roles

Introduce activities that explore gender identity, gender roles, stereotypes and healthy views of gender and self. This could include challenging children's views about traditional gender concepts such as toys, colours, occupations, attitudes, etc. See ideas from ²²[Partners in Prevention](#).

2.3 Unsafe behaviour

- 1 Brainstorm behaviour that children and young people often do that may be unsafe.
- 2 Are there any differences based on gender? (If differences are identified, it is likely that they are based on gender stereotypes/expectations. All children and young people may engage in unsafe behaviour at times, regardless of gender. However, some of these behaviours may be encouraged and/or deemed appropriate by society, based on someone's gender.)
- 3 Explore the unsafe behaviours listed and the protective strategies that students could use.

Other suggested activities

Compliments

- 1 Revisit the group operating norms (**NNA 2**).
- 2 The aim of this activity is to encourage students to pay each other compliments by describing special skills or positive character traits that they possess.
- 3 To play:
 - students sit in a circle
 - each student makes a statement about the person sitting on their right
 - the statement could begin with 'I like the way (name) is good at ...'
 - discuss other ways that students could share positive character traits about another person.
- 4 The following resources could also be used:
 - ²³[Random Acts of Kindness Foundation](#)
 - ²⁴[Kindness: A Lesson Plan.](#)

2.2 | Sex and gender



- **Sex:** Refers to the biological attributes that define people as either male, female, a combination of female and male, or neither female nor male. These biological attributes include chromosomes, hormones and physical anatomy.
- **Gender:** Generally understood as a social and cultural construction. A person's gender identity or gender expression is not always exclusively male or female and may or may not correspond to their sex. Gendered expectations (eg behaviour, activities, careers, etc.) within society and/or culture can be harmful.

Additional resource



- ²¹[Appendix 14: Sexual and gender diversity](#)

2.3 | It is justified to provide direct advice to assist students in ways they can respond to certain forms of bullying, for example, using graduated responding in a sequence of (1) ignoring (2) walking away (3) talking to the 'bully' (4) saying that the behaviour must stop (5) seeking help.



2.3 | This approach is useful when you are encouraging students to explore sensitive issues. This activity needs to be undertaken in a context of safety and respect. Consider students who may be new to the class, are not known by other students or are not popular with other students.



2.4 | Review the personal relationships circle regularly because relationships can change.



Class meeting

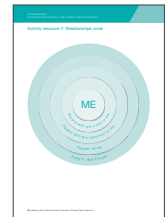
- 1 Organise regular class meetings where students can share their concerns, both positive and negative, with others.
- 2 Ensure that a process is developed for following up on students' concerns.

2.4 Relationships circle

- 1 Display the second KS:CPC theme: 'We can help ourselves to be safe by talking to people we trust'.
- 2 As a class discuss what this theme means and create a general list of people who might be trusted (eg teacher; doctor; police officer; relatives; friends).
- 3 Scribe the list onto flash cards or labels.
- 4 Display an enlarged example of the relationships circle (refer to [25Activity resource 7: Relationships circle](#)), for example, by drawing large concentric circles with chalk on the ground.
- 5 Students are given a flash card or label each to hold which depicts people on the class's general list and move to the circle they think best matches their flash card or label.
- 6 Through class discussion, students can move to a different circle, highlighting also that relationships can change.
- 7 Students, individually, brainstorm a personal list of the people with whom they have a link, connection or relationship.
- 8 Students examine their lists and complete their own circles using copies of [25Activity resource 7: Relationships circle](#), which could be enlarged to A3 size.



We can help ourselves to be safe by talking to people we trust.



TOPIC 3: POWER IN RELATIONSHIPS

Students need to learn (at an age and developmentally appropriate level):

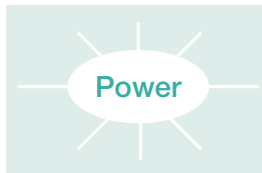
- what power means and the different types of power
- how to recognise and appropriately respond to tricks and bribes
- how to recognise and appropriately respond to bullying.

Educators' tips

- Using the activities in this topic, explore both the positive use of power and the abuse of power.
- Support students to explore real-life social issues to identify situations where there has been an abuse of power in a relationship and demonstrate appropriate actions to take.
- Partnerships with parents/carers are vital to ensure mutual understanding about children's rights and responsibilities and to prevent any misconceptions and abuse of power in relationships.
- Consider the school's behaviour code and grievance procedures when covering the concept of bullying.

3.1 Exploring a definition of power

- 1 Divide the class into small groups.
- 2 Use a mind map (**RLS 5**) to explore different examples of 'power'. Examples that students may include are:
 - power plant
 - power walking
 - Port Power (AFL team)
 - PowerPoint
 - power steering
 - electrical power.
- 3 Ask students to draw or write words and phrases on a group sheet about what power means in these contexts. Discuss as a class the groups' ideas of power.
- 4 Tell students that:
 - everyone has power
 - using power is a choice
 - how and when people use their power is up to them
 - the amount of power a person has will change according to different situations
 - if someone chooses to use power in a way that respects the rights of others, it is using power in a positive way
 - if someone chooses to use power in a way that does not respect the rights of others, it is an abuse of power.
- 5 The following definition from the *Macquarie dictionary* may be useful for discussion: 'Power [noun] 1. ability to do or act; capability of doing or effecting something'.



Other suggested activities

Power chart

- 1 Working in groups, students cut pictures from magazines or use digital images which illustrate the following:
 - powerful things or objects (fire, water, drill, saw, plane, tractor, rocket, jet boat)
 - powerful creatures (lion, shark, guide dog, fruit fly, kangaroo, tiger snake, crocodile, red-back spider)
 - powerful people (Prime Minister, Premier, police officer, judge, teacher, religious leader, principal, armed robber).
- 2 Students paste their pictures onto large sheets of paper or produce a slide show. The recording of information may be done in different ways, for example using mind maps, charts or grids.
- 3 Groups share their display or presentation with the rest of the class.



Interactive presentation

Students research information on the meaning of power and present it as an interactive poster using ²⁶Prezi, ²⁷Glogster, ²⁸Kidspiration, or a slide show.

3.2 Power scenarios

- Using the scenarios in ²⁹Activity resource 8: Power scenarios ask students:
 - What power is being used? (eg positive use of power; abuse of power.)
 - How do you know that there is either a positive use of power or an abuse of power occurring?
 - Who is using the power? (eg older students; teachers.)
 - How might the people in the scenarios feel?
 - How might the scenarios that show an abuse of power be resolved?
- Using modified brainstorming (**RLS 10a**) identify and discuss situations that have occurred at school, in the community or from popular media that demonstrate power being used. Ensure there are examples of both positive power and abuse of power.

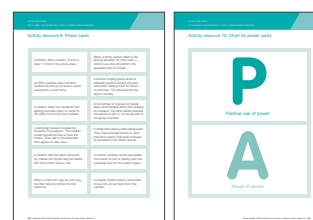


Other suggested activity

Power cards

This activity may be more suitable for students in Year 5.

- Students form small groups. Each group receives a set of cards from ³⁰Activity resource 9: Power cards together with a copy of ³¹Activity resource 10: Chart for power cards.
- The power cards are placed face down in a pile in the middle of the group. Students take turns to choose a card, identify the power used in the situation, and decide if the power was used in a positive way or in an abusive way.
- The card is placed onto the accompanying chart, either on the P (positive use of power) or the A (abuse of power). Alternatively, this could be completed using a values continuum (**RLS 8**).
- Note and discuss reasons when students are unsure where to place a card or if different groups make different choices.
- Discuss responses to each situation, based on the questions: 'How did you know the situation was positive use of power or abuse of power?' and 'Why did you think this?'



3.3 | The concepts of power, pressure, tricks and bribes need to be delivered in a way that suits the development of students in Years 3–5. For example, students in Year 3 may relate to the concept of tricks rather than bribes. The concept of bribes may be more suitable for Year 5 students.



3.3 Tricks and bribes

- Introduce the words 'tricks' and 'bribes', giving examples of each. Clarify the difference between a gift and a bribe: a gift is given by choice with no conditions or expectations; a gift becomes a bribe when the giver expects a favour or act in return.
- Provide the following four scenarios for discussion. Use the scenarios to develop the concept that tricks and bribes may be used by peers and adults and may result in children and young people being harmed.
 - Toys:** A student tricks a younger student into giving them their favourite toy.
 - Play area:** An older student tricks some young students into giving up their play space by telling them the teacher wants to speak to them.
 - Stealing a bike:** An adult bribes a young person by giving them some money to steal a bike from a neighbour.
 - Online:** An adult tricks a young person by pretending to be a school student.
- Other examples could include an adult saying to a child such things as: 'Your mum is sick and has asked me to pick you up'; 'I've lost my puppy can you help me find it?'; 'Can you show me where the playground is?'; 'I will give you \$5 if you help me carry my shopping bag'.

3.4 Pressure

- 1 Introduce the term 'pressure' and brainstorm (**RLS 10**) examples of when they have heard it being used (eg peer pressure; pressure to do well; applying pressure in first aid).
- 2 Give each student a balloon and ask them to blow two or three breaths into it.
- 3 Using their hands, students apply a small amount of pressure and observe what happens.
- 4 Students continue to blow up the balloon, stopping at stages to observe what happens when pressure is applied.
- 5 Discuss the concept of pressure by posing the following questions:
 - If the balloon was a person, what might have been some feelings and body messages that could have been experienced when the pressure was being applied? (Responses could include: uncomfortable; stressed; heart beating faster; tight throat; nervous; wanting the pressure to stop.)
 - When might people be put under pressure by other people? (Responses could include: when other people try to make them do something they don't want to do.)
 - Can people be pressured in non-physical ways? (Yes) How? (Responses could include: threats, tricks or bribes may be made; non-physical bullying such as looks and gestures may occur.)
 - Can people be pressured in the online environment? (Yes) How? (Responses could include: when other people try to make them do something they don't want to do such as sending pictures.)



Other suggested activity

Applying pressure

- 1 Students form pairs. One student forms a fist and the other student is challenged to try to open their partner's fist without touching them. Stop the activity after a minute.
- 2 As a whole class, students respond to the following questions:
 - What strategies were used to try to open the other person's fist? (Responses could include: promises; bribes; threats.)
 - How might someone use these strategies to get a person to do something they don't want to do?
 - What might someone do if a person was trying to pressure them?
 - Is there a difference between adult pressure and peer pressure?

3.5 Bullying as an abuse of power

Select from the following activities to explore bullying as an abuse of power.

Stories

This activity may be more suitable for students in Years 3 and 4.

- 1 Ensure that students have an understanding of bullying: Bullying is repeated verbal, physical or social behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons.
- 2 Read one of the following stories:
 - *The recess queen*
 - *Farmer duck*.
- 3 Use questions such as the following to explore the concept of bullying as an abuse of power within the stories:
 - What bullying behaviour happened?
 - Who abused their power?
 - What effect did it have on others?
 - How did the characters who were being bullied stop the behaviour? Did they have a plan?
 - Did they have help from others?
 - What if someone knew about someone being bullied? What might they do?

O'Neill, A (2002) *The recess queen*, Scholastic

Waddell, M & Oxenbury, H (1991) *Farmer duck*, Walker Books



Jennings, P (1995) *The Gizmo Again*, Puffin Books, Victoria



3.5 | The school's anti-bullying policy and grievance procedures should be displayed and available to students during these lessons. The school's anti-bullying policy should be available on the school's web-site for all families to read and discuss.

If someone witnesses someone else being bullied, they must do something to help and support the person being bullied – doing nothing is not OK.



Additional resources

- ³⁴[Bullying](#) (Department for Education)
- ³⁵[Appendix 8: Bullying, harassment and discrimination](#).



Extract: *The Gizmo Again* by Paul Jennings

This activity may be more suitable for students in Year 5.

1 Ensure that students have an understanding of bullying: Bullying is repeated verbal, physical or social behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons.

2 Read the background of the story *The Gizmo Again*: Gutsit, Ginger Gurk and Noblet have been making Jack's life a misery all year. They take his lunch, steal from him, push him around and bully him. Jack is the narrator of the story.

3 Read as a class or distribute ³²[Activity resource 11: *The Gizmo Again* by Paul Jennings—extract 1](#).

4 Use questions to explore the concept of abuse of power:

- What bullying behaviour happened to Jack? Who was abusing their power?
- What effect did this abuse of power have on Jack?
- How did Jack decide to stop the bullying? Do you think his plan will work? Why?
- What if Jack was a boy from another culture? In what other way do you think he may be bullied? What do you think about this?
- What if Jack was a girl being bullied by a gang of boys?
- What if Jack was being bullied by a gang of girls?



5 Tell students that Jack is now a member of the gang.

Read as a class or distribute ³³[Activity resource 12: *The Gizmo Again* by Paul Jennings—extract 2](#).

6 Ask: 'How is what happened to Micky and Jack an abuse of power and an abuse of their rights?' (Micky has the right to eat his own lunch and to be safe at school. Jack has the right to choose friends who don't threaten him and pressure him to bully others.)



7 Use the following questions to explore this further:

- Why does Jack feel sorry and glad about Micky?
- Why does Jack feel he is not brave enough to confront the bullies?
- Jack says 'There isn't anything I can do'. What do you think Jack could have done?
- Who do you think could have helped Jack?
- Do you think Jack is as guilty as Gutsit, Ginger Gurk and Noblet? Why?

8 Students work in pairs to write a conversation between Jack and Micky.

9 Alternatively, students role-play (RLS 3) an interview with Jack and/or Micky from *The Gizmo Again*. Consider using a modified fish bowl role-play (RLS 3b) where students question the interviewer after the interview.

Other suggested activities

Bystander and upstander

- 1 Debate the following statement: 'A person who sees harassment or bullying happening is called a bystander. If they do nothing, they can be contributing to the problem'.
- 2 Explain that a bully upstander is someone who sees or hears about another person being bullied either in person or online and takes action. This includes in person and online situations.
- 3 Discuss the safe actions an upstander could take to help the person. Use ³⁶[Becoming an upstander](#) as a guide.
- 4 Watch the video ³⁷[Be an upstander – Prevent bullying](#) then discuss.

Cybersmart Hero

Use the video ³⁸[*Cybersmart Hero*](#) and accompanying teacher guide and lesson plan to explore cyberbullying and bystander behaviour.

Video media

Use videos to discuss bullying and strategies for managing situations and supporting others:

- Stopbullying.gov: ³⁹[What kids can do](#)
- Bully Stoppers: ⁴⁰[Interactive learning modules](#).

TOPIC 4: TRUST AND NETWORKS

Students need to learn (at an age and developmentally appropriate level):

- what trust is
- how to develop a trusted network.

Educators' tips

- A learning environment that is relaxed, consistent, predictable, supportive and respectful and where mutual trust is able to develop, fosters students' ability to make positive connections, self-esteem and self-control.
- Students come to school with a range of experiences and previously developed relationships. Discussions and activities related to relationships and trust may arouse strong feelings.
- Sensitivity is needed when discussing the breaking of trust, as it could have a personal meaning for some students for a variety of reasons.
- Partnerships with parents/carers helps to inform school staff about the special relationships that students have formed, helping teachers to respond in the best way to individual students' understanding, experiences and needs.

4.1 | The two themes of the KS:CPC can be on display at all times. When setting rules and expectations as a beginning of the year/term activity, these themes can be used to underpin the class/school core values, which enable all students to learn in the context of safety.

The trust walk activity needs to occur in a school climate of care and cooperation. Students may opt to be observers rather than participants.



4.1 Trust walk

- 1 Remind students of the second KS:CPC theme: 'We can help ourselves to be safe by talking to people we trust'. Tell students that the activities in this topic are important for helping them understand this theme.
- 2 Revisit the group operating norms (NNA 2).
- 3 To play the trust walk activity:
 - divide students into groups of three
 - blindfold one member of each group (with the student's permission)
 - the other two students in the group lead the blindfolded student around an obstacle course (eg witches hats; low gym equipment)
 - students in each group take turns to be blindfolded and led.
- 4 Students discuss and record their experiences using the following questions:
 - How did you feel when you were relying on others to do the right thing? (Discuss feelings and warning signs.)
 - How did you feel when you took the risk of letting another person take control?
 - How did it feel for someone to trust you?
 - Did you feel as though you were being treated with respect? (Respect means 'to treat with dignity and consideration'.)
- 5 After the activity, work towards some common understandings of trust (eg trust means believing that others will do the right thing).
- 6 In this activity, students trusted that the other group members would not let them fall or walk into obstacles. Discuss other situations of trust:
 - In the classroom: teachers trust students to ...; one student trusts another to ...; a student trusts their friend to ...
 - At home: parents/carers trust children to ...; children trust their parents/carers to ...; siblings trust each other to ...
 - In the community: children trust a doctor to ...; parents/carers trust teachers to ...; adults trust police to ...



We can help ourselves to be safe by talking to people we trust.

4.2 Developing a trusted network

- 1 Discuss the notion of a trusted network; that is, a number of people who students feel they can trust; feel comfortable talking to; and who will pay attention to keeping them safe.
- 2 Pose the questions:
 - What qualities should we look for in a person on our trusted network? (eg trustworthy; good listener; helpful; kind; can get things done).
 - How might someone feel if they had a problem and needed to talk to someone on their network?
 - How might someone feel if they didn't have anyone they could trust to talk to?
 - What types of people could be suitable to be on someone's trusted network? (eg parent/carer; auntie; uncle; grandparent; teacher; coach; older sibling; friends' parents).
 - Why is it important to have adults on a network?
 - What online or community organisations might be included on a trusted network? (eg ⁴¹[Kids Helpline](#); local community centre personnel).
- 3 Students visually represent the list of people on their trusted network, referring to Topic 2, Activity 2.4: Relationships circle if necessary. Networks could be presented using a Lotus diagram (**RLS 6**), mind map (**RLS 5**), or use of computer software such as ²⁸[Kidspiration](#).
- 4 Students can discuss their trusted network with their family if they feel comfortable in doing so.
- 5 Have individual discussions with each student about their network. This is not a whole class sharing activity; student privacy needs to be respected as students may share concerning information.

Other suggested activities

Peer networks

- 1 Students may develop a separate peer network that may include friends, siblings, cousins, student representative council members or peer mediators.
- 2 Discuss the role of peers on a network (eg to listen; to get help from a trusted adult; not to gossip about the problem to other peers).

Kids Helpline

Show the video ⁴²[What is Kids Helpline? \(ages 8–12\)](#) then ask questions such as:

- What could be some reasons for kids to call Kids Helpline? (Responses could be: Mum and Dad arguing, problems at school, friendship issues, bullying, angry or sad).
- When are they available to call? (Response: 24/7).
- How can you contact Kids Helpline? (Responses include: phone on 1800 55 1800 or online at kidshelpline.com.au).

4.3 Network letters

- 1 Students write a letter to the people on their trusted network, seeking their willingness to take on the role. ⁴³[Activity resource 13: Network letter](#) provides an example letter.
- 2 Students role-play (**RLS 3**) taking the letter to a person on their network. They act out various responses including:
 - person accepts being on their network
 - person says they need time to think about being on their network
 - person doesn't understand about being on their network
 - person refuses to be on their network.
- 3 Discuss what they might do as a result of the responses.
- 4 Alternatively, students may use various other forms of communication, for example a phone call, an email, or a face-to-face request. Students can role-play (**RLS 3**) their requests and possible responses from people on their network.



4.2 | Trusted network diagrams will be used again in Focus Area 3, Topic 2: Recognising abuse and Focus Area 4, Topic 2: Network review and community support.

Some students may not have a trusted adult – you need to monitor and support these students to develop a network and the confidence to use it.

Care needs to be taken if students do not include a particular family member or step-parent on their network, as that person may be upset or angry because they haven't been included. Opportunities should be made available to the family member to discuss their concerns with you or a member of the leadership team.

4.2 | Students will often talk to peers about issues before talking to adults. Emphasise that adults have a responsibility to keep children safe. The role of a peer network is usually to support someone to talk with an adult – it is not a substitute for a network of trusted adults.

Parent/carer involvement (**NNA 1**) and a whole school approach to the KS:CPC are essential for the success of any activity that asks people to be on a student's network.

Resources and external links

- 1 South Australian Teaching for Effective Learning (TfEL) Framework guide | <http://tiny.cc/TfEL-FrameworkGuide>
- 2 Activity resource 5: My rights and responsibilities | http://kscpc.2.vu/Y3-5_Act05
- 3 What are child rights? | <http://tiny.cc/WhatAreChildRightsVideo>
- 4 For Every Child 2010 | <http://tiny.cc/ForEveryChild2010>
- 5 Everybody – We are all born free | <http://tiny.cc/WeAreAllBornFree>
- 6 Australian Human Rights Commission: 12 Key rights poster | <http://tiny.cc/AHRC-12KeyRights>
- 7 UN Convention on the Rights of the Child In child friendly language | <http://tiny.cc/CRC-ChildFriendly>
- 8 What rights? | <http://tiny.cc/WhatRightsFlyer>
- 9 A simplified version of the United Nations Convention on the Rights of the Child | <http://tiny.cc/UNCRC-Simplified>
- 10 Child rights: Key articles for Aboriginal & Torres Strait Islander children and families | <http://tiny.cc/SNAICC-ChildRights>
- 11 It's About Ability: An explanation of the Convention on the Rights of Persons with Disabilities | <http://tiny.cc/ItsAboutAbility>
- 12 Illustrated version of the Convention on the Rights of the Child | <http://tiny.cc/IllustratedCRC>
- 13 Your rights in pictures | <http://tiny.cc/RightsInPictures>
- 14 Cartoons explaining the Convention on the Rights of the Child | <http://tiny.cc/CRC-Cartoons>
- 15 Your rights: how to make Australia more child friendly | <http://tiny.cc/YourRightsAustralia>
- 16 Amnesty International: Student and teacher resources | <http://tiny.cc/Amnesty-Resources>
- 17 Australian Human Rights Commission: Human rights in the school classroom | <http://tiny.cc/AHRC-Classroom>
- 18 Activity resource 6: Identity web | http://kscpc.2.vu/Y3-5_Act06
- 19 Promoting gender equality and challenging gender stereotypes children's book list | <http://tiny.cc/GenderBookList>
- 20 Children's books that break gender role stereotypes | <http://tiny.cc/BreakingStereotypesBooks>
- 21 Appendix 14: Sexual and gender diversity | http://kscpc.2.vu/Appendix14_SGD
- 22 Partners in Prevention: Tools to support respectful relationships education | <http://tiny.cc/PiP-Tools>
- 23 Random Acts of Kindness Foundation | <http://randomactsofkindness.org>
- 24 Kindness: A Lesson Plan | <http://kscpc.2.vu/KindnessLesson>
- 25 Activity resource 7: Relationships circle | http://kscpc.2.vu/Y3-5_Act07
- 26 Prezi | <https://prezi.com>
- 27 Glogster | <http://glogster.com>
- 28 Kidspiration | <http://tiny.cc/Kidspiration>
- 29 Activity resource 8: Power scenarios | http://kscpc.2.vu/Y3-5_Act08
- 30 Activity resource 9: Power cards | http://kscpc.2.vu/Y3-5_Act09
- 31 Activity resource 10: Chart for power cards | http://kscpc.2.vu/Y3-5_Act10
- 32 Activity resource 11: *The Gizmo Again* by Paul Jennings – extract 1 | http://kscpc.2.vu/Y3-5_Act11
- 33 Activity resource 12: *The Gizmo Again* by Paul Jennings – extract 2 | http://kscpc.2.vu/Y3-5_Act12
- 34 Department of Education: Bullying | http://kscpc.2.vu/DE_BullyingInfo
- 35 Appendix 8: Bullying, harassment and discrimination | http://kscpc.2.vu/Appendix8_BHD
- 36 Together against bullying: Becoming an upstander | <http://kscpc.2.vu/BecomingAnUpstander>
- 37 *Be an upstander – Prevent bullying* | <http://kscpc.2.vu/PreventBullying>
- 38 eSafety Commissioner: *Cybersmart Hero* | <http://tiny.cc/eSafe-CybersmartHero>
- 39 Stopbullying.gov: What kids can do | <http://kscpc.2.vu/WhatKidsCanDo>
- 40 Bully Stoppers: Interactive learning modules | <http://tiny.cc/BullyStoppers-Modules>
- 41 Kids Helpline: Kids | <http://tiny.cc/KHL-Kids>
- 42 Kids Helpline: *What is Kids Helpline (ages 8–12)* | http://kscpc.2.vu/KidsHelpline_8-12
- 43 Activity resource 13: Network letter | http://kscpc.2.vu/Y3-5_Act13

Activities

Focus Area 3: Recognising and reporting abuse

Topic 1: Privacy and the body	Topic 2: Recognising abuse	Topic 3: Cyber safety
1.1 Parts of the body 1.2 Exploring the meaning of private 1.3 Our bodies are private 1.4 Touching	2.1 Exploring abuse 2.2 Definition of abuse 2.3 Physical abuse 2.4 Emotional abuse 2.5 Neglect 2.6 Basic needs 2.7 Sexual abuse 2.8 Domestic and family violence 2.9 Recognising safe and unsafe secrets	3.1 Media classifications 3.2 Video media and computer games 3.3 Television programs 3.4 Internet 3.5 Photographs and digital images 3.6 Magazines
1SA TfEL Framework elements		
2.2: Build a community of learners 3.1: Teach students how to learn 3.3: Explore construction of knowledge	3.4: Promote dialogue as a means of learning 4.1: Build on learners' understandings 4.2: Connect learning to students' lives and aspirations	

TOPIC 1: PRIVACY AND THE BODY

Students need to learn (at an age and developmentally appropriate level):

- the meaning of privacy
- the anatomical names for sexual body parts
- different types of touching
- about informed consent and telling someone if they feel unsafe.

Educators' tips

- This Focus Area provides vital concepts that may lead to further discussion or children disclosing information. Ensure that a contingency plan is in place should this occur. Use information such as ²[RRHAN-EC resources, checklists and templates](#) (Department for Education).
- Partnerships between the teacher, families, communities and support agencies are important for gathering and sharing information that can help the teacher to modify activities to address perspectives of culture, Aboriginality, ability, disability, gender, age, socio-economic status, location and/or religious beliefs in relation to socially acceptable touching.
- Students need to understand they have rights regarding their bodies and that no-one, not even their friends, have the right to touch them without their consent. They also need to understand that for medical and safety reasons they may need to allow adults to touch them, with their consent.
- Students are not always comfortable when sexual body parts and uncomfortable touches are talked about. This may be exhibited through giggling or other signs of embarrassment. Be aware of these signs and finish the session with an activity such as a well-liked familiar story or game.
- Develop a shared understanding with parents/carers about the importance of students expressing their feelings without offending others, and the importance of using anatomical names for sexual body parts.
- You may need to explain to parents/carers why teaching the anatomical names of the body is necessary. Refer to ³[KS:CPC Parent/carer reporting suite](#) or ⁴[Call Children's Private Body Parts What They Are](#).

1.1 | Some resources refer to body parts as either public or private. The KS:CPC refers to the whole body as private, which includes sexual body parts.

Sexual body parts

Correct names are:

- Bottom
- Breasts
- Penis
- Testes
- Vagina
- Vulva

Sexual body parts can also be covered as part of sexual health education within the Australian Curriculum. See ⁸[Sexual health and relationships education](#) (Department for Education).

If students use terms other than anatomical terms for sexual body parts, explain that some of these words may offend. Remind students of the anatomical terms and that at school we will use the terms that a doctor would use.

Using the language 'most males' and 'most females' when talking about sexual body parts is inclusive of intersex and gender diverse people. See ⁹[Appendix 14: Sexual and gender diversity](#) for further information and resources.

Using correct names for body parts

'When children feel awkward talking about certain body parts—if they giggle when someone mentions those parts—they are more likely to feel embarrassed about asking questions, and they are less likely to tell you if someone is touching them inappropriately... Recent research shows that knowing the correct anatomical terms enhances kids' body image, self-confidence, and openness. It also discourages their susceptibility to molesters.' (Matthews, D, ⁴[Call Children's Private Body Parts What They Are](#), *Psychology Today*, accessed 7 March 2017)

1.1 Parts of the body

- 1 Ask students to identify body parts that most males and most females both have and record in the 'both' column of ⁵[Activity resource 14: Body parts](#).
- 2 Discuss as a class the body parts that were identified by each group.
- 3 Ask students to identify body parts that only most females have and add these to their table. Ensure the sexual body parts breasts, vagina and vulva are identified – students may identify additional sexual or reproductive body parts depending on their prior knowledge.
- 4 Students repeat the same process for body parts that only most males have and add these to their table. Ensure the sexual body parts penis and testes are identified – students may identify additional sexual or reproductive body parts depending on their prior knowledge.
- 5 Select age and developmentally appropriate resources to provide further information including the location of the bottom, breasts, penis, testes, vagina and vulva on the body. Resources such as the following could be used:
 - Body Talk charts, available from ⁶[SHINE SA Resource Centre](#)
 - ⁷[Growing and developing healthy relationships](#), Department of Health Western Australia.
- 6 Discuss why it is important to know the terms bottom, breasts, penis, testes, vagina, and vulva. Identify specific situations when someone might need to know and use the correct terms for these body parts (eg explaining symptoms to a doctor; telling a trusted adult about inappropriate touching/sexual abuse).

Both	Most males	Most females

1.2 Exploring the meaning of private

1 Brainstorm the meaning of 'public' and 'private' and examples of each.

Private



Public



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2 Use dictionaries or internet research to form a definition appropriate to the level and context of students. The *Macquarie dictionary* states:

- private [adjective] 1. belonging to some particular person or persons; belonging to oneself; being one's own: *private property*
- public [adjective] 3. open to all the people: a public meeting; 6. open to the view or knowledge of all; existing, done, etc, in public: *the fact became public*.

3 Students brainstorm a list of public and private objects, things or places. Use a table such as the one below to record responses:

Public	Private
School	Personal information
Local park	Wallets
Shops	Bedrooms
Books in the library	Prescription medications
Road signs	Our bodies
	Bathrooms
	Toilets

4 Inform students that personal information about themselves (such as names, photographs, addresses and telephone numbers) is also private and should not be made public or shared with people they don't know, unless there is a reason to do so.

5 Discuss the following questions:

- Why is it important to keep personal information private? (Responses could include: people may find out private contact details and send inappropriate things; people might pressure others to be their friend or join clubs or groups; people might steal personal information and use it inappropriately.)
- In what situations might somebody need to be careful about giving other people their personal information? (Responses could include: when talking to someone they don't know; on the telephone when parents/carers are not at home; when communicating by email, SMS, social media or other public communication systems.)

Other suggested activity

Online privacy

- 1 Discuss the importance of online privacy. Refer to ¹⁰[Security and privacy for my device](#).
- 2 Show the video ¹¹[Act eSafe](#) and discuss online safety and privacy.

1.3 | Use professional judgement in deciding whether to explain to students that it is the law in South Australia (*Children and Young People (Safety) Act 2017*) that adults must not touch children's bodies in a sexual way.

Children and young people have the right to have their bodies respected and to feel safe.

Consider the following with students:

- Babies and very young children require bathing, cleaning and dressing, so it is common to see the sexual body parts of their bodies.
- Older children and young people may be tricked by an adult offering to help with cleaning, dressing, bathing or drying them when they can do it for themselves.



1.3 Our bodies are private

- 1 Tell students that 'our bodies are unique and individual and our whole body is private'.
- 2 Revise the parts of the body that are sexual body parts from Activity 1.1 Body parts – the bottom, breasts, penis, testes, vagina, and vulva.
- 3 Discuss examples of situations where it might be considered OK to touch sexual and other parts of the body (this might be called 'necessary but uncomfortable touching') and situations where this might be not OK. The following grid may be useful.

OK	Not OK
Medical examination (with parent/carer or nurse present)	Being forced to show sexual body parts
Dental treatment (with parent/carer or nurse present)	Being tricked into having something put into mouth
Good night kiss or hug from parent/carer	Having to give or receive kisses or hugs and not wanting to, even to family relatives
Parent/carer caring for a baby (eg bathing and changing nappies)	Someone entering the bathroom when showering
Greeting a close friend with a hug	Being touched in a sexual way by another student

1.4 Touching

1 Use illustrations from books, photographs or online images that demonstrate appropriate touching, such as hugs, high 5s, holding hands and shaking hands. Images could include:

- a school staff member dressing a wound on a student
- students hugging after a sporting victory
- a student saying goodbye to a parent or sibling with a kiss.



2 **Safe touching** – Ask ‘What is safe touching?’

3 Revise what students already know about their warning signs – body messages they have, feelings they experience, and signs they observe. Students should apply this knowledge to safe and unsafe touching.

4 **Consent** – Brainstorm (**RLS 10**) the meaning of consent and permission.

5 Use a mind map (**RLS 5**) to explore:

- What does it mean to give consent?
- What does consent sound like?
- What does consent look like?
- What can someone say and do if they do not give consent?

6 Use scenarios to discuss this further for example:

- What if someone wants to hug another person?
- How could they ask for consent?
- What if the person says no?
- What if the person says maybe?
- What if the person insists they want a hug?
- Who could they tell if they were feeling unsafe or uncomfortable?

7 Choose from the following 2 videos:

¹²[*Consent for Kids*](#)

¹³[*Consent by Imanpa Kids*](#)

Discuss the characters, children’s rights, respecting people’s choices, hugging, kissing and ways to say no.

8 **OK and not OK touching** – Tell students: ‘It is never OK for someone to touch a child in a sexual way.’

9 Ask the following questions to guide discussion:

- When might it be OK for another person to touch a child’s [bottom, breasts, penis, testes, vagina, vulva]? (Response: it is not OK for someone to touch a child’s sexual body parts, with the exception of a doctor or medical person in response to pain, discomfort or a medical issue and only if there is another responsible adult, such as a parent, present.)
- When is it OK for a child to touch another person’s [bottom, breasts, penis, testes, vagina, vulva]? (Response: it is not OK for a child to touch another person’s sexual body parts, including other children’s sexual body parts.)
- When is it OK for someone to show a child images of someone’s [bottom, breasts, penis, testes, vagina, vulva]? (Response: it is not OK, with the exception of age-appropriate education at school which may include images of reproductive organs, but no explicit images should be shown.)
- What might a child do if an adult or peer shows them their [bottom, breasts, penis, testes, vagina, vulva]? (Response: tell them not to; tell an adult on the child’s trusted network. This may be a parent, teacher, school counsellor or another adult.)
- When is it OK for a child to show someone their [bottom, breasts, penis, testes, vagina, vulva]? (Response: to a parent/carer or medical person if the child feels pain, discomfort or if medical intervention is required. A child should never be forced to show anyone their sexual body parts.)
- When might it be OK to talk about body parts such as bottom, breasts, penis, testes, vagina or vulva? (Response: lessons in class with a teacher; talking with parents/carers; when a doctor or parent/carer needs to know if a sexual body part is hurting.)

1.4 | Kissing may be a way of people greeting each other or saying goodbye. If someone is not happy to kiss or be kissed they can say ‘no’ and, if possible, take action so that the kissing will stop.

Many programs that aim to teach children and young people ‘self-protection skills’ rely on simple binary indicators for touch. They refer to ‘good’ and ‘bad’ touch. It is more appropriate to explore a range of touches.

Refer to ¹⁴[*Protective practices for staff in their interactions with children and young people: Guidelines for staff working or volunteering in education and care settings*](#), Department for Education, CESA, AISSA (2020).

Consent

Be explicit when teaching children about consent, their right to say no and stop, and demonstrate ways to do this. Reinforce the need to tell someone if the person doesn’t listen. Refer to ¹⁵[*The Good Society*](#) for additional resources.

Brian, R (2020) *Consent (For Kids!) Boundaries, Respect, and being in charge of you*, Little, Brown Books for Young Readers

Hessell, J (1989) *What's Wrong with Bottoms?* Random House, New Zealand

Manasco, H (2012) *An exceptional children's guide to touch: Teaching social and physical boundaries to kids*, Jessica Kingsley Publishers



- 10** Conclude the activity by revisiting students' trusted networks from Focus Area 2, Topic 4: Trust and networks. Tell them that they must talk to someone on their trusted network if someone has made them feel uncomfortable or has touched them inappropriately. Students must keep telling people on their trusted network until someone listens to them, believes them and takes action to help.

Other suggested activity

Books

Select from the following:

- Discuss different types of touch using *An exceptional children's guide to touch: Teaching social and physical boundaries to kids*.
- Discuss inappropriate touching and secrets using *What's Wrong with Bottoms?*
- Discuss consent using *Consent (For Kids!) Boundaries, Respect, and being in charge of you*.

TOPIC 2: RECOGNISING ABUSE

Students need to learn (at an age and developmentally appropriate level):

- to identify forms of abuse
- to identify the basic needs of children
- how to recognise safe and unsafe secrets.

Educators' tips

- This Focus Area emphasises that students at this stage have a limited ability to protect themselves from harm and abuse because of their limited knowledge and experience of relationships. The topic requires a delicate balance between informing students about abuse and risky situations while supporting their emotional health and safety.
- Be familiar with each student's background and consider any information that may impact their safety when discussing abusive situations.
- Physical abuse is a sensitive issue for some parents/carers who maintain their right to discipline their child physically. In South Australia child abuse is illegal and the law applies to all people regardless of race, culture or religion (South Australia *Children and Young People (Safety) Act 2017*).
- Opportunities need to be provided to share information with parents/carers in order to help them understand the rationale on which Focus Area 3: Recognising and reporting abuse is based and how the concerns are developed in a balanced manner appropriate to the developmental level of students.
- When presenting issues that may evoke strong emotional reactions, it may be appropriate for two teachers to team-teach to provide the flexibility to address an issue immediately if a child wishes to make a disclosure, appears anxious, or becomes distressed. It also provides an opportunity for teachers to debrief with colleagues.
- If a student displays negative reactions to these activities (such as being withdrawn or showing dissociative or disruptive behaviour), an alternative activity that will provide space and distancing for the student should be provided.
- Students may disclose information about abuse. Teachers are reminded of their obligations as detailed in the ¹⁶[Responding to Risks of Harm Abuse and Neglect – Education and Care \(RRHAN-EC\) training](#).
- Additional information:
 - ²[RRHAN-EC resources, checklists and templates](#) (Department for Education)
 - ¹⁷[Responding to problem sexual behaviour in children and young people: Guidelines for staff education and care settings](#) (Department for Education, CESA, AISSA, 2019)
 - ¹⁸[Appendix 15: Types of abuse and abuse-related trauma](#)
 - ¹⁹[Reporting child abuse or neglect](#) (Department for Education).

2.1 Exploring abuse

- 1 Read the background to the following extract from Roald Dahl's *Matilda*: the headmistress, Miss Trunchbull, sees Amanda Thripp, a little girl with plaited golden pigtails, playing in the school yard. Miss Trunchbull reaches the victim and stands towering over her.
- 2 Read the extract as a class or provide copies for students to read individually:

'I want those filthy pigtails off before you come back to school tomorrow!' she barked. 'Chop 'em off and throw 'em in the dustbin, you understand?' Amanda, paralysed with fright, managed to stutter, 'My m-m-mummy likes them. She p-p-plaits them for me every morning.'

...

'I don't give a tinker's toot what your mummy thinks!' the Trunchbull yelled, and with that she lunged forward and grabbed hold of Amanda's pigtails in her right fist and lifted the girl clear off the ground.

(Extract from p.108 Dahl, Roald, *Matilda*, Illustrated by Quentin Blake, Puffin Books, Jonathan Cape & Penguin Books, Ltd, London, 2001. Permission from David Higham and Associates, Ltd, London, UK).

- 3 Discuss the extract, using the following focus questions:
 - What were Amanda's warning signs? (Response: stuttered; paralysed with fright.)
 - What might Amanda be thinking? (Responses could be: the headmistress is very powerful; 'What's going to happen to me?')
 - How might Amanda be feeling? (Responses could be: scared; sad; angry.)

Dahl, R (2001) *Matilda*, Puffin Books, Jonathan Cape Ltd & Penguin Books Ltd, London



Additional resources

- ¹⁸[Appendix 15: Types of abuse and abuse-related trauma](#) (for educators use only).



2.3 | Physical abuse is any non-accidental harm or injury to a child by a parent/carer or any other person. Remind students that abuse of any kind is not OK. Every child has the right to be safe and to be protected from harm and abuse.

Be aware of individual reactions to this task and be prepared to positively interrupt any personal disclosures of physical abuse (**NNA 4**).



Dahl, R (1988) *Matilda*, Jonathan Cape Ltd & Penguin Books Ltd, Victoria, Australia

Klassen, H (1999) *I don't want to go to Justin's house anymore*, Child Welfare League of America



- What did Miss Trunchbull say and do that caused harm to Amanda? (Responses could be: towered over her; barked; ordered her to chop off her pigtails; was disrespectful of Amanda's mother; used physical force to pick her up.)
 - Sometimes a person can be harmed accidentally. Does this extract show any examples of accidental harm?
 - Harm that is not accidental is called abuse. Is what happened to Amanda an example of abuse? What evidence is there?
- 4 Tell students that accidental harm is not planned, not done on purpose and is often difficult to avoid. An accident often happens by chance and is not usually repeated in the same way to the same person.

2.2 Definition of abuse

- 1 Tell students that harm which is not accidental is called abuse. Any kind of abuse is not OK.
- 2 Elicit responses from students about the different forms of abuse: physical, sexual, emotional and neglect.
- 3 Using modified brainstorming (**RLS 10a**) discuss as a class the difference between these forms of abuse.
- 4 Use the forms of abuse as four headings on flash cards or on the whiteboard. As a class create short definitions for each form; refer to ²⁰[Activity resource 15: Definitions of abuse](#) if necessary.
- 5 Tell students that the next set of activities will be exploring each type of abuse in more detail. Invite students to talk to you at an appropriate time if they have any concerns.

Physical abuse	Sexual abuse
Physical abuse is any non-accidental harm or injury to a child by a parent/carer or any other person.	Sexual abuse is any non-accidental sexual activity with a child or young person.
Emotional abuse	Neglect
Emotional abuse is any non-accidental harm or injury to a child by a parent/carer or any other person.	Neglect is any non-accidental failure to provide a child or young person with the care and attention they need.

2.3 Physical abuse

- 1 Explore the concept of 'physical abuse', using the extract from *Matilda* (Activity 2.1: Exploring abuse) or other incidents in the book, such as when a student is forced to stand on one leg for a period of time.
- 2 Display the definition of 'physical abuse' from ²⁰[Activity resource 15: Definitions of abuse](#).
- 3 Select from the activities below to consolidate learning.
- 4 Close the session with a positive activity (**NNA 6**).

Physical abuse	Sexual abuse
Physical abuse is any non-accidental harm or injury to a child by a parent/carer or any other person.	Sexual abuse is any non-accidental sexual activity with a child or young person.
Emotional abuse	Neglect
Emotional abuse is any non-accidental harm or injury to a child by a parent/carer or any other person.	Neglect is any non-accidental failure to provide a child or young person with the care and attention they need.

Other suggested activities

Story

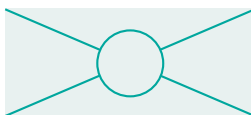
This activity may be more suitable for students in Years 3 and 4.

- 1 Read *I don't want to go to Justin's house anymore* by Heather Klassen (**RLS 14**).
- 2 Discuss issues raised from the story, for example:
 - What if someone knew about someone else being hurt? What could they do? (Response could be: tell someone on their trusted network.)
 - What if someone told an adult on their trusted network but the adult didn't understand? (Responses could be: persist; tell another network person.)

Group discussion

This activity may be more suitable for students in Year 5.

- 1 Using a placemat activity (**RLS 9**), place students into groups of four to record general examples of physical abuse. Remind them that actions must be non-accidental and cause harm to a child or young person. Remember to use one step removed technique (**NNA 3**) and protective interrupting (**NNA 4**).
- 2 A reporter from each group shares the responses with the whole class.



Movie

- 1 Select an scene (**RLS 14**) from the movie *Toy story* where the boy next door Sid, harms his toys.
- 2 Ask students:
 - Is this an appropriate way to treat his toys?
 - Why might he harm his toys? (Responses could be: because he feels angry, sad or confused.)
 - What if a child was harmed by an older family member? What should the child do? (Responses could be: tell someone on their network; keep on telling.)

Lasseter, J (1996) *Toy story*, DVD, Buena Vista Distribution Co, G Rating



2.4 Emotional abuse

- 1 Display the definition of 'emotional abuse' from [20Activity resource 15: Definitions of abuse](#).
- 2 Tell students you are going to read to them from a book which they may remember from junior primary school called *Koala Lou*.
- 3 The following questions may be useful in the follow-up discussion, with an emphasis on the mother–daughter relationship (**RLS 14**):
 - Why did Koala Lou's mother stop saying she loved her?
 - How did Koala Lou feel when her mother didn't say she loved her?
 - What could Koala Lou do about her feelings?
 - Did it matter when she didn't win? What did her mother do anyway?
 - How did Koala Lou's mother show she cared about her?
- 4 Emotional abuse can occur if parents/carers never hug their child or say they care about them, or if they humiliate them, ignore them or yell at them frequently.
- 5 The picture book *The man who loved boxes* emphasises the father–son relationship, and similar questions to the above may be used to explore emotional abuse.
- 6 Close the session with a positive activity (**NNA 6**).

Activity resource 15: Definitions of abuse	
Physical abuse	Physical abuse is any form of physical harm or injury to a person. It can be caused by hitting, kicking, burning, or any other form of physical violence.
Emotional abuse	Emotional abuse is any form of psychological harm or injury to a person. It can be caused by verbal abuse, neglect, or any other form of emotional violence.
Sexual abuse	Sexual abuse is any form of sexual harm or injury to a person. It can be caused by sexual assault, sexual harassment, or any other form of sexual violence.
Financial abuse	Financial abuse is any form of financial harm or injury to a person. It can be caused by financial exploitation, financial neglect, or any other form of financial violence.

2.4 | Emotional abuse is words and actions, repeated over time, which hurt children's feelings and harm the way they think about themselves. Emotional abuse and neglect are not OK and are never the child or young person's fault.



Fox, M (1988) *Koala Lou*, Penguin Books Australia, Victoria

King, S (1995) *The man who loved boxes*, Scholastic Australia, Gosford, NSW



Other suggested activity

Stories

Select from the following books (**RLS 14**) to further explore emotional abuse:

- Dahl, R (1998) *Danny the champion of the world*, Puffin
- McBratney, S & Charles, F (2005) *It's lovely when you smile*, Penguin Books
- Morgan, S (1997) *Just a little brown dog*, Fremantle Arts Centre Press, WA

2.5 | Neglect occurs when children or young people are harmed because they do not receive enough food, care and attention or medical care. Neglect is not OK and is never a child or young person's fault.



2.5 Neglect

- 1 Display the definition of 'neglect' from [20Activity resource 15: Definitions of abuse](#).
- 2 Read the background to an extract from *Matilda*: Matilda is 4 years and 3 months old and nearly every weekday afternoon she is left alone in the house. She decides to walk to the library because she loves to read books. Mrs Phelps is the librarian.



During the first week of Matilda's visits Mrs Phelps had said to her, 'Does your mother walk you down here every day and take you home?' 'My mother goes to Aylesbury every afternoon to play bingo,' Matilda had said. 'She doesn't know I come here.' 'But that's surely not right,' Mrs Phelps said. 'I think you'd better ask her.' 'I'd rather not,' Matilda said. 'She doesn't encourage reading books. Nor does my father.' 'But what do they expect you to do every afternoon in an empty house?' 'Just moomch around and watch the telly.'

'I see.'

'She doesn't really care what I do,' Matilda said a little sadly. Mrs Phelps was concerned about the child's safety on the walk through the fairly busy village High Street and the crossing of the road ...

(Extract from p.108 Dahl, Roald, *Matilda*, Illustrated by Quentin Blake, Puffin Books, Jonathan Cape & Penguin Books, Ltd, London, 2001. Permission from David Higham and Associates, Ltd, London, UK).

- 3 It may be necessary to review children's rights from Focus Area 2, Topic 1: Rights and responsibilities. Ensure students can differentiate between 'wants' and 'needs'.
- 4 Use the following questions to discuss the extract:
 - What concerns might there be about Matilda's safety?
 - How might Matilda be neglected?
 - What evidence is there of emotional abuse?
 - Who might help Matilda? What might they do?
- 5 Close the session with a positive activity (**NNA 6**).

Other suggested activity

Story

Read the book *Somebody Cares: A Guide for Kids Who Have Experienced Neglect* by Susan Farber Straus to discuss issues of neglect.

Farber Straus, S (2016) *Somebody Cares: A Guide for Kids Who Have Experienced Neglect*, American Psychological Association, USA

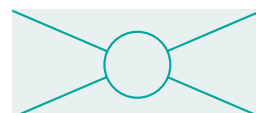


2.6 | An inclusive practice would be to remind students that these needs can be different in different situations. For example, in some places children and young people do not need to wear shoes to be safe and well. In some places children and young people do not need food from shops because in their area enough food can be grown for them to eat. Some children and young people live in very large families and are happy to share a bed with other children. Some children and young people need to have medication every day so they can stay well.



2.6 Basic needs

- 1 Tell students that children have certain basic needs in order to be safe and healthy in body and mind. The needs are based on children's rights. (Refer to Focus Area 2, Topic 1: Rights and responsibilities.)
- 2 Remind students that the legal definition of a child is a person under the age of 18 years.
- 3 Revise the rights of children: to be safe, to have their bodies respected, to have their thoughts and feelings respected, and to be treated fairly. Children's needs which are based on their rights are called 'basic needs'.
- 4 Using a placemat activity (**RLS 9**), students form groups to brainstorm one of the following:
 - Children's basic food needs
 - Children's basic clothing needs
 - Children's basic housing needs
 - Children's basic medical needs
 - Children's basic emotional needs.
- 5 Groups present back their information to the rest of the class.



Other suggested activities

Job advertisement

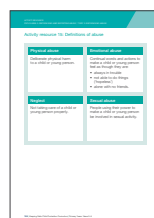
- 1 Using the example of a job advertisement as a model, students in small groups write their own advertisement for the job of a parent/carer.
- 2 Groups share their advertisements with the class.
- 3 Students publish and display their work. A brief explanation about the responsibilities of adults who work with children and young people might be displayed as a caption.

Babies' needs

- 1 In groups, students find a picture from a magazine of a baby or young toddler. Students paste the picture in the centre of a large sheet of paper and record around it what the baby would need to be safe and healthy. Encourage students to consider the baby's body, feelings and thinking.
- 2 Share the responses and display the sheets or retain them for another learning area.
- 3 This activity may be expanded by doing the same with a picture of a child about the same age as the students and comparing the differences.

2.7 Sexual abuse

- 1 Display the definition of 'sexual abuse' from [20Activity resource 15: Definitions of abuse](#). Remind students of concepts developed in Focus Area 2, Topic 3: Power in relationships.
- 2 Tell students that sexual abuse is when someone uses their power to make a child or young person be involved in sexual activity.
- 3 Choose the most suitable activity for your students from those listed below.
- 4 Remind students there is always someone they can tell by revisiting the trusted networks established in Focus Area 2, Topic 4: Trust and networks.
- 5 Close the session with a positive activity (**NNA 6**).



2.7 | Sexual abuse is when someone uses their power to make a child or young person be involved in sexual activity.

Remind students of class operating norms (**NNA 2**) and one step removed technique (**RLS 3**). The discussion should occur with the whole class so you can monitor responses.



Other suggested activities

Story

- 1 Tell the students that you are going to read them a story (**RLS 14**) which may make them feel uncomfortable, embarrassed or sad. Reassure them that they are all safe in the classroom and this is a story to help keep them safe. Read the story *What's Wrong with Bottoms?* by Jenny Hessel.
- 2 Allow students to giggle and express emotions a little and then settle them before continuing. The following questions may be useful in discussion:
 - What do you think about Uncle Henry?
 - What feelings did the little boy have about Uncle Henry?
 - How did they change?
 - Did Uncle Henry know what he was doing was wrong? How do we know?
 - How do you think the little boy felt when Uncle Henry was sent away? Why?
 - How did Uncle Henry abuse the family's trust?
 - What do you think about the mother's way of handling the problem?
 - Who would be a good person to tell if something like that happened to someone else?

Hessel, J (1987) *What's Wrong with Bottoms?*, Century Hutchinson Australia, Sydney



My body belongs to me

- 1 Preview the short animated video [21My body belongs to me](#), about secrets and unwanted touching, to determine its suitability for your students (**NNA 7**). Alternatively, read the book *My body belongs to me* by Jill Starishevsky.
- 2 Ask students the following questions:
 - Why did the boy say it was important to use the correct names for sexual body parts (bottom, breasts, penis, testes, vagina, and vulva)?
 - Who did the boy tell when someone touched his sexual body parts?
 - Why is that important?

Starishevsky, J (2009) *My body belongs to me*, Safety Star Media



Additional resources

- ²⁴[Appendix 10: Domestic and family violence.](#)



2.8 Domestic and family violence

Select from the following activities to explore domestic and family violence.

Video: *This is our house*

This activity may be more suitable for students in Years 3 and 4.

- 1 Revise the different types of abuse: physical, emotional, sexual and neglect.
- 2 Show the video ²²*This is our house* which portrays George who wants to keep a cardboard play house all to himself. He doesn't want to share it and makes up lots of rules to justify why others can't enter which causes arguments between the characters. Alternatively, read the book *This is our house* by Michael Rosen.
- 3 In pairs or groups, children discuss the following questions:
 - Was George being fair?
 - Why do you think George made so many rules?
 - How do you think the children who weren't allowed to enter the house felt?
 - Why was George so upset when he saw his friends inside the house?
 - What could you do if this happened to you?
- 4 As a class discuss the questions and answers focussing on fair/unfair, empathy, bullying, etc.
- 5 Explain to children 'We are going to change the story a bit now. George is an adult and his friends are his family – his wife and four children'.
- 6 Discuss the following questions focussing on family relationships:
 - Sometimes families argue just like George and his friends but what if the arguing became very loud and unsafe?
 - What could children do if they felt worried or upset about the loud arguing?
 - What could children do if family members physically abuse each other, such as hitting or slapping?
- 7 Review trusted networks from Focus Area 2, Topic 4.



Book: *Something is wrong at my house*

This activity may be more suitable for students in Year 5.

- 1 Revise the different types of abuse: physical, emotional, sexual and neglect.
- 2 Domestic violence is when a person is violent towards a partner or ex-partner. It includes physical, emotional, psychological and financial abuse. Family violence is a broader term which includes violence between family members (adapted from ²³[Our Watch: Quick facts](#)).
- 3 Read the book *Something is wrong at my house: A book about parent's fighting*.
- 4 Use the following questions to guide discussion:
 - What did Chris feel uncomfortable and upset about?
 - Can Chris be blamed for any of this happening? (Response: No.)
 - What did Chris do to get help?
 - Why is it important that Chris spoke to someone else other than his neighbour?
- 5 Review trusted networks from Focus Area 2, Topic 4.

Davis, D (2010) *Something is wrong at my house: A book about parents' fighting*, Parenting Press
 Rosen, M (2007) *This is our house*, Walker Books



2.9 | Sexual abuse is often part of coercion in unequal power relationships and is often perpetrated by known and trusted people and usually involves secrecy of some kind.

It is inappropriate to use simple binary indicators such as 'good' and 'bad' secrets.

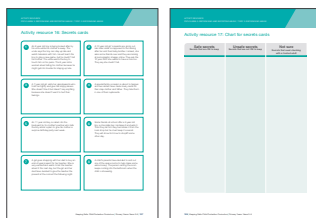
Students need to be empowered to ask questions such as: 'Will this secret keep me safe?' and 'What are my warning signs (physical indicators, emotion indicators and external signs) telling me?'



2.9 Recognising safe and unsafe secrets

- 1 Revise the definitions of safe and unsafe secrets:
 - Safe secrets: it is OK to keep a safe secret that doesn't cause any harm, for example a surprise party.
 - Unsafe secrets: it is not OK to keep an unsafe secret, for example a secret about sexual touching.
 - Secrets we're unsure about: if we are unsure about a secret we must speak with someone on our trust network.
- 2 Explain that someone may feel guilt, shame or embarrassment about a secret that is unsafe, or one that they are not sure about. It is important that they speak to someone on their trusted network.

3 Make enough sets of flash cards from ²⁵[Activity resource 16: Secrets cards](#) for students to work in small groups. Make the same number of copies of ²⁶[Activity resource 17: Chart for secrets cards](#) and enlarge to A3 size.



4 The aim is for students, in small groups, to analyse each card and place them in a category on the A3 chart. Discuss one example as a class to demonstrate.

5 Students complete the task with the remaining cards. Move around the room discussing with students the decisions they have made.

6 As a class, discuss reasons why different secrets may have been put into different categories. Clarify any secrets that students were unsure about.

7 Close the session with a familiar activity or focus students' thinking about the next regular activity (**NNA 6**).

Other suggested activities

Stories

Select appropriate stories or DVDs to discuss safe and unsafe secrets (**NNA 7**):

- Adamson, A (2003) *Shrek*, Vicky Jenson, DVD, Universal Pictures, PG Rating
- Adamson, A (2005) *Shrek 2*, Vicky Jenson, Video, Universal Pictures, PG Rating
- Andreacchio, M (1999) *Sally Marshall is not an alien*, DVD, Cinar Productions, Infinity Pictures, G Rating
- Blume, J (1971) *Freckle juice*, Pan Books Ltd, London
- Burnett, F (1998) *The secret garden*, William Heinemann, London
- Draper, J (1992) *A secret place*, Scholastic Children's Books, London
- Holland, A (1993) *The secret garden*, DVD, Warner Brothers, G rating
- Lasseter, J (1999) *A bug's life*, Andrew Stanton, DVD, Disney/Pixar, G Rating
- McKay, A (1999) *Sally Marshall is not an alien*, University of Queensland Press, Queensland

TOPIC 3: CYBER SAFETY

Students need to learn (at an age and developmentally appropriate level):

- what is classified as appropriate and inappropriate material
- how to stay safe using various forms of popular media
- what to do if exposed to inappropriate material or feeling unsafe online.

Educators' tips

- Many students may have had, or currently have, access to inappropriate media including pornography, often without choice. It is important that those students are not made to feel guilt or shame.
- It is important to both protect and teach children, young people and adults while they learn to use online technology and become responsible digital citizens. This includes adults thinking ahead about new risks and children and young people learning how to avoid exposure to inappropriate material or activities and protecting themselves when they are online.
- For additional information and resources see [27Appendix 9: Online safety](#).

3.1 | Wherever possible, use teachable moments (**RLS 13**) when viewing any forms of media at school to talk about media classifications

When searching for media content with students, preview any content prior to showing students (**NNA 7**).



3.1 Media classifications

- 1 As a class, brainstorm (**RLS 10**) various types of media used by children and young people. (Responses may include: TV shows; movies; music; the internet; computer games; magazines; social media.)
- 2 Tell students that the government has made rules about classifying certain media content such as films and computer games. They do this so that children will not be exposed to content that is frightening or harmful. People should not be forced to watch, or accidentally find themselves watching, content that they feel uncomfortable about.
- 3 Display the classifications listed below for films and computer games and discuss with students (other media content is classified in other ways, such as by TV station networks for TV programs. Further clarification is on the [28Australian Classifications](#) website).

Advisory categories for films and computer games



General (G)

The content is very mild in impact.
Suitable for everyone.



Parental Guidance (PG)

The content is mild in impact.
Not recommended for viewing or playing by persons under 15 without guidance from parents or guardians.



Mature (M)

The content is moderate in impact.
Recommended for teenagers aged 15 years and over.

Restricted categories for films and computer games



Mature Accompanied (MA 15+)

The content is strong in impact.
Legally restricted to persons 15 years and over.



Restricted (R 18+)

The content is high in impact.
Legally restricted to adults (persons 18 years and over).

(Information modified from Information from [28Australian Classifications](#), Commonwealth of Australia 2015.)

- 4 The classifications (on page 76) are based on six classifiable elements:

- themes
- sex
- drug use
- violence
- language
- nudity.

- 5 It is not appropriate to ask who has seen a sexually explicit program. Rather, ask: 'What might someone do if they had warning signs when watching a DVD, movie or film clip, or playing a computer game?'
- 6 Explain to students that if they feel uncomfortable about looking at any pictures or programs which show sexual body parts (bottom, breasts, penis, testes, vagina or vulva) and are forced to look at them, this is abuse. Even if children do not feel uncomfortable about such pictures, the law in South Australia states that it is abuse.

3.2 Video media and computer games

- 1 Use teachable moments (**RLS 13**) when viewing a movie, DVD or other video media to discuss what footage is age-appropriate.
- 2 Use questions such as the following:
 - How might children feel when watching video media and playing computers games that are suitable for their age? (Responses could be: happy; excited; safe.)
 - What video media or computer games are unsuitable for students of your age? (Responses could be: movies that have violence, swearing, bad language, sex scenes.)
 - Who makes decisions about which video media children should watch or video games they should play? (Responses could be: the government; parents/carers; babysitters; relatives; teachers.)
 - Are they the right people?
 - Should children be able to make their own decisions?
 - What effect could it have on someone if they frequently watched inappropriate and violent video media or played computer games with such content?
- 3 Ask: 'How can someone check if films and computer games are suitable to be viewed or played by someone of their age? (Using the ²⁸[Australian Classifications](#) website, show students how to search for films and computer games to show their classification.)
- 4 Remind students that if they feel uncomfortable about looking at any pictures or videos which show sexual body parts and are forced to look at them, this is abuse. Even if children do not feel uncomfortable about such pictures, the law in South Australia states that it is abuse.
- 5 Discuss computer games and how they can be fun but there are some risks such as:
 - Spending too much time online
 - Playing games instead of doing homework or spending time with your family and friends
 - Other players being mean.
- 6 Explore ³⁰[How to get the most out of gaming](#).



3.2 | Alongside the rapid growth in handheld internet-enabled devices, such as smart phones, electronic tablets and video console games that link to the Internet, there has been an explosion in downloadable games. Many of these can be downloaded by anyone of any age, yet some would be considered by many people to be inappropriate or harmful for children and young people. Some games simulate gambling and are specifically designed for children and young people.

Some games simulate gambling and are specifically designed for children and young people. See ²⁹[Gaming](#) for more information.

3.3 Television programs

- 1 Students work in small groups to look at television viewing guides in newspapers or online. Note the programs designated specifically as children's programs and those broadcast during the hours when children might be watching.
- 2 Students compare their findings and discuss the classifications and whether they agree or disagree with the ratings and warnings.
- 3 Discuss the following questions:
 - Why do these ratings exist for television programs? (Responses could include: to keep children and young people safe, including emotionally safe.)
 - What should a child do if they feel uncomfortable about something they are watching? (Responses could include: listen to their warning signs; stop watching the program; talk to someone on their trusted network.)



3.4 | Pornography is a term that some students may not know and can be an uncomfortable topic for some adults to discuss with children. Online pornography may be accessed accidentally by children which can be confusing, distressing and harmful. The exposure to graphic or violent images and the portrayal of gender-based abuse can result in misleading messages about intimate relationships (³⁴eSafety Commissioner).



Additional resources

- ³⁶Online grooming
- ³⁷Unwanted contact and grooming
- ²⁷Appendix 9: Online safety.



3.4 | Social media sites will have their own criteria for the minimum age requirements. Most require users to be at least 13 years of age before they can register. There are some sites that are created especially for children under 13 which parents/carers may find useful such as ⁴⁰Safe chat rooms and social sites for kids.



Other suggested activity

Television homework

- 1 Prepare a worksheet that students take home to record the warnings which appear on selected programs.
- 2 Students can ask their parents/carers or older siblings to provide the information for programs which fall outside the recommended viewing times for children.

3.4 Internet

- 1 Explore online safety using the slides ³¹Making good choices online and discuss:
 - How choices and actions can affect others
 - Making informed decisions
 - Think, evaluate and choose
 - Talking to a trusted adult.
- 2 Discuss the presence and nature of explicit material on the internet, such as violent, inappropriate images, videos and material (including pornography). Clarify the difference between medical sites and information used for research and other explicit material.
- 3 Ask questions such as:
 - Is it OK for someone to show a child or young person inappropriate material on the internet, such as violence or nudity? Why not? (Response should be: no.)
 - What could a child or young person do if they felt uncomfortable about something they were accessing or being shown on the internet?
- 4 If you feel unsafe or scared about an online situation you could talk to someone on your trusted network or use an online reporting service such as ³²How eSafety can help or ³³Kids Helpline.



Other suggested activities

Online grooming

This activity may be more suitable for students in Year 5.

- 1 Show the video ³⁵Emily's story – online grooming. Pause the video in suitable places and ask questions such as:
 - Do you think Emily knows Daisy?
 - How old do you think Daisy is?
 - Could Daisy be an adult?
 - How would Emily know?
 - What text did Emily receive that was concerning?
 - What were her warning signs?
 - What did she do when she felt unsafe?
- 2 Remind students about being careful when chatting online and make sure they are people they know. Reinforce strategies for reporting unsafe situations or even if they are feeling uncomfortable.

Social media and online privacy

- 1 Ask students:
 - how many of them use social media and which ones they use
 - if they know what the minimum age is to use social media sites such as Facebook, Twitter, and Instagram.
- 2 Explain that the minimum age requirement is 13 then ask why they think there is this rule. Discuss the type of content, language and risks that may be an issue.
- 3 For students that are using these social media sites reinforce that parents/carers would make these decisions and monitor their use.
- 4 Show the video ³⁸Cybersmart Detectives which focuses on inappropriate or unwanted contact, privacy and personal information, respectful online behaviour and accessing support. There is an accompanying ³⁹teacher resource available.

3.5 Photographs and digital images



- Students examine photographs of themselves that they have brought to class, including photographs taken at home, with family, on holiday, at school and for identification (eg student ID card, passport photo).
- Use questions such as the following for discussion:
 - Why was the photo taken and how will it be shared?
 - Who took the photo?
 - Who agreed to the photo being taken?
 - Why do teachers, parents and carers have to give permission before photographs of students are taken at school?
 - Why do teachers, parents and carers have to give permission before photographs of students are given to people outside of the school (eg to a newspaper)?
 - What are some occasions when it is not OK for someone (eg adult; relative; sibling; peer; unknown person) to take a photograph of a child? (Responses could be: when the child doesn't want the photo to be taken; when the person is unknown to the child; when parents or carers don't know that the photo is being taken; when it is not known who will see the photo; when the photo will show a child's sexual body parts (bottom, breasts, penis, testes, vagina or vulva); when the photo will be seen on the internet or on a mobile phone via social media and other digital imaging apps.)
 - What if a child lets someone take a photo of them when parents or carers have forbidden it? (Response could be: the child should tell a trusted adult, even though the child may think they will get into trouble. Refer to the second KS:CPC theme: 'We can help ourselves to be safe by talking to people we trust'.)
 - Is it OK to send rude pictures to other people using a computer, tablet device or mobile phone?
- Show the video ⁴¹[Cybersmart Forever](#) which addresses the risks involved in sharing digital images. There is an accompanying ³⁹[teacher resource](#) available.



3.5 | When photos are taken in school, educators, parents and carers need to know who is taking the photos, exactly how they will be used, and who will see them.

Photographs can give personal information about students, for example, what they look like, how old they are, and what school they attend.

Some students don't tell a trusted adult if someone takes a photo of them because of their fear of getting into trouble for disregarding parental advice.

Include in discussion the issue of perception of privacy: 'Is it OK to take photos with a mobile phone?' and 'Is it the same as if someone was walking around with a camera?'

Additional resources



- ⁴⁴[Consent to publish images and creative work of students and the community](#)
- ²⁷[Appendix 9: Online safety.](#)
- ⁴⁵[Student use of mobile phones and personal devices policy](#)

Other suggested activity

Digital footprint

- Ask: 'What happens to someone's photo images when they put them on the internet, eg Facebook, Snapchat, Instagram?'
- Use resources to explore digital footprints such as:
 - Bully Stoppers ⁴²[Primary: Digital Tattoo](#)
 - ⁴³[Digital citizenship: Minecraft.](#)

3.6 Magazines

- Students brainstorm a list of magazines or look in the school library or class collection. Include any online magazines.
- Ask the following questions:
 - How might students know these magazines are OK for them to see? (Responses could be: the librarian orders student magazines; the teacher checks magazines are suitable; parents or carers are aware of the online magazines students are accessing).
 - Some magazines are for adults only. Why might someone want to show these to children? (Response could be: perpetrators of child abuse may use sexual images or pornography to desensitise children to sexual abuse).
 - If someone shows a child a magazine, a movie or video of a person's sexual body parts (bottom, breasts, penis, testes, vagina or vulva), what could the child do? (Responses could be: say 'No, I don't want to look at/watch that'; leave; tell a trusted adult about it.)



Resources and external links

- 1 South Australian Teaching for Effective Learning (TfEL) Framework guide | <http://tiny.cc/TfEL-FrameworkGuide>
- 2 RRHAN-EC resources, checklists and templates | http://kscpc.2.vu/RAN-EC_Resources
- 3 KS:CPC Parent/carer reporting suite | <http://tiny.cc/KSCPC-ParentCarerSuite>
- 4 Call Children's Private Body Parts What They Are | <http://tiny.cc/CallBodyPartsWhatTheyAre>
- 5 Activity resource 14: Body parts | http://kscpc.2.vu/Y3-5_Act14
- 6 SHINE SA: Resource centre | <http://tiny.cc/SHINESA-ResourceCentre>
- 7 Growing and developing healthy relationships | <http://tiny.cc/GDHR>
- 8 Sexual health and relationships education | http://kscpc.2.vu/DE_SexualHealth
- 9 Appendix 14: Sexual and gender diversity | http://kscpc.2.vu/Appendix14_SGD
- 10 eSafety Commissioner: Security and privacy for my device | <http://kscpc.2.vu/SecurityPrivacy>
- 11 eSafety Commissioner: Act eSafe | http://kscpc.2.vu/Act_eSafe
- 12 Consent for Kids | <http://kscpc.2.vu/ConsentForKids>
- 13 Consent by Imanpa Kids | <http://kscpc.2.vu/ConsentImpanaKids>
- 14 Protective practices for staff in their interactions with children and young people: Guidelines for staff working or volunteering in education and care settings | <http://tiny.cc/ProtectivePracticesStaff>
- 15 The Good Society | <https://thegoodsociety.gov.au/>
- 16 Responding to Risks of Harm Abuse and Neglect – Education and Care (RRHAN-EC) training | <http://tiny.cc/RAN-ECTraining>
- 17 Responding to problem sexual behaviour in children and young people: Guidelines for staff education and care settings | <http://tiny.cc/RespondingPSBGuidelines>
- 18 Appendix 15: Types of abuse and abuse-related trauma | http://kscpc.2.vu/Appendix15_ART
- 19 Reporting child abuse or neglect | http://kscpc.2.vu/DE_ReportingCA
- 20 Activity resource 15: Definitions of abuse | http://kscpc.2.vu/Y3-5_Act15
- 21 My body belongs to me | <http://tiny.cc/MyBodyBelongsToMe>
- 22 This is our house | <http://tiny.cc/ThisIsOurHouse>
- 23 Our Watch: Quick facts | <http://tiny.cc/OurWatch-FactsFigures>
- 24 Appendix 10: Domestic and family violence | http://kscpc.2.vu/Appendix10_DFV
- 25 Activity resource 16: Secrets cards | http://kscpc.2.vu/Y3-5_Act16
- 26 Activity resource 17: Chart for secrets cards | http://kscpc.2.vu/Y3-5_Act17
- 27 Appendix 9: Online safety | http://kscpc.2.vu/Appendix9_Online
- 28 Australian Classifications | <http://classification.gov.au>
- 29 eSafety Commissioner: Gaming | <http://kscpc.2.vu/eSafetyGaming>
- 30 eSafety Commissioner: How to get the most out of gaming | <http://kscpc.2.vu/MostOutOfGaming>
- 31 eSafety Commissioner: Making good choices online | <http://kscpc.2.vu/GoodChoicesOnline>
- 32 eSafety Commissioner: How eSafety can help | <http://kscpc.2.vu/eSafetyHelp>
- 33 Kids Helpline | <https://kidshelpline.com.au/>
- 34 eSafety Commissioner: Online pornography | http://kscpc.2.vu/eSafety_OP
- 35 ThinkUKnow: Emily's story – online grooming | <http://kscpc.2.vu/EmilysStory>
- 36 Bully Stoppers: Online grooming | <http://tiny.cc/BullyStoppers-Grooming>
- 37 eSafety Commissioner: Unwanted contact and grooming | <http://kscpc.2.vu/UnwantedContact>
- 38 eSafety Commissioner: Cybersmart Detectives | <http://kscpc.2.vu/CybersmartDetectives>
- 39 eSafety Commissioner: Cybersmart challenge teacher resource | <http://kscpc.2.vu/CybersmartChallenge>
- 40 Safe chat rooms and social sites for kids | <http://kscpc.2.vu/KidsSocialSites>
- 41 eSafety Commissioner: Cybersmart Forever | <http://kscpc.2.vu/CybersmartForever>
- 42 Bully Stoppers: Primary: Digital Tattoo | <http://tiny.cc/BullyStoppers-DigiTattoo>
- 43 Digital citizenship: Minecraft | <http://kscpc.2.vu/CitizenshipMinecraft>
- 44 Consent to publish images and creative work of students and the community | http://kscpc.2.vu/DE_ConsentImages
- 45 Student use of mobile phones and personal devices policy | http://kscpc.2.vu/DE_MobilePhones

Activities

Focus Area 4: Protective strategies

Topic 1: Strategies for keeping safe

- 1.1 Helpful and unhelpful thinking
- 1.2 Assertive responses
- 1.3 Observational skills
- 1.4 'What if...?' problem-solving
- 1.5 POOCH problem-solving
- 1.6 Practising problem-solving
- 1.7 Scenarios dealing with abuse issues

Topic 2: Network review and community support

- 2.1 Network review
- 2.2 Local support networks
- 2.3 Persistence

¹SA TfEL Framework elements

- | | |
|---|--|
| 2.2: Build a community of learners | 3.4: Promote dialogue as a means of learning |
| 3.1: Teach students how to learn | 4.1: Build on learners' understandings |
| 3.2: Foster deep understanding and skilful action | 4.2: Connect learning to students' lives and aspirations |
| 3.3: Explore construction of knowledge | |

TOPIC 1: STRATEGIES FOR KEEPING SAFE

Students need to learn (at an age and developmentally appropriate level):

- how to remain calm in an emergency or unsafe situation
- how to communicate in an unsafe situation to be safe or seek help
- problem-solving skills to keep themselves safe.

Educators' tips

- This Focus Area emphasises that students are developing their knowledge of and skills in protective strategies at different rates. No student has, at this stage, all the dispositions, skills and knowledge to entirely protect themselves from harm and abuse.
- All adults have the responsibility to care for and protect children. South Australian laws clearly aim to protect all children and young people from all forms of abuse and neglect, regardless of the diversity of their cultural background, religion or family situation.
- This topic requires careful planning and use of appropriate scenarios so that students can discuss protective strategies in risky situations using the one step removed technique (**NNA 3**).
- Provide students with regular opportunities to rehearse and practise problem-solving strategies to help keep themselves safe.

1.1 | Encouraging students to think in helpful, positive ways promotes resilience. Students who are resilient and assertive about their needs are less likely to be targeted as victims. This can be explored further using resources from [2Appendix 16: Wellbeing and positive psychology](#).



Chicken Little, traditional story
Henny Penny, traditional story
 Newton, G (2019) *Blossom Possum*, Scholastic Australia



1.1 Helpful and unhelpful thinking

- 1 Tell students that when someone has a problem, they may be helped by thinking calmly and sensibly of safe ways to solve the problem.
- 2 Read the traditional story *Henny Penny* who panics and has unhelpful thoughts about solving a problem.
- 3 Ask questions to focus on the idea of the effects of unhelpful thoughts and language. Questions could include:
 - What was Henny Penny's immediate first thought?
 - What helpful thoughts could she use to solve the problem? (Responses could be: 'I feel OK'; 'What hit my head?'; 'Perhaps I had better find a safe place to think about what I should do'.)
 - Why did all the farm characters believe Henny Penny?
 - What could they have done to check her story?
 - What is the moral or lesson the story is trying to teach us?
- 4 An alternative story is *Chicken Little* or *Blossom Possum*.

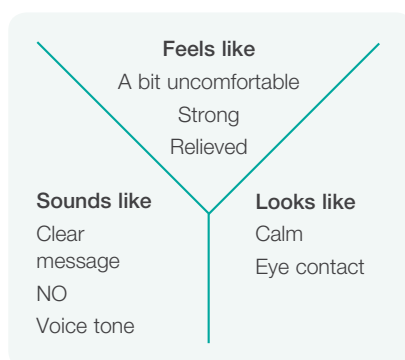
Other suggested activity

Role-plays

- 1 Students work in groups to construct short role-plays (**RLS 3**) on the protective strategy of helpful thinking.
- 2 Variations could be to:
 - change the story of *Henny Penny* so that a 'best-case scenario' is played out
 - act out a similar story, but set in the classroom or yard.

1.2 Assertive responses

- 1 Use a Y chart (**RLS 4**) or mind map (**RLS 5**) to brainstorm how to be assertive, including language, body language and expression. For example:



2 As a class develop statements to describe assertiveness, for example:

Being assertive means:

- I say what I want, feel, think and I listen to what others want, feel, think
- I stand up for my rights without violating the rights of others.

To be assertive!

- Choose my response
- Choose to ask for support from someone else to get my message across
- Stay calm
- Say what I want clearly (including the word 'No')
- Say what I feel and explain why
- Repeat the message
- Avoid giving excuses
- Avoid using loud aggressive language
- Listen to what others say.

- 3 Ask students: 'What types of situations would someone need to use assertive communication?' Discuss with students that there may be a range of appropriate responses depending on specific situations.
- 4 If students find themselves in an unsafe or uncomfortable situation that requires them to be assertive, they must tell someone on their trusted network as soon as possible following the situation.

Other suggested activities

Responding to bullying behaviour

- 1 Students watch the video [4Words hurt](#) then discuss.
- 2 Use the strategies outlined in [5Fogging](#) as a role-play activity (**RLS 3**). Get students to brainstorm other questions and what answers they could give.
- 3 Use the following resources to discuss the following:
 - [6I know someone who's being bullied](#)
 - [7I've been called a bully.](#)

Story

Read the book *Too nice* to further discuss assertive responses in various situations.

1.3 Observational skills

- 1 Arrange for students to play one of the following four activities:

'Mirror'

- In pairs, students sit facing each other.
- Each pair decides who is to be the mirror and who is to do the actions.
- The student who is doing the actions begins by doing simple movements (eg smiling, clapping hands, touching their nose).
- The 'mirror' watches carefully and tries to copy the actions as they are being done.
- After a minute, students change roles.

'Guess what I've changed'

- In pairs, students sit facing each other.
- Student A turns around so that their back is turned to student B.
- Student B changes one thing about themselves (eg brush hair back, pull up sleeves) then calls 'Ready'.
- Student A turns back and guesses what Student B has changed.
- Students then change roles.
- Discuss the skills students needed in order to do the activity (eg watching, remembering details or using memory tricks).



1.2 | Encourage students to consider a range of responses to situations.



The question 'Will this help keep me safe?' is a useful guide to choosing an appropriate and safe response.

Assertive responses may already be a strategy in a whole school anti-bullying program, social skills program or behaviour code. Reviewing and practising these strategies are useful ongoing and appropriate responses to problems students may encounter.

Using assertive communication is an example of learning self-protection (**NNA 11**).

See [3Better Health Channel: Assertiveness](#) for supporting information on assertive behaviour and communication.



Pellegrino, M (2002) *Too nice*, Magination Press, Washington, DC



1.3 | Students should be informed in a balanced way about the purpose of practising observation skills (eg to provide clear details to someone on their network).



Clarify the difference between 'dobbing' to get someone in trouble and reporting to keep safe.

Reinforce the second KS:CPC theme: 'We can help ourselves to be safe by talking to someone we trust'.

1.4 | A teacher telling a student 'That is the right/wrong choice' does not help student empowerment in problem-solving.

Peer discussion is very important at this developmental stage in students' lives. However, in order to keep everyone safe, the strategies of one step removed (**NNA 3**) and protective interrupting (**NNA 4**) need to be emphasised.

When developing problem-solving skills, familiarise students with one model and introduce others when students have mastered the initial model.

Deal with unsafe problem-solving responses which may put the student further at risk.

Suggestions around physical responses (eg 'Kick them where it hurts') should be considered carefully as sometimes children have to 'break the rules' and take a risk to keep safe. A useful question is 'How would this help keep the person safe?'

Occasionally, students may respond with a comment like 'Call on Superman!' You can respond with 'Who else thinks this would keep the person safe?' and ask for reasons.

1.5 | Some families may have already discussed these problems and planned responses.



'Visitor'

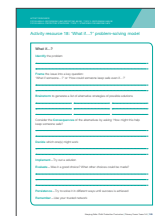
- Invite a staff member to enter the room for a few minutes.
- Students observe the person who then leaves the room.
- Ask students to describe the person through drawing, written or oral reports.

'Memory'

- Place seven objects onto an overhead projector without students seeing the actual objects.
 - Students observe the silhouettes and discuss what they might be.
 - Show the actual objects for one minute and ask students to describe the objects through drawing, written or oral reports.
- 2 Ask: 'What if a person saw someone doing something that was wrong? What things could the person remember to tell someone on their trusted network? (Responses could be: what they look like and clothes they were wearing; car registration and details; time; location.)
 - 3 Students could develop observation skills across the curriculum, such as in science or descriptive characteristics in English.

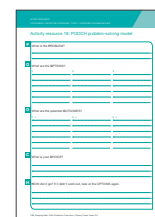
1.4 'What if...?' problem-solving

- 1 Ask students to share a model of problem-solving (**RLS 12**) they have used before and assess whether they are able to explain it. The school or class may have already developed a model associated with grievance procedures.
- 2 Practise with a simple problem, using either the class model or [8Activity resource 18: 'What if...?' problem-solving model](#).
- 3 Pose the problem and model the process of the 'What if...?' problem-solving model.
- 4 Examples of problems that could be used are:
 - What if someone forgets to bring their lunch to school?
 - What if someone gets lost at the show, pageant, beach or shopping centre?
 - What if someone is at a friend's house and feels uncomfortable with someone else who is at the house?
- 5 Pose 'what ifs?' frequently in different contexts and situations.



1.5 POOCH problem-solving

- 1 Pose the following scenario and use [9Activity resource 19: POOCH problem-solving model](#) as a demonstration: 'What if someone went home and found there was no key to get in and no-one was home. What could they do?'
- 2 Remember to use one step removed technique (**NNA 3**) and protective interrupting (**NNA 4**).
- 3 In groups, students can use the POOCH model with examples such as:
 - Two friends plan to meet after school but one of the friends didn't turn up.
 - A child is walking home from school when a person in a car asks for directions.
 - A child accidentally gets off the bus at the wrong stop after school and doesn't know where they are.
- 4 As a class discuss the choices that were made and possible outcomes.

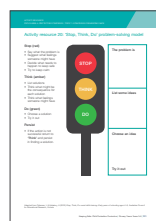


Other suggested activity

'Stop, Think, Do' problem-solving model

Pose the same problem from the previous page. Demonstrate the step-by-step approach using the traffic light symbols (Refer to [10Activity resource 20: 'Stop, Think, Do' problem-solving model](#)):

- Stop (red)
 - Say what the problem is
 - Suggest what feelings someone might have
 - Decide what needs to happen to keep safe
 - Try to keep calm
- Think (yellow)
 - List solutions
 - Think what might be the consequences for each solution
 - Think what feelings someone might have
- Do (green)
 - Choose a solution
 - Try it out
 - If the action is not successful return to 'Think' and persist in finding a solution.



1.5 | The 'Stop, Think, Do' model has been used to develop social skills in children and young people. It is particularly successful with students with special needs, culturally and linguistically diverse students, and younger students.



Petersen, L & Adderley, A (2002) *Stop, Think, Do: Social skills training Primary years of schooling ages 8–12*, ACER Press, Camberwell, Victoria



1.6 Practising problem-solving

- 1 Brainstorm (**RLS 10**) simple scenarios that pose a problem (eg lost at the show; bullied on the way home from school; home alone; getting nasty text messages; a fire in the home; sports practice being cancelled after school).
- 2 Students work in pairs to problem-solve the scenarios using a problem-solving model from this topic, or another agreed up problem-solving model.
- 3 Students consider the consequences of various solutions by asking: 'How will this help keep someone safe?'
- 4 As a class, discuss each scenario and the different solutions for each. If inappropriate responses are given, continue to ask students the question: 'How will this help keep someone safe?'

1.6 | Remember to use one step removed technique (**NNA 3**) and protective interrupting (**NNA 4**).

It is not appropriate for students to write scenarios about abuse.

A teacher telling a student 'That is the right/wrong choice' does not help student empowerment in problem-solving.



Other suggested activities

Stories

- 1 Use various books, stories and DVDs (**NNA 7**) that include characters solving problems in a variety of ways.
- 2 Discuss the manner in which the problem was solved and whether there are any general strategies that the students could develop from the story (eg adult support; planning/prevention; calming before thinking; taking action to keep safe).

Identifying risk situations

This activity may be more suitable for students in Year 5.

- 1 Refer to the model for assessing risky situations (Who, what, how, where, when?) in Focus Area 1, Topic 3, Activity 3.3: Identifying risks.
- 2 Using [11Activity resource 21: Identifying risk situations](#), students record responses. Students can work in pairs using the knee-to-knee activity (**RLS 2**).



1.7 | Scenarios involving pornography or online interactive websites, mobile phone bullying, sexual abuse, domestic violence, physical violence, verbal abuse and emotional abuse need to be considered carefully.

It is not appropriate for students to write their own scenarios for these situations.



1.7 Scenarios dealing with abuse issues

- 1 For Years 3 and 4 students, problem-solving scenarios about abuse need to be demonstrated to the whole class, using a familiar problem-solving strategy. Year 5 students could attempt working in pairs or small groups after they have participated in a teacher-demonstrated session, using a familiar problem-solving strategy.
- 2 Write scenarios that deal with abuse and are appropriate for the students you are working with. See ¹²[Activity resource 22: Abuse scenario cards](#) for examples recommended for Year 5 students.
- 3 Use the following questions with each scenario:
 - What if someone was being hurt, what could they do to keep safe?
 - What if someone was being touched in a sexual way, what could they do to keep safe?
 - What if someone was not being looked after properly, what could they do to keep safe?
 - What if the adults at home were yelling or arguing, what could someone do to keep safe?
- 4 Ensure students have a good understanding of the one step removed technique (**NNA 3**), particularly if working in pairs or small groups.
- 5 Summarise each scenario, suggesting appropriate responses.



TOPIC 2: NETWORK REVIEW AND COMMUNITY SUPPORT

Students need to learn (at an age and developmentally appropriate level):

- to regularly review their trusted network
- about local support networks and how to access them
- to use persistence as a strategy for keeping safe.

Educators' tips

- Students must know how to access help and be confident to actively seek help whenever they feel the need.
- Develop positive relationships with families, carers and community members to support students in learning how to use their trusted networks.
- Introduce students to online help organisations so these can be included in their network.
- Keep families and potential network members informed about the purpose and processes of the network.

2.1 Network review

- 1 Review with students their trusted network diagrams developed in Focus Area 2, Topic 4, Activity 4.2: Developing a trusted network (**NNA 9**).
- 2 Ask students to look at the people on their network and update if necessary, including contact details.
- 3 Discuss why someone might need to change people or their network (eg has moved away; has done something which may mean they can no longer be trusted). This can be done in confidential consultation with you, and at home with parents/carers if appropriate.

Other suggested activity

Asking for help

- 1 Students practise asking a person on their network for help, using role-play (**RLS 3**).
- 2 It is useful for them to practise dealing with various responses, eg a network person not believing them, being too busy or not understanding the problem.

2.2 Local support networks

This activity may be more suitable for students in Year 5.

- 1 As a class brainstorm (**RLS 10**) a list of local community groups who can help or give support, eg community health centre; youth groups; police officers; doctors; fire fighters; ambulance officers; religious organisations.
- 2 Students gather information about local agencies and organisations that can help them, in particular what support they offer and how they can be contacted.
- 3 Ways of gathering information that can be used by students include:
 - guest speakers
 - visiting support agencies
 - websites
 - brochures, services guides
 - information from home.
- 4 Consider including online services such as Kids Helpline, eHeadspace and Reach Out, particularly for regional or remote areas.
- 5 Give each student a copy of [13Activity resource 23: Local support networks](#) to complete and keep, or adapt to suit your requirements and local context.

2.1 | Network review needs to be repeated regularly, so that it becomes a routine rather than action in a crisis situation.

If a trusted network has not been established, refer back to Focus Area 2, Topic 4: Trust and networks.

2.2 | Schools should establish links with local community service groups (government and non-government).

The local council often has an information service or handbook that is a good resource for students.

Care must be taken not to overload younger students with information that may not be relevant, or that they cannot filter.

If using guest speakers (**NNA 8**) refer to [14Selecting and Using Resources for Educational Purposes Guideline](#) (Department for Education). For more information see [15Appendix 11: Help seeking](#).

2.3 Persistence

- 1 In small groups students brainstorm the meaning of 'persistence'.
- 2 As a class come up with a simple definition of persistence, such as: 'persistence means continuing to do something until the desired outcome has been achieved'.
- 3 Tell students that if they are in an unsafe situation, they must persist (keep on trying) until they are safe (**NNA 10**). When seeking help from someone on their trusted network, they must persist by continuing to seek help until they feel safe.
- 4 Ask: 'Why might a network person not help a child or young person?' (Responses could be: too busy; don't listen; don't understand.)
- 5 Emphasise that persistence is an important strategy in keeping safe. It is also important to include in their trusted networks 'general' people who might be trusted (eg teacher, doctor, police officer, relatives or friends).
- 6 Select from the following DVDs (**NNA 7**). Focus on the characters' persistence in various problem situations.
 - Ballard, C (1996) *Fly away home*, DVD, Sony Pictures Entertainment, PG Rating
 - Dunham, D (1993) *Homeward bound—The incredible journey*, DVD, Walt Disney DVD, G Rating
 - Elliot, M (2011) *The little engine that could*, DVD, Universal Pictures, G Rating
 - Lasseter, J (1995) *Toy story*, DVD, Buena Vista Distribution Co, G Rating
 - Lord, P & Park, N (2000) *Chicken run*, DVD, DreamWorks, G Rating
 - Stanton, A (2003) *Finding Nemo*, DVD, Pixar Animation Studios, Walt Disney Pictures, Rated G
 - Wedge, C (2002) *Ice age*, DVD, 20th Century Fox, G Rating

Resources and external links

- 1 South Australian Teaching for Effective Learning (TfEL) Framework guide | <http://tiny.cc/TfEL-FrameworkGuide>
- 2 Appendix 16: Wellbeing and positive psychology | http://kscpc.2.vu/Appendix16_WPP
- 3 Better Health Channel: Assertiveness | <http://tiny.cc/BHC-Assertiveness>
- 4 Words hurt | <http://kscpc.2.vu/WordsHurt>
- 5 Ken Rigby: Fogging | <http://tiny.cc/KenRigbyFogging>
- 6 Bullystoppers: I know someone who's being bullied | <http://kscpc.2.vu/BeingBullied>
- 7 Bullystoppers: I've been called a bully | <http://kscpc.2.vu/CalledBully>
- 8 Activity resource 18: 'What if...?' problem-solving model | http://kscpc.2.vu/Y3-5_Act18
- 9 Activity resource 19: POOCH problem-solving model | http://kscpc.2.vu/Y3-5_Act19
- 10 Activity resource 20: 'Stop, Think, Do' problem-solving model | http://kscpc.2.vu/Y3-5_Act20
- 11 Activity resource 21: Identifying risk situations | http://kscpc.2.vu/Y3-5_Act21
- 12 Activity resource 22: Abuse scenario cards | http://kscpc.2.vu/Y3-5_Act22
- 13 Activity resource 23: Local support networks | http://kscpc.2.vu/Y3-5_Act23
- 14 Selecting and using resources for education purposes guideline | http://kscpc.2.vu/DE_SelectingResources
- 15 Appendix 11: Help seeking | http://kscpc.2.vu/Appendix11_HS



Activity resources

1	Relaxation story	92
2	Body outline	93
3	What is safe?	94
4	Feelings scenarios	95
5	My rights and responsibilities	96
6	Identity web	97
7	Relationships circle	98
8	Power scenarios	99
9	Power cards	100
10	Chart for power cards	101
11	<i>The Gizmo Again</i> by Paul Jennings—extract 1	102
12	<i>The Gizmo Again</i> by Paul Jennings—extract 2	103
13	Network letter	104
14	Body parts	105
15	Definitions of abuse	106
16	Secrets cards	107
17	Chart for secrets cards	108
18	'What if...?' problem-solving model	109
19	POOCH problem-solving model	110
20	'Stop, Think, Do' problem-solving	111
21	Identifying risk situations	112
22	Abuse scenario cards	113
23	Local support networks	114

Activity resource 1: Relaxation story

Today we are going to imagine going on a journey to a safe place.

Sit comfortably on your chair with your hands in your lap.

Begin taking a deep breath ... hold it for a moment ... and breathe out.

Let's do that again ... breathe in ... hold it for a moment ... and breathe out.

You may close your eyes, if you want to.

Breathe in ... hold and slowly breathe out.

Imagine you are floating out of your chair, out of the room, and upward.

Still breathing slowly, you float. You feel warm and relaxed.

You look down at all the sights that are familiar to you.

You may list some familiar sights, for example playground, oval, roads, creek.

You feel the breeze blowing gently on your face.

You float towards a river and you follow the river down to a beautiful lake in a park.

There's lots of green grass and shade and a tall old gum tree.

Gently you float down and sit or lie quietly under the tree.

Water is gently lapping the shores of the lake. The sun is warm and the breeze blows gently.

You feel relaxed, your eyes are heavy as your muscles relax.

You are feeling very ... very comfortable.

Silence for about 30 seconds.

I am going to count slowly to 3 and you will come back to your chair feeling awake and ...

One ... Your legs begin to stretch.

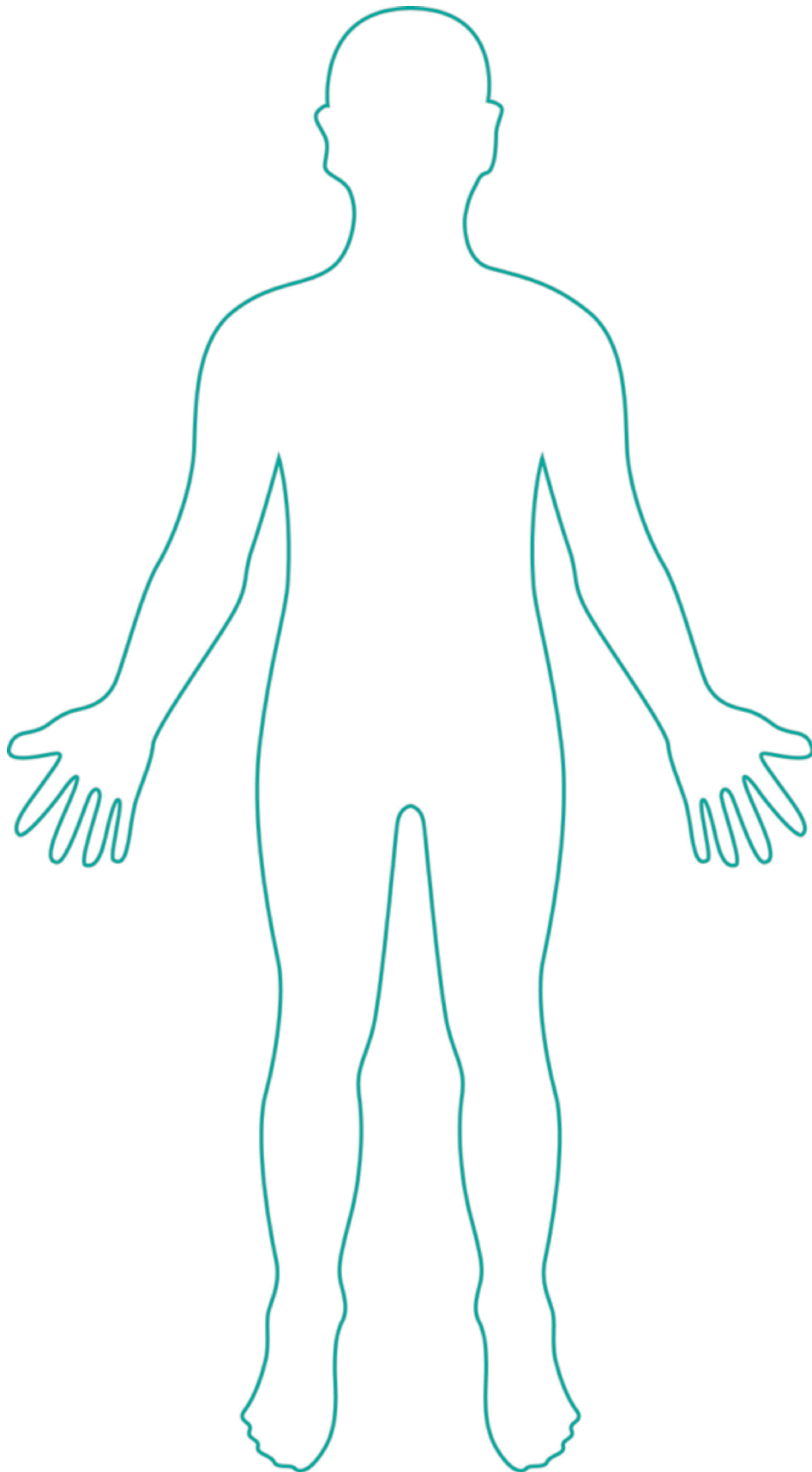
Two ... Your arms unfold from your lap.

Three ... You open your eyes and feel energy return to your whole body.

Take one more deep breath ... in ... and out ...

That was very good.

Activity resource 2: Body outline



Activity resource 3: What is safe?

Name

How does safe feel?

Warm

Comfortable

Cosy

Happy

Contented

Friendly

Feeling safe is not always a 'warm fuzzy' feeling

List some other safe feeling words. Use different coloured pens and shaped letters to show the feeling.

.....

.....

.....

.....

.....

When might we feel that something is:

Scary **but** fun?

Scary, **not** fun **but** safe?

Scary, **not** fun, **not** safe?

Fun, **not** safe?

Activity resource 4: Feelings scenarios

Two students can act out these freeze frames and the group guesses what is being acted out.

Mixed feelings

A student feels really proud when a friend wins an award at assembly, but they also feel a bit jealous because they wish they had won it.

Confused feelings

A 10 year old boy speaks to his friend on the phone the night before and plans to meet in the morning at school. However, when he arrives at school his friend is talking to someone else and ignores him. He feels confused.

Changing feelings

A 9 year old girl tells her friend a personal story about her family because she trusts her. Then she finds out her friend has told several other people the story. She feels really let down.

Uncomfortable feelings

A 7 year old comes home from school, happy to tell their parent about the day. The parent is talking to someone who is introduced as a relative. The relative gives the child a big hug, even though the child doesn't know them.

Mixed feelings

A boy has a birthday and his younger brother feels really happy at the party. The younger brother feels a bit sad because his birthday is several months away and he'd like to have a new skateboard now.

Confused feelings

A girl's partner is really nice to the girl's younger sister when they are there, but when she isn't, their partner calls the younger sister names and tells her to 'Get lost!'

Changing feelings

A student believes they can trust their friend but then sees them steal something from another student's bag. The student wonders if they can trust their friend again.

Uncomfortable feelings

A parent is late picking up their child from sports practice. The coach offers to take the child home in their car, but the child's parent has told them not to go in a car with anyone, unless the parent knows about it.

Activity resource 5: My rights and responsibilities

Name

No matter how old we are, we all have rights. With these rights go responsibilities. Make a list of rights and write up the responsibility that goes with each one.

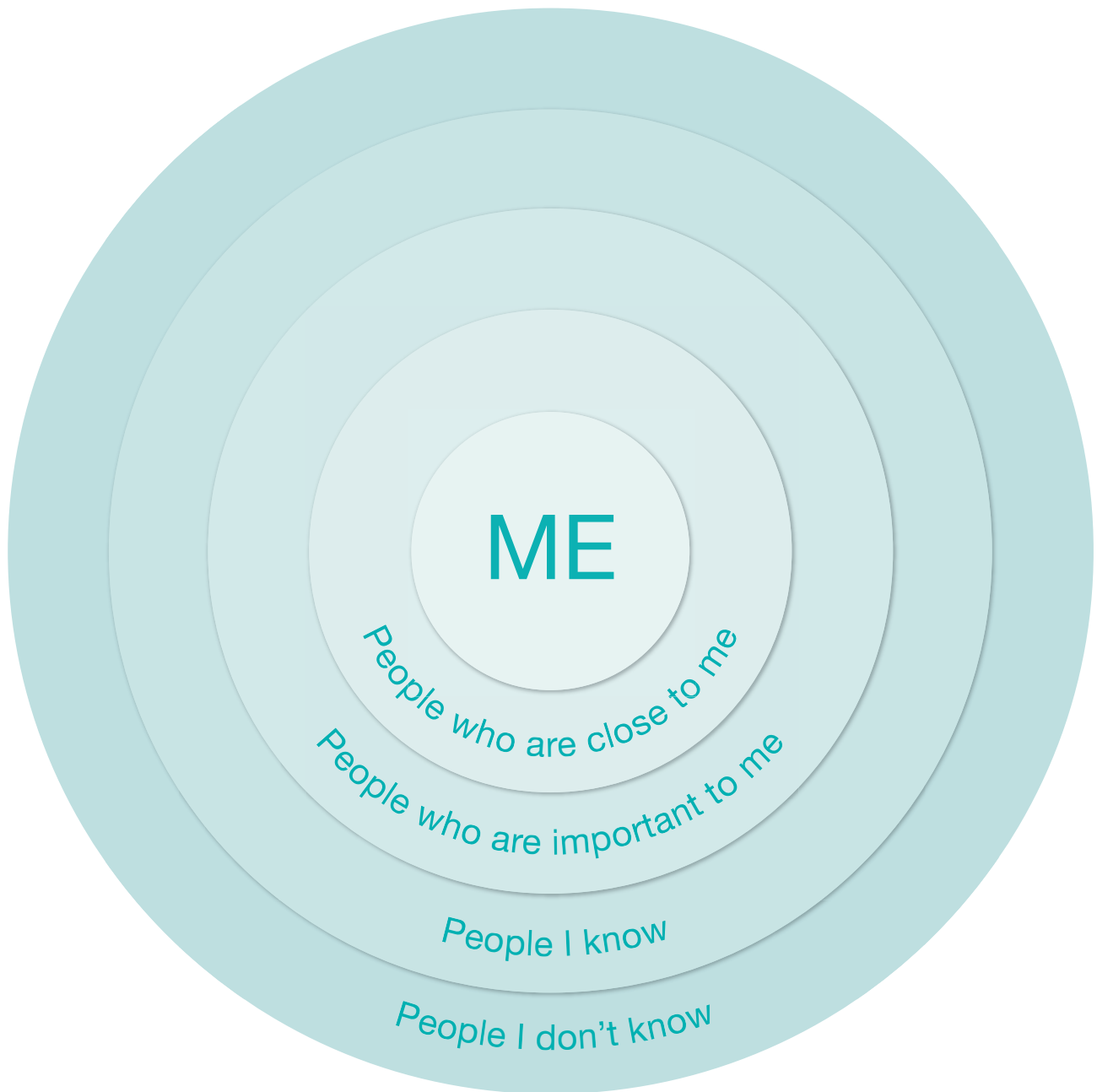
Rights	Responsibilities
1 The right to feel safe.	The responsibility to behave in a safe way.
2 The right to be listened to.	The responsibility to listen to others.
3 The right to learn ...	The responsibility to ...
4 The right to ...	The responsibility to ...
5 The right to ...	The responsibility to ...

Illustrate one of your rights and responsibilities below:

Activity resource 6: Identity web



Activity resource 7: Relationships circle



Activity resource 8: Power scenarios

Scenario 1

The teacher has set up mixed groups of boys and girls to complete a task. In one group of four, the two boys tell the girls that they will do the computer research while the girls can draw up the title and put a border on the large sheet of cardboard. The two boys often 'hog' the computer in the classroom and say 'Girls can't work computers. Boys are better at finding out stuff!' When one of the girls complains, one of the boys makes a threat to her. The teacher notices the boys are often using the computer and draws up a roster for computer use and checks that groups are sharing the computers fairly.

Scenario 2

Two or three students in a class make a game of deliberately knocking things off the desks of quieter students and pretend to apologise by saying 'sorry' loudly. Some students laugh nervously. One student helps to put the items back and suggests they talk to the teacher about the problem.

Scenario 3

A group of popular Year 5 students start up a club while they are playing in the yard. They make up rules about who can be a member and laugh and whisper secrets when particular classmates are nearby. They push in front at line-up and, when others complain, they tell the teacher 'We were here first!' and then back each other up when the teacher investigates the complaint.

Scenario 4

New soccer goals have been put up on the oval. A group of Year 6–7 students go out at recess and lunchtime to play soccer. The Year 3–4 class has been learning soccer skills in PE and want to go out and practise. The older students tell them to 'Get lost. You little kids can't even play soccer anyway!' The younger students attempt to play nearby and when their ball rolls into the soccer goal accidentally, one of the older students grabs it and kicks it far away.

Activity resource 9: Power cards

A teacher tells a student 'You're a loser' in front of the whole class.

When a family cannot afford a life-saving operation for their child, a doctor says she will perform the operation free of charge.

An SRC member asks the other students to line up to receive sports equipment at lunch time.

A famous singing group lands at Adelaide airport knowing that fans have been waiting there for hours to see them. The band leaves the airport secretly.

A teacher stops two students from fighting and asks them to come to the office to sort out their problem.

One member of a group of friends feels uncomfortable about their bullying of a student. The other friends pressure the person to join in, or not be part of the group anymore.

A babysitter always chooses his favourite TV programs. The children would sometimes like to have the choice. They talk to the babysitter who agrees to take turns.

A whole town plans a fund-raising event. They make enough money to send their local sports champion overseas to compete in the World Games.

A student with the latest computer toy makes her friends beg her before she will let them have a turn.

A cinema complex owner persuades the council to turn a nearby park into a parking area for the cinema goers.

When a child can't get his own way, he often tells his mother that he hates her.

A popular student asks a classmate to buy him an ice block from the canteen.

Activity resource 10: Chart for power cards

A large, bold, teal-colored capital letter 'P' centered within a white rectangular box. The box is part of a larger chart structure with a light teal border.

Positive use of power

A large, bold, teal-colored capital letter 'A' centered within a white rectangular box. The box is part of a larger chart structure with a light teal border.

Abuse of power

Activity resource 11: *The Gizmo Again* by Paul Jennings— extract 1

They steal my pocket money. They twist my ears until they feel as if they are about to drop off.

Every day when I wake up I think about Gutsit's gang and worry about what they are going to do to me. It is the first thing I think about in the morning and the last thing I think about at night.

But now I have figured out a way to stop them. It is worth a try. I have been planning this for quite a while. It is the only way.

'Can I join the gang?' I say.

The three of them fall about laughing. 'What? A little runt like you?' says Ginger Gurk. 'What a joke.'

Gutsit holds up his hand. 'No, boys,' he says. 'We have to take this seriously. This young fellow wants to join. He could be tough—you never know. We have to give him a chance.'

I smile. This is good. If I join the gang they will not pick on me. They will leave me alone. 'Okay', says Gutsit.

'You can join the gang. But you will have to be initiated.'

I am not sure what this means but I don't really care. Now that I am a member of the gang they will leave me alone and pick on someone else.

Gutsit takes another bite of my cake. What's left of it.

'Not bad,' he says. 'Not bad at all. Anyone like a bit?'

(Extract from pp.4–5, *The Gizmo Again* by Paul Jennings. Copyright © Lockley Lodge Pty Ltd 1995. Reprinted by permission of Penguin Random House Australia Pty Ltd.)

Activity resource 12: *The Gizmo Again* by Paul Jennings— extract 2

I feel so sorry for Micky. He is all on his own. But I am secretly glad that the gang has forgotten about me. If I say anything they will start picking on me again. And anyway, I am a gang member now.

‘Here,’ Gutsit says to me. ‘Eat this.’ He hands me a chocolate. I don’t really want to eat one of Micky’s chocolates but now that I am a gang member I have to. I swallow the chocolate quickly without even tasting it. The gang gobble down the rest of Micky’s lunch. There is nothing left. Except the Coke and the lunch-box.

Gutsit grabs the Coke and unscrews the lid. He puts his thumb over the end of the bottle. Then he shakes it up. Micky tries to run away but Ginger Gurk and Noblet grab his arms. Gutsit squirts the Coke all over Micky’s face.

There is nothing he can do. He just stands there with his shoulders silently shaking. I know that inside he is crying a million tears. Even though we can’t hear anything. All the food is gone. Soon this torture will all be over and Micky can go off and clean himself up. There isn’t anything I can do. I am just not brave enough. And anyway, I belong to the gang.

(Extract from pp.10–11, *The Gizmo Again* by Paul Jennings. Copyright © Lockley Lodge Pty Ltd 1995. Reprinted by permission of Penguin Random House Australia Pty Ltd.)

Activity resource 13: Network letter

Dear [Trusted network person]

We have been learning about child protection at school this term. These lessons are based on the two themes:

- **We all have the right to be safe**
- **We can help ourselves to be safe by talking to people we trust.**

We have been developing skills in dealing with many of life's difficult situations and, most importantly, in the area of child abuse. It is an adult's responsibility to care for children and young people, to protect them, and to keep them safe.

We have also been developing a network of trusted people and support services to contact in case of an emergency or if we feel unsafe.

A person on a child's or young person's network is someone who will:

- listen to them and act to keep them safe
- contact adults, such as parents and relatives, if appropriate.

I would like you to be a person on my trusted network. I am placing great trust in you and believe I can depend on you to keep me safe.

Yours Sincerely

[Student's name]

Further information about the Keeping Safe: Child Protection Curriculum is available from the school, or contacting:

[Teacher's name and details]

Activity resource 14: Body parts

Most females	Both	Most males

Activity resource 15: Definitions of abuse

Physical abuse

Deliberate physical harm to a child or young person.

Emotional abuse

Continual words and actions to make a child or young person feel as though they are:

- always in trouble
- not able to do things ('hopeless')
- alone with no friends.

Neglect

Not taking care of a child or young person properly.

Sexual abuse

People using their power to make a child or young person be involved in sexual activity.

Activity resource 16: Secrets cards

1 An 8 year old boy is being looked after by his uncle while his mother is away. The uncle says the boy can stay up late and watch television with him. He will teach the boy to play a new game, but he mustn't tell his mother. The uncle wants the boy to touch him on his penis. The 8 year old is worried about telling his mother because he might get into trouble for staying up late.

2 A 10 year old girl's parents are going out. Her older sister is supposed to be looking after her and their baby brother. Instead, she asks some friends over and they are looking at pornographic images online. They ask the 10 year old if she wants to have a look too. They say she mustn't tell.

3 A 7 year old girl visits her grandparents who hold her tightly and give her sloppy kisses. She doesn't like it but doesn't say anything because she doesn't want to hurt their feelings.

4 A special family occasion is about to happen and two sisters have made lovely cards for their step-mother and father. They hide them in one of their cupboards.

5 An 11 year old boy is called into the backyard by his mother's partner who tells the boy about a plan to give his mother a surprise birthday party next week.

6 Some friends at school offer a 9 year old boy a chocolate bar. He takes it and eats it. Then they tell him they had stolen it from the local shop but he must keep it a secret. They will show him how to shoplift some other day.

7 A girl goes shopping with her dad to buy an end-of-year present for her teacher. She is very excited and wants to tell the teacher about it the next day, but the girl and her dad have decided to give the teacher the present at the concert the following night.

8 A child's parents have decided to rent out one of the spare rooms to help make some extra money. The person renting the room keeps coming into the bathroom when the child is showering.

Activity resource 17: Chart for secrets cards

Safe secrets Secrets that are OK to keep	Unsafe secrets Secrets that are not OK to keep	Not sure Secrets that need checking with a trusted adult

Activity resource 18: 'What if...?' problem-solving model

What if...?

Identify the problem

Frame the issue into a key question:

'What if someone...?' or 'How could someone keep safe even if...?'

Brainstorm to generate a list of alternative strategies or possible solutions

Consider the **Consequences** of the alternatives by asking 'How might this help keep someone safe?'

Decide which one(s) might work

Implement—Try out a solution

Evaluate—Was it a good choice? What other choices could be made?

Persistence—Try to solve it in different ways until success is achieved

Remember—Use your trusted network

Activity resource 19: POOCH problem-solving model

PWhat is the **PROBLEM**?

OWhat are the **OPTIONS**?**1****2****3**

<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>

OWhat are the potential **OUTCOMES**?**1 +****2 +****3 +**

<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
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<hr/>	<hr/>	<hr/>

CWhat is your **CHOICE**?

H**HOW** did it go? If it didn't work out, look at the **OPTIONS** again.

Activity resource 20: 'Stop, Think, Do' problem-solving model

Stop (red)

- Say what the problem is
- Suggest what feelings someone might have
- Decide what needs to happen to keep safe
- Try to keep calm

Think (amber)

- List solutions
- Think what might be the consequence for each solution
- Think what feelings someone might have

Do (green)

- Choose a solution
- Try it out

Persist

- If the action is not successful return to 'Think' and persist in finding a solution.



The problem is

List some ideas

Choose an idea

Try it out

Activity resource 21: Identifying risk situations

More suitable for Year 5 students.

Name

1

An 8 year old girl is going to the movies with her older sister. They are waiting at the bus stop and no-one is around. A group of young people appear and start teasing them.

at risk ☐

possible risk ☐

no risk ☐

2

A year 5 student is on the way home from sports practice when it starts to rain. The coach suggests they take a short cut down a side lane together.

at risk ☐

possible risk ☐

no risk ☐

3

There is a fight at home between two family members who lose their tempers during an argument. They become physically violent.

at risk ☐

possible risk ☐

no risk ☐

4

An older student shows a Year 4 student their mobile phone camera. It has pictures taken under a toilet door at school.

at risk ☐

possible risk ☐

no risk ☐

5

A Year 5 boy is at home alone and a neighbour comes to visit. The neighbour says they want some company and someone to talk to. The family rule is not to open the door to anyone if home alone.

at risk ☐

possible risk ☐

no risk ☐

6

Two boys are playing in the yard after school when a classmate and some students they know from another school smash glass bottles on the ground. They suggest the boys join in.

at risk ☐

possible risk ☐

no risk ☐

7

A student knows her friend carries a knife in their school bag. The friend has said not to tell anyone.

at risk ☐

possible risk ☐

no risk ☐

8

A Year 5 student feels extremely uncomfortable at a family party when a relative dances very closely to them and rubs up against them.

at risk ☐

possible risk ☐

no risk ☐

Activity resource 22: Abuse scenario cards

More suitable for Year 5 students.

What if someone was where adults were fighting and hitting each other? What could the young person do?

What if a person's friend had bruise marks and told the person it was because she had been hit?

What if someone was on the internet at school and accidentally got onto a pornographic website?

What if someone was always being told he was hopeless and stupid and was always being sworn at?

Suppose someone had a mobile phone and they took photos of two people kissing at a dance club and sent it around to everyone else?

What if someone was touched on the penis or vulva and believed they might get into trouble if they tell someone?

Suppose someone needed medication for an ongoing medical condition and his carer ignored the doctor's advice and spent the money on something else.

Suppose a child was not taken care of properly. She didn't have enough to eat or warm clothes and no-one worried if she came home late.

[illegible]

Appendices: Information and resources

Appendix 1: Curriculum mapping tools	116
Appendix 2: Sample planning guides	117
Appendix 3: Whole site planning	118
Appendix 4: Aboriginal and Torres Strait Islander	119
Appendix 5: Culturally and linguistically diverse backgrounds	121
Appendix 6: Disability and additional needs	122
Appendix 7: History of the KS:CPC	123
Appendix 8: Bullying, harassment and discrimination	124
Appendix 9: Online safety	125
Appendix 10: Domestic and family violence	127
Appendix 11: Help seeking	128
Appendix 12: Parents/carers	129
Appendix 13: Problematic sexual behaviour	130
Appendix 14: Sexual and gender diversity	131
Appendix 15: Types of abuse and abuse-related trauma	132
Appendix 16: Wellbeing and positive psychology	134
Resources and external links	135

Appendix 1: Curriculum mapping tools

The KS:CPC can be taught through a range of learning areas. Child protection, safety, relationships and sexuality fit primarily within the Health and Physical Education (HPE) learning area of the Australian Curriculum and various SACE subjects. However, educators can incorporate child protection in their planning and programming across all learning areas and within the dimensions of the general capabilities.

The curriculum mapping tools provide connections between the KS:CPC activities, the general capabilities and Australian Curriculum learning areas in Health and Physical Education, English, Maths, The Arts, Humanities and Social Sciences, and Technologies.

For Ages 3–5 see [1Ages 3–5: Early Years Learning Framework mapping tool](#).

[10Year 8: Curriculum mapping tool](#)

[2Reception: Curriculum mapping tool](#)

[6Year 4: Curriculum mapping tool](#)

[11Year 9: Curriculum mapping tool](#)

[3Year 1: Curriculum mapping tool](#)

[7Year 5: Curriculum mapping tool](#)

[12Year 10: Curriculum mapping tool](#)

[4Year 2: Curriculum mapping tool](#)

[8Year 6: Curriculum mapping tool](#)

[13Year 11: Curriculum mapping tool](#)

[5Year 3: Curriculum mapping tool](#)

[9Year 7: Curriculum mapping tool](#)

[14Year 12: Curriculum mapping tool](#)

Ages 3–5: Sample planning guide

¹⁶Ages 3–5: Sample planning guide (Word)

Years 6–9: Sample planning guide

[22Years 6–9: Sample planning guide \(Word\)](#)

Years R-2: Sample planning guide

18Years R-2: Sample planning guide (Word)

Years 10–12: Sample planning guide

²⁴Years 10–12: Sample planning guide (Word)

Years 3–5: Sample planning guide

²⁰Years 3–5: Sample planning guide (Word)

Keeping Safe: Child Protection Curriculum | Primary Years: Years 3–5 | 117

Appendix 3: Whole site planning

A whole site approach is the key to embedding the KS:CPC whilst being consistent with the language, concepts and strategies delivered to children and young people.

The ²⁵[KS:CPC Whole site implementation guide](#) provides step-by-step tips including:

- assessing current programs
- staff communication
- developing a plan
- whole site mapping
- curriculum mapping
- implementation
- parent/carer communication
- resources
- supporting documents.

Resources

²⁶[Appendix 2: Sample planning guides](#)

Department for Education ²⁷[KS:CPC Site Implementation Rubric](#)

Department for Education ²⁵[KS:CPC Whole site implementation guide](#)

DECD (2010) ²⁸[TfEL Domain 1: Leadership overview](#)

DECD (2010) ²⁹[TfEL Domain 1: Learning for effective teaching](#)

DECD (2016) ³⁰[Wellbeing for Learning and Life: A framework for building resilience and wellbeing in children and young people](#), Government of South Australia

Commonwealth of Australia ³¹[Australian Student Wellbeing Framework](#)

Appendix 4: Aboriginal and Torres Strait Islander

When considering child protection issues for Aboriginal and Torres Strait Islander children and young people, educators must acknowledge the impact of past child protection practices and the grief and loss still experienced by many Aboriginal and Torres Strait Islander families and their communities.

The Layton Review (2003) into child protection identified some of these broader issues:

- dispossession and separation from land; erosion of culture; loss of traditional ways of life, family, kinship ties, language and traditional relationships
- impact of colonisation and the ongoing negative relationship with white society
- marginalisation within the broader Australian society
- socio-economic disadvantage, which includes high levels of poverty, chronic health issues, overcrowded housing, homelessness, poor educational experiences and unemployment.

(Adapted from the Layton Review)

Many national and state reviews and reports have pointed out the significance of the issues facing Aboriginal and Torres Strait Islander communities that leave them vulnerable to child abuse and neglect. For example, domestic violence within Aboriginal and Torres Strait Islander families and communities is having a profound impact on children and young people and is now viewed as a major child protection issue.

(Adapted from the Layton Review, 8.3)

Aboriginal and Torres Strait Islander children and young people are over-represented in the child protection system. However, statistics represent only those matters reported to authorities and underestimate the real incidence of child abuse and neglect across the community. Factors that might influence the under-reporting of abuse and neglect in Aboriginal and Torres Strait Islander communities as identified in feedback to the Layton Review include:

- fear of a repeat of the Stolen Generation experiences
- fear of revenge or exclusion (particularly in remote communities)
- fear of being responsible for breaking up the family
- fear of the long-term consequences for Aboriginal and Torres Strait Islander children and young people in the care system
- fear that police won't respond.

(Adapted from the Layton Review, 8.19)

Before implementing the KS:CPC for Aboriginal and Torres Strait Islander children and young people, it is important that school and preschool leaders and educators understand the significance of:

- staff cultural competence
- sharing information with Aboriginal community groups, including community councils and governing bodies
- recognising cultural diversity within Aboriginal and Torres Strait Islander groups
- building respectful relationships with the Aboriginal and Torres Strait Islander community to foster meaningful dialogue and shared understandings

- using the expertise and knowledge of relevant Aboriginal education personnel
- accessing the services of other agencies, including:
 - Yaitya Tiramangkotti (Aboriginal Child Abuse Report Line telephone 131 478).
 - ³²[Nunkuwarrin Yunti of South Australia](#)
 - ³³[SA Health Aboriginal Health Services](#)
 - Other agencies working with Aboriginal and Torres Strait Islander people
- being aware of the agencies already working with Aboriginal and Torres Strait Islander families and the community, and the importance of interagency collaboration
- understanding and practising a strengths-based approach that recognises that Aboriginal and Torres Strait Islander people have the capacity to find solutions to child protection issues through community and/or agency support that is respectful of relationships.

The Australian Curriculum can support the delivery of the Cross Curriculum Priority to Aboriginal and Torres Strait Islander students:

- the general capability ³⁴[Intercultural Understanding](#) provides information on developing students who are active and informed citizens with an appreciation of Australia's social, cultural, linguistic and religious diversity, and the ability to relate to and communicate across cultures at local, regional and global levels
- the Cross Curriculum Priority of ³⁵[Aboriginal and Torres Strait Islander Histories and Cultures](#) has been developed as a conceptual framework based on Aboriginal and Torres Strait Islander peoples' underlying sense of identity and living communities and the key concepts of Country/ Place, Culture and People.

³⁶[KS:CPC Support materials for Aboriginal children and young people](#) have been developed to provide additional information to educators who are implementing the KS:CPC for Aboriginal children and young people. These support materials should be used in conjunction with the KS:CPC year level documents.

Resources

General

³⁷[Aboriginal Health Council of South Australia](#)

³⁸[Australian Indigenous HealthInfoNet](#)

Australian Institute of Family Studies (2014) ³⁹[Strengths of Australian Aboriginal cultural practices in family life and child rearing](#)

Australian Institute of Family Studies (2016) ⁴⁰[Child protection and Aboriginal and Torres Strait Islander children](#)

Department for Education ⁴¹[Aboriginal Services](#)

Department for Education ³⁶[KS:CPC Support materials for Aboriginal children and young people](#)

⁴²[Ninko Kurtangga Patpangga \(NINKO\) The Southern Regional Aboriginal Family Violence Service](#)

³²[Nunkuwarrin Yunti of South Australia](#)

Parenting SA ⁴³[Aboriginal Parent Easy Guides](#)

³³[SA Health Aboriginal Health Services](#)

Secretariat of National Aboriginal and Islander Child Care (SNAICC) ⁴⁴[Tools and resources](#)

The Layton Review: Layton R (2003) ⁴⁵[Our best investment: A state plan to protect and advance the interests of children](#), Government of South Australia

UNICEF (2013) ⁴⁶[United Nations Declaration on the Rights of Indigenous Peoples: for indigenous adolescents](#)

Bullying, harassment and discrimination

Beyond Blue ⁴⁷[Discrimination stops with you](#)

Australian Human Rights Commission ⁴⁸[Racism. It stops with me.](#)

NSW Government, Department of Education ⁴⁹[Racism No Way!](#)

Supportive School Communities Working Group ⁵⁰[Bullying No Way!](#)

Online safety

eSafety Commissioner ⁵¹[Student and home community](#)

Skinnyfish Music ⁵²[B2M – Strong Choices](#)

Teaching and learning

⁵³[Aboriginal education resources](#)

Department for Education ⁵⁴[Respect, Relationships, Reconciliation](#)

SHINE SA ⁵⁵[Relationships & Sexual Health Education for Aboriginal Students](#)

SHINE SA ⁵⁶[Aboriginal specific resources](#)

Appendix 5: Culturally and linguistically diverse backgrounds

Australia is one of the most multicultural countries in the world. South Australia has a rich cultural mix with over 70 language and cultural groups represented in our schools and preschools. The migration program, which includes skilled migration and humanitarian programs, adds to this diversity. In addition, the state is attracting an increasing number of international students. Adoption from overseas countries also contributes to the diversity. As a result, there is increasing cultural and linguistic diversity (CALD) in our preschools and schools in both metropolitan and regional areas.

In the delivery of child protection programs for CALD children and young people, the Layton Review (2003) into child protection indicated the need for:

- the provision of structured programs for the delivery of information to various cultural groups about children's rights and child protection within an Australian and global context
- an understanding of the principle that culturally sensitive approaches to children's care and protection should not override or compromise the safety of the child or young person.

Factors that may contribute to the level of understanding of child protection laws in Australia include:

- level of English language proficiency
- socio-economic status
- educational status
- proficiency in primary community language
- geographic location within country of origin, such as whether the family is from a remote rural area in a developing country with limited facilities
- context of migration (eg war in country of origin, refugee status, marriage, length of time spent in refugee camps, length of time spent in immigration detention, experiences during migration and settlement, recency of arrival)
- physical and mental health of the family after migration.

(Adapted from the Layton Review)

⁵⁷KS:CPC Support materials for culturally and linguistically diverse children and young people have been developed to provide additional information to educators who are implementing the KS:CPC for children and young people from CALD backgrounds. These support materials should be used in conjunction with the KS:CPC year level documents.

Cultural awareness

Respecting cultural difference means having the same aims for everyone's wellbeing and safety but finding different ways to achieve them. This does not mean minimising the wellbeing and safety expectations for children and young people but thinking about these concepts from a cultural perspective and finding different ways to achieve positive wellbeing and safety outcomes for the members of all cultural groups.

Be aware of cultural differences in child rearing practices such as displays of affection, education attainment, respect for parents and elders, and natural remedies (Kaur, 2012, p11). Some cultural traditions may be illegal in the current home country.

Forced marriage

A forced marriage happens when a person gets married without freely and fully consenting to the marriage because they have been coerced, threatened or deceived.

Forcing someone to get married is a crime in Australia under the *Commonwealth Criminal Code Act 1995* and is punishable by up to four years in prison. If the victim is under the age of 18, the penalty increases to seven years' imprisonment, or 25 years' imprisonment if the child is taken overseas for the purpose of forced marriage.' (Adapted from Australian Government (2016) ⁵⁸*My Rights – My Future forced marriage*).

Female genital mutilation/cutting

Female genital mutilation/cutting (FGM/C) refers to all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons.

FGM/C is recognised internationally as a violation of the human rights of girls and women and constitutes an extreme form of discrimination against women. FGM/C is practised in over 30 countries in Africa, the Middle East and Asia. The majority of females that are subjected to FGM/C are children.

UNICEF estimates at least 200 million girls and women have experienced FGM/C in 30 countries across three continents. An adolescent girl today is about a third less likely to be cut than 30 years ago. (Adapted from UNICEF ⁵⁹*Harmful practices*)

Resources

General

Kaur, J (2012) *Cultural diversity and child protection: a review of the Australian research on the needs of culturally and linguistically diverse (CALD) and refugee children and families*, Queensland.

KidsMatter ⁶⁰*Cultural diversity and children's wellbeing*

Parenting SA ⁴³*Multicultural Parent Easy Guides*

The Layton Review: Layton R (2003) ⁴⁵*Our best investment: A state plan to protect and advance the interests of children*, Government of South Australia

Teaching and learning

Department for Education ⁶¹*English as an Additional Language or Dialect (EALD)*

Department for Education ⁶²KS:CPC Parent information in multiple languages

Department for Education ⁵⁷KS:CPC Support materials for culturally and linguistically diverse children and young people

DECS (2007) ⁶³*Count me in! A resource to support ESL students with refugee experience in schools*

DECS (2010) ⁶⁴*Working with ESL new arrivals: Creating positive classroom environments – A resource for school leaders and teachers*

KidsMatter ⁶⁵*Cultural diversity: Suggestions for families and educators*

Support services

⁶⁶PEACE Multicultural Services

⁶⁷Survivors of Torture and Trauma Assistance and Rehabilitation Service

Women's and Children's Health Network: Child and Family Health ⁶⁸*Multicultural health links*

Appendix 6: Disability and additional needs

Preschools and schools that value diversity and are inclusive in their practices can make important contributions to the safety and wellbeing of children and young people with disability and additional needs. ⁶⁹Hughes et al (2012) found that children who live with a physical disability, sensory disability, intellectual disability, Autism Spectrum Disorder, speech and language disorder or mental health issues are at increased risk of becoming victims of abuse. Children and young people with disability and additional needs are a very diverse group with individual strengths, abilities and needs. They may require individualised approaches and adaptations to enable them to access and participate in all aspects of the curriculum.

The Layton Review (2003) into child protection included recommendations about updating a child protection curriculum that was inclusive of children and young people with disabilities (Recommendation 137). The Layton Review highlighted research that indicated students with disabilities are differentially vulnerable to abuse.

The ⁷⁰United Nations Convention on the Rights of the Child, to which Australia is a signatory, provides principles that guide standards in respect to all children and young people, including those with disability and additional needs. It states that children and young people with special needs have the right to enjoy a full life that enables and encourages them to reach their potential in conditions that ensure their dignity and safety. Article 19 specifically emphasises the responsibility to protect children and young people from abuse and neglect and to help others to provide services to assist with that prevention.

The ⁷¹United Nations Convention on the Rights of Persons with Disabilities reiterates this with Article 7: 'States Parties shall take all necessary measures to ensure the full enjoyment by children with disabilities of all human rights and fundamental freedoms on an equal basis with other children'.

There is also a clear rationale, made explicit in Australian Government, South Australian Government legislation and department policies, that a child or young person with disability or additional needs has the right to access the same education, care and services in the same manner and timeframe as any other child or young person.

⁷²KS:CPC Support materials for children and young people with disability and additional needs have been developed to provide additional information to educators who are implementing the KS:CPC for children and young people with disability and additional needs. These support materials should be used in conjunction with the KS:CPC year level documents.

Resources

General

- Australian Government ⁷³[Disability Discrimination Act 1992](#)
- Australian Human Rights Commission ⁷¹[United Nations Convention on the Rights of Persons with Disabilities](#)
- Better Health Channel ⁷⁴[Cognitive disability and sexuality](#)
- Better Health Channel ⁷⁵[Disability and sexuality](#)
- Bottroff V, Slee PT, Martin M & Wotherspoon A (2013) ⁷⁶[Asperger's and Bullying: An Inclusive Educational Approach](#), DVD, Autism SA
- Department for Education ⁷⁷[Disability Standards for Education and related legislation](#)
- Department for Education ⁷⁸[Children and students with disability policy](#)
- Government of South Australia (2013) ⁷⁹[Protecting children and young people with disability: A booklet for parents and carers](#)
- Hughes K, Bellis M, Jones L, Wood S, Bates G, Eckley L, McCoy E, Mikton C, Shakespeare T & Officer A (2012) ⁶⁹['Prevalence and risk of violence against adults with disabilities: a systematic review and meta-analysis of observational studies'](#), *The Lancet*, Volume 379, Issue 9826, pp.1621–1629
- eSafety Commissioner ⁸⁰[Living with disability](#)
- Raising Children Network ⁸¹[Children with disability](#)
- The Layton Review: Layton R (2003) ⁴⁵[Our best investment: A state plan to protect and advance the interests of children](#), Government of South Australia

Teaching and learning

- Australian Childhood Foundation ⁸²[Resources](#)
- Australian Curriculum ⁸³[Students with Disability](#)
- Briggs F (1995) *Developing personal safety skills in children with disabilities*, Jessica Kingsley Publishers, London
- Briggs F & McVeity M (2000) *Teaching children to protect themselves*, Allen & Unwin, St Leonards, New South Wales
- Department for Education ⁸⁴[Special education resources](#)
- Department for Education ⁷²[KS:CPC Support materials for children and young people with disability and additional needs](#)
- Department for Education ⁸⁵[Special Education Resource Unit Resource Centre \(SERU\)](#)
- ⁸⁶[Novita Children's Services](#)
- SHINE SA ⁸⁷[Relationships & Sexual Health Education for Students with a Disability](#)

Support services

- Anglicare SA ⁸⁸[Disability support services](#)
- Department for Education ⁸⁹[Disability support programs and services](#)
- Department of Human Services ⁹⁰[Disability services](#)
- Government of South Australia ⁹¹[Care and support: Disability](#)
- SHINE SA ⁹²[Disability & Sexuality](#)

Appendix 7: History of the KS:CPC

In 1985, the Protective Behaviours Program was officially endorsed and introduced in South Australian schools. Its introduction was seen as important in countering the commonly held notion at that time that strangers posed the greatest risk to children and young people and it recognised the traditional role that schools played in teaching children and young people to keep themselves safe. Although it was well supported in its early years, the program was never fully adopted (Johnson 1995).

In 1990, Australia ratified the United Nations Convention on the Rights of the Child and, in 1993, South Australia passed the *Children's Protection Act 1993* (updated to the South Australia *Children and Young People (Safety) Act 2017*).

In 1998, the Department of Education and Children's Services (DECS) Child Protection Policy was distributed to all school principals, preschool directors, institute directors and worksite managers. On the release of this policy, the Chief Executive stated: 'I require all staff to make this policy the foundation for our work in child protection and abuse prevention'. The policy was revised in 2011 with the release of the ⁹³Child protection in schools, early childhood education and care services policy, and is updated regularly.

In April 2003, the Layton Child Protection Review, ⁴⁵Our best investment: A state plan to protect and advance the interests of children, included recommendations about the teaching of child protection education across all school and preschool sites. The recommendations supported the findings of the 2002 Department of Education and Children's Services (DECS) consultation that child protection education should be revitalised and redeveloped and aligned with the South Australian Curriculum, Standards and Accountability (SACSA) Framework.

The Keeping Safe: Child Protection Curriculum (KS:CPC) was developed by DECS during 2003–2007, with implementation by all sites expected by 2008. It is an evidence-based, best practice curriculum, developed collaboratively with child protection experts, teachers, educational leaders and other professionals.

An extensive state-wide professional learning program to support staff delivering the KS:CPC was conducted by DECS in 2006 and 2008. Approximately 18,000 staff were trained during this time.

The KS:CPC was identified as a leading practice program by the Australian Government which subsequently provided funding under the Respectful Relationships program for an independent evaluation to be conducted in 2010. The evaluation conducted by KPMG demonstrated that the KS:CPC is:

- well regarded and seen as best practice by educators
- having a positive impact
- flexible and capable of being used in a range of different contexts.

In March 2011, the Minister for Education commissioned Mr Bill Cossey to review aspects of the former Department's processes and procedures in relation to bullying and violence in schools. Following this review, the Government recommended that the department would update the cyberbullying content of the KS:CPC.

In 2013 the curriculum was reviewed and updated to align with current curriculum, pedagogy and contemporary issues.

In 2017 the curriculum was updated in response to the ⁹⁴National Plan to Reduce Violence Against Women and their Children 2010–2022 and feedback from educators.

In 2021 online safety and consent concepts were updated to match contemporary language and information, and to strengthen concepts at an age and developmentally appropriate level.

Resources

Department for Education (2020) ⁹³Child protection in schools, early childhood education and care services policy

Department of Social Services (2011) ⁹⁴National Plan to Reduce Violence Against Women and their Children 2010–2022, Australian Government

Johnson B (1995) *Teaching and Learning about Personal Safety: Report of the Review of Protective Behaviours in South Australia*, Adelaide: Painters Prints

South Australia ⁹⁵Children and Young People (Safety) Act 2017

The Layton Review: Layton R (2003) ⁴⁵Our best investment: A state plan to protect and advance the interests of children, Government of South Australia

Appendix 8: Bullying, harassment and discrimination

Children and young people have a fundamental right to learn in a safe, supportive environment and to be treated with respect. The department takes bullying, harassment and discrimination very seriously, recognising that it has the potential for serious harm.

Bullying, harassment and discrimination are behaviours related to the group or social context at the time. Putting others down can be a shared experience to reinforce belonging to a group. It can also be a basis for humour. It is therefore possible for bullying, harassment and discrimination to develop in a wide range of situations and for anyone to be tempted to bully others or to end up being the bully target.

The KS:CPC includes strategies to help children and young people recognise characteristics of bullying, harassment and discrimination, to understand their rights, and to know the actions they can take. Relevant information and activities are included, particularly within Focus Area 1: The right to be safe and Focus Area 2: Relationships.

Children and young people need to know the difference between bullying, harassment and discrimination, and the different forms including physical, verbal, non-verbal and online. Bullying, harassment and discrimination can be direct, such as direct threats, or indirect, such as excluding people or setting someone else up to do the bullying, harassment or discrimination. All forms can be equally devastating and often these forms occur together.

- **Bullying** is repeated verbal, physical or social behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Conflict or fights between individuals or groups with equal power, or single incidents are not regarded as bullying. Bullying in any form or for any reason can have long-term effects on those involved, including bystanders.
- **Harassment** is behaviour that offends, humiliates, intimidates or creates a hostile environment and targets an individual or group due to their identity, race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; marital, parenting or economic status; age; and/or ability or disability. Harassment may be an ongoing pattern of behaviour, or it may be a single act.
- **Discrimination** occurs when people are treated less favourably than others because of their identity, race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; marital, parenting or economic status; age; and/or ability or disability. Discrimination is often ongoing and commonly involves exclusion or rejection.

- **Sexual harassment** is unwelcome sexual conduct which makes a person feel offended, humiliated and/or intimidated, where that reaction to the conduct is reasonable in the circumstances. Sexual harassment can be a single incident, repeated or continuous, direct or indirect, and take various forms.

- **Violence** is the intentional use of physical force or power, threatened or actual, against an individual or group that results in psychological harm, injury or, in some cases, death. Violence may involve provoked or unprovoked acts and can be a single incident, a random act, or can occur over time.

Adapted from DECD (2011) *Safer DECD schools*, Government of South Australia.

Resources

Australian Human Rights Commission ⁹⁶[Human rights education and training](#)

⁹⁷[Child and Adolescent Psychological and Educational Resources](#)

Commonwealth of Australia ⁹⁸[Student Wellbeing Hub](#)

Department for Education ⁹⁹[Bullying](#)

Department of Education and Training (Victoria) ¹⁰⁰[Bully Stoppers](#)

¹⁰¹[Ken Rigby](#)

Youth Law Australia ¹⁰²[Bullying at school](#)

Legal Services Commission of South Australia ¹⁰³[Young people and discrimination](#)

Legal Services Commission of South Australia ¹⁰⁴[Young people and school bullying](#)

Olweus, D (2001) Peer harassment: A critical analysis and some important issues. In: Juvonen, J, Graham, S, *Peer harassment in school: the plight of the vulnerable and victimized*, New York, Guilford Press, pp.3–20.

Safe and Supportive School Communities Working Group ⁵⁰[Bullying No Way!](#)

Appendix 9: Online safety

Online safety is a broad term that is often used interchangeably with terms such as internet safety and cyber safety, however its focus is about staying safe online.

Being safe online means minimising risks from a range of negative influences including inappropriate social behaviours, abuse, harmful content, inappropriate contact, identity theft and breaches of privacy.

Some of the key issues include image-based abuse, cyberbullying, online pornography, grooming, social media, illegal and harmful content and digital reputation.

(¹⁰⁵[Australian Curriculum](#); ¹⁰⁶[Child Family Community Australia](#); ¹⁰⁷[eSafety Commissioner](#)).

Educators are expected to model responsible and respectful conduct with their online behaviours. They need to consider the electronic social environments they use as part of this community and employer expectations. For more information refer to:

- ¹⁰⁸[Protective practices for staff in their interactions with children and young people: Guidelines for staff working or volunteering in education and care settings](#)
- ¹⁰⁹[Protective practices for online learning](#)

Professional development is available for ¹¹⁰[teachers](#) and ¹¹¹[pre-service teachers](#) through the eSafety Commissioner.

Image-based abuse

Image-based abuse is when an intimate image or video is shared without the consent of the person pictured. The person may or may not be aware that the images were taken. The person may have provided permission for the photo or video to be taken, but not for sharing with others.

Image-based abuse also includes the threat of an intimate image being shared. Sometimes people receive unwanted sexual images which is a type of harassment.

Image-based abuse is sometimes called 'sexting', 'revenge porn', 'intimate image abuse' or 'image-based sexual abuse'. 'Revenge porn' is the term often used in the media but in many cases, it is not about 'revenge' or 'porn'. Image-based abuse can happen for many reasons and can include various kinds of images and video.

Examples of image-based abuse include:

- images of a person's genital or anal area (bare or with underwear)
- images of a person's breasts (who identifies as female, transgender or intersex) or up a person's skirt
- images of private activity (eg a person undressing, using the bathroom, showering, bathing or engaged in sexual activity)
- images of a person without attire of religious or cultural significance if they would normally wear such attire in public
- taking, sharing and/or posting nude or sexual images of a person without their consent
- inserting a person's image onto a sexually explicit photograph or video

- filming and or sharing images or videos of a sexual assault
- threatening to distribute nude or sexual images of a person, even if the images don't exist
- accessing another person's computer files and stealing their intimate images.

(¹¹²[eSafety Commissioner](#); ¹¹³[Headspace](#); ¹¹⁴[1800RESPECT](#)).

Online pornography may be accessed accidentally by children which can be confusing, distressing and harmful. Young people may be more curious and actively seek pornography online. The exposure to graphic or violent images and the portrayal of gender-based abuse can result in misleading messages about intimate relationships. Address these issues with caution and provide age and developmentally appropriate responses (¹¹⁵[eSafety Commissioner](#)). This may include exploring laws regarding pornography including those specifically related to child pornography. Refer to ¹¹⁶[Youth Law Australia](#).

Cyberbullying

Cyberbullying is bullying that uses technology as a means of victimising others. It intends to harm another person through the use of an internet service or mobile device technologies such as emails, forums, text messaging, social media, web pages, gaming and image sharing.

Cyberbullying includes behaviour such as:

- abusive texts and emails
- hurtful messages, images or videos
- intimidating others online
- imitating others online
- excluding others online
- nasty online gossip and chat of a personal nature.

Cyberbullying can cause serious problems for everyone involved, and in some cases it can be a crime.

The KS:CPC includes strategies to increase children and young people's awareness of the potential risks posed by the digital world and teaches them cyber safety and how to become responsible digital citizens, particularly in Focus Area 3: Recognising and reporting abuse and Focus Area 4: Protective strategies.

The KS:CPC teaches children to recognise abuse and to report it to a trusted person. Watch for signs such as:

- being upset after using the internet or mobile phone
- changes in personality such as being more withdrawn, anxious, sad or angry
- appearing lonely or distressed
- unexpected changes in friendship groups
- a decline in school work
- changes with sleep patterns
- avoidance of school or activities
- a decline in physical health
- becoming secretive about online activities and mobile phone use.

(¹¹⁷[Department for Education](#); ¹¹⁸[eSafety Commissioner](#); ¹¹⁹[Stopbullying.gov](#)).

E-crime

Crime involving electronic evidence (e-crime) may occur when computers, mobile phones or other electronic communication devices are used to commit an offence, are targeted in an offence, or act as a storage device in an offence.

Crimes could include:

- child exploitation via child pornography or sexually explicit photographs
- impersonation
- unlawful threats
- transmitting suicide-related material
- stalking
- blackmail
- racial vilification.

Sharing private sexual material without consent is a reportable crime in Australia. In South Australia, there are offences for humiliating or degrading filming, distribution of an invasive image of another person knowing or having reason to believe that the other person does not consent to the distribution of that image, engaging in indecent filming and distributing an image obtained by indecent filming. It is also an offence to threaten to distribute an invasive image of a person. The offences are located in sections 26A–26E Part 5A of the ¹²⁰[Summary Offences Act 1953](#) (SA).

For information regarding the law, visit ¹²¹[Youth Law Australia](#) or ¹²²[Legal Services Commission of South Australia](#).

Resources

General

ACARA ¹⁰⁵[Online safety](#)

AFP, eSafety Commissioner, AMF ¹²³[Playing IT Safe](#)

Australian Federal Police ¹²⁴[ThinkUKnow](#)

Australian Federal Police ¹²⁵[ThinkUKnow: Staying safe](#)

Child Family Community Australia ¹⁰⁶[Online safety](#)

Department for Education ¹²⁶[Cyber safety school resources](#)

Early Childhood Australia ¹²⁷[Statement on young children and digital technologies](#)

eSafety Commissioner ¹²⁸[A guide to dealing with the sharing of explicit material at your schools: for Principals/ Heads of Agency](#)

eSafety Commissioner ¹²⁹[eSafety Early Years program for educators](#)

eSafety Commissioner ¹³⁰[Help in languages other than English](#)

eSafety Commissioner ¹³¹[eSafety Toolkit for Schools](#)

eSafety Commissioner ¹³²[Online incident assessment tool: eSafety Toolkit for Schools Creating safer online environments](#)

National crime agency ¹³³[ThinkUKnowUK](#)

Cyberbullying

Behind the News (2009) ¹³⁴[Cyber Bullying](#), ABC

Behind the News (2012) ¹³⁵[Cyber Smart](#), ABC

Department for Education ¹¹⁷[Bullying prevention resources](#)

eSafety Commissioner ¹¹⁸[Cyberbullying](#)

Kids Helpline ¹³⁶[Cyberbullying](#)

Law Society of South Australia ¹³⁷[Out of Bounds App](#)

New Zealand Government ¹³⁸[Online bullying](#)

ReachOut ¹³⁹[Cyberbullying](#)

Stopbullying.gov ¹¹⁹[What is cyberbullying?](#)

Youth Law Australia ¹⁴⁰[Cyberbullying](#)

Digital citizenship/reputation

Australian Federal Police ¹⁴¹[ThinkUKnow: Managing your reputation fact sheet](#)

Behind the news ¹⁴²[Digital Footprint](#)

eSafety Commissioner ¹⁴³[Tagged](#)

eSafety Commissioner ¹⁴⁴[Your digital reputation](#)

E-crime

Australian Federal Police ¹⁴⁵[ThinkUKnow: Get help](#)

Department for Education ¹⁴⁶[Crime involving electronic evidence \(e-crime\)](#)

DECD (2013) ¹⁴⁷[Making our sites safer: Guidelines for site leaders](#), Government of South Australia

eSafety Commissioner ¹⁴⁸[Illegal and harmful content](#)

eSafety Commissioner ¹⁴⁹[What's the law in my state or territory?](#)

Legal Services Commission of South Australia ¹⁵⁰[Porn and sexual photos and film](#)

Youth Law Australia ¹⁵¹[Internet, phones and technology](#)

Image-based abuse

Australian Federal Police ¹⁵²[ThinkUKnow: Online grooming](#)

Department of Education and Training (Victoria) ¹⁵³[Bully Stoppers: Sexting](#)

eSafety Commissioner ¹¹²[Image-based abuse](#)

eSafety Commissioner ¹⁵⁴[Sending nudes and sexting](#)

Headspace ¹¹³[Understanding sexting and image-based abuse – for families](#)

Kids Helpline ¹⁵⁵[Sexting](#)

Raising children network (Australia) ¹⁵⁶[Pornography: talking about it with children 5-8 years](#)

Raising children network (Australia) ¹⁵⁷[Pornography: talking about it with children 9-11 years](#)

Raising children network (Australia) ¹⁵⁸[Pornography: talking about it with teenagers 12-18 years](#)

Social media, gaming and online dating

Department of Education and Training (Victoria) ¹⁵⁹[Bully Stoppers: Social media](#)

eSafety Commissioner ¹⁶⁰[Gaming](#)

eSafety Commissioner ¹⁶¹[Online dating](#)

eSafety Commissioner ¹⁶²[The eSafety Guide](#)

eSafety Commissioner ¹⁶³[Use social media and online chat](#)

Appendix 10: Domestic and family violence

Domestic and family violence can have major lifelong impacts for victims and survivors. It affects people of all ages and from all backgrounds, but predominantly affects women and children (¹⁶⁴AIHW, 2019). It has been estimated that, since the age of 15, 2.2 million adults in Australia have been victims of physical and/or sexual violence from a partner (¹⁶⁵Australian Bureau of Statistics, 2017). The impact on children and young people who experience domestic and family violence can also be serious and long-lasting (¹⁶⁶ANROWS, 2018).

Definitions

Domestic violence: A set of violent or intimidating behaviours usually perpetrated by current or former intimate partners, where a partner aims to exert power and control over the other, through fear. Domestic violence can include physical and sexual violence, and emotional, psychological and financial abuse.

Family violence: Violent or intimidating behaviours against a person, perpetrated by a family member including a current or previous spouse or domestic partner. 'Family violence' is the preferred term used to identify experiences of violence for Indigenous Australians, as it encompasses the broad range of extended family and kinship relationships in which violence may occur.

Family, domestic and sexual violence in Australia: continuing the national story (¹⁶⁴AIHW, 2019, p.134).

Prevalence

Domestic and family violence occurs across all age and sociodemographic groups. For a range of statistics and information, see ¹⁶⁴AIHW (2019) and ¹⁶⁵Australian Bureau of Statistics (2017).

Some groups are more vulnerable to experiencing higher rates of domestic and family violence. This includes: children; young women (aged 18–34); people with disability; Indigenous Australians; people from culturally and linguistically diverse backgrounds; LGBTIQ+ people; people in rural and remote Australia; and people from socioeconomically disadvantaged areas (¹⁶⁴AIHW, 2019).

Impact of domestic and family violence on children

For children and young people, the effects of living with domestic and family violence can be traumatising, ongoing and long-lasting. Effects can impact every aspect of their lives, including their physical and mental health, development, wellbeing, behaviours, relationships, feelings/emotions, education, learning, cognition and housing outcomes (¹⁶⁷1800RESPECT; ¹⁶⁴AIHW, 2019; ¹⁶⁶ANROWS, 2018).

In Australia, domestic and family violence is the leading cause of homelessness for children. Homelessness can disrupt children and young people's schooling, friendships and links to community and cultural activities, as well as affecting their physical and mental health and wellbeing (¹⁶⁸Campo, 2015).

If children and young people are exposed to multiple forms of maltreatment, including domestic and family violence and other forms of child abuse, they may experience cumulative

harm. This cumulative harm has similar effects to trauma and can impact children and young people's development and behaviour, including lack of awareness of danger, attachment issues, self-hatred and aggression (¹⁶⁸Campo, 2015).

Addressing domestic and family violence within the KS:CPC

Within the KS:CPC, content on domestic and family violence is presented to children and young people through the context of respectful relationships which is at the core of the KS:CPC. Children and young people may face difficult situations where they experience violence between their parents/carers, siblings and/or members of their extended families.

Children and young people must be able to recognise abuse; use a range of strategies to keep themselves safe; and develop, review and confidently access trusted networks for support when needed. They also need to understand their rights and responsibilities within relationships, and explore underlying issues of domestic and family violence such as gender inequality and abuse of power.

Topics relating to domestic and family violence should be taught holistically, ensuring children and young people have age and developmentally appropriate knowledge, skills and understanding of a range of concepts, including:

- understanding feelings and warning signs (including when in unsafe situations)
- developing and reviewing trusted networks (including support services)
- healthy and unhealthy relationships recognising abuse (including within family relationships)
- positive use and abuse of power
- bullying, harassment and discrimination
- strategies for reporting abuse
- protective strategies and problem-solving
- gender equality and equity
- gender stereotypes and social norms.

Resources

¹⁶⁹[1800RESPECT](#)

Australian Bureau of Statistics (2017) ¹⁶⁵[Personal Safety](#), Australia

Australian Institute of Health and Welfare (AIHW) (2019)

¹⁶⁴[Family, domestic and sexual violence in Australia: continuing the national story](#)

Australia's National Research Organisation for Women's Safety (ANROWS) (2018) ¹⁶⁶[Research summary: The impacts of domestic and family violence on children](#) (2nd edition)

Campo, M (2015) ¹⁶⁸[Children's exposure to domestic and family violence Key issues and responses](#)

Commonwealth of Australia ⁹⁸[Student wellbeing Hub](#)

¹⁷⁰[Kids Helpline](#)

¹⁷¹[MensLine Australia](#)

⁴²[Ninko Kurtangga Patpangga \(NINKO\) The Southern Regional Aboriginal Family Violence Service](#)

¹⁷²[Our Watch](#)

¹⁷³[White Ribbon](#)

Appendix 11: Help seeking

Child Abuse Report Line

Phone: 131 478

¹⁶⁹**1800RESPECT**

Phone: 1800 737 732 (24 hours a day, 7 days a week)
National sexual assault, domestic and family violence counselling service for people living in Australia.

¹⁷⁴**Beyond Blue**

Phone: 1300 22 4636 (24 hours a day, 7 days a week)
Provides information on and support for depression, anxiety and related disorders.

¹⁷⁵**Child and Family Health**

Parent Helpline: 1300 364 100 (24 hours a day, 7 days a week)
Parenting information and support.

Crisis Care

Phone: 13 16 11

Counselling and practical help for individuals and families in any type of crisis. Available 4.00 pm to 9.00 am Monday to Friday and 24 hours on Saturday, Sunday and public holidays.

⁴²**Ninko Kurtangga Patpangga (NINKO) The Southern Regional Aboriginal Family Violence Service**

Phone: 1800 800 098 (24 hours a day, 7 days a week)
Counselling for victims of domestic violence and their concerned friends. Counselling for people who commit domestic violence.

¹⁷⁶**Drug and Alcohol Services South Australia**

Phone: 1300 131 340
Counselling, prevention, treatment and education services.

¹⁷⁷**Headspace**

Phone: 1800 650 890
Provides early intervention mental health services to 12–25 year olds, along with assistance in promoting young peoples' wellbeing in the core areas of mental health, physical health, work and study support and alcohol and other drug services.

¹⁷⁰**Kids Helpline**

Phone: 1800 551 800 (24 hours a day, 7 days a week)
Telephone and online counselling service specifically for young people aged between 5 and 25. The website also provides useful information about a range of concerns and topics raised by children, young people and adults.

¹⁷⁸**Lifeline Australia**

Phone: 131 114 (24 hours a day, 7 days a week)
Provides crisis support and suicide prevention services.

¹⁷¹**MensLine Australia**

Phone: 1300 78 99 78 (24 hours a day, 7 days a week)
MensLine Australia is a national telephone and online support, information and referral service for men with family and relationship concerns.

¹⁷⁹**Metropolitan Youth Health**

Provides clinical health services to young people aged 12–25 with a focus on young people under 18 years.

¹⁸⁰**QLife**

Counselling and referral service for people who are lesbian, gay, bisexual, trans, and/or intersex (LGBTI).

¹⁸¹**ReachOut**

Online mental health organisation for young people, providing practical support to help them get through everything from everyday issues to tough times.

¹⁸²**Relationships Australia SA**

Phone: 1300 364 277
Country callers: 1800 182 325
Offer a board range of services which are all oriented to enabling people to bring about a difference in their lives and achieve positive change.

¹⁸³**SHINE SA**

Phone: 1300 794 584
Sexual health education, clinical services and counselling.

¹⁸⁴**South Australia Police**

Emergency phone: 000
Police assistance phone: 131 444 (for non-urgent police assistance).

¹⁸⁵**Suicide Call Back Service**

Phone: 1300 659 467 (24 hours a day, 7 days a week)
Provides free phone, video and online counselling for anyone affected by suicide.

¹⁸⁶**Yarrow Place Rape and Sexual Assault Service**

Phone: 1800 817 421
After hours: 8226 8787
Inclusive service for anyone who has been sexually assaulted.

Appendix 12: Parents/carers

Parents/carers are to be kept fully informed about the teaching of the KS:CPC and given every opportunity to ask questions. It is recommended that a range of approaches be used to increase their understanding of the issues and, wherever possible, they should be provided with strategies to reinforce learning at home. Suggested ways to communicate with parents/carers:

- Parent/carer letter
- Student reports
- Newsletter articles
- Parent/carer information session.

For examples and templates use the ¹⁸⁷[KS:CPC Parent/carer reporting suite](#).

Schools and preschools are not required to seek permission from parents/carers for their children to participate in the curriculum under the South Australia *Education and Children's Services Act 2019*, but should be kept regularly informed of topics being covered.

Requests from parents/carers to withdraw their children from the KS:CPC are to be dealt with cautiously. Advice can be sought from the department's Child Protection Curriculum Officer, Legislation and Legal Services Unit, or Parent Complaint Unit.

Resources

Abuse and neglect

Child Wise ¹⁸⁸[Wise up to sexual abuse: A guide for parents and carers](#)

Department for Education ⁶²[KS:CPC Parent/carer brochures](#)
Government of South Australia (2013) ⁷⁹[Protecting children and young people with disability: A booklet for parents and carers](#)

Parenting SA (2015) ⁴³[Parent Easy Guide #62: Child Abuse](#)
Parenting SA (2015) ⁴³[Parent Easy Guide #47: Protecting children from sexual abuse](#)

Bullying

Bullying No Way! ¹⁸⁹[Fact sheets for families](#)

Government of South Australia ¹⁹⁰[Bullying and harassment information, advice and helplines](#)

Parenting SA (2015) ⁴³[Parent Easy Guide #29: Bullying](#)

Online safety

AFP, eSafety Commissioner, AMF ¹²³[Playing IT Safe](#)

Australian Federal Police ¹⁹¹[ThinkUKnow: For parents and carers](#)

eSafety Commissioner ¹⁹²[eSafetyparents](#)

Parenting SA ⁴³[Cybersafety – Parent Easy Guide](#)

Raising Children Network ¹⁹³[Internet safety](#)

Sexual health

Department of Health (Western Australia) (2012) ¹⁹⁴[Talk soon. Talk often: A guide for parents talking to their kids about sex](#)

Parenting SA (2015) ⁴³[Parent Easy Guide #54: Children and learning about sexuality](#)

Parenting SA (2015) ⁴³[Parent Easy Guide #68: Talking sex with young people](#)

Parenting SA (2015) ⁴³[Parent Easy Guide #79: Young people who are gay or lesbian](#)

SHINE SA ¹⁹⁵[Parents & Caregivers](#)

Other resources

Department of Education and Training (Victoria) ¹⁹⁶[Bully Stoppers: Parents](#)

Government of South Australia ¹⁹⁷[Parenting SA](#)

Kids Helpline ¹⁹⁸[Info for parents](#)

Parenting SA ⁴³[Aboriginal Parent Easy Guides](#)

Parenting SA ⁴³[Multicultural Parent Easy Guides](#)

¹⁹⁹[Raising Children Network: the Australian parenting website](#)

Women's and Children's Health Network ¹⁷⁵[Child and Family Health](#)

Appendix 13: Problematic sexual behaviour

Generally, what makes sexual behaviour problematic is when it is sexual activity by or between children and young people under 18 that involves:

- coercion, bribery, aggression, secretive behaviour, violence and/or causing harm to the child or others
- behaviour that is inappropriate for age/developmental capability, compulsive, excessive and/or degrading
- a substantial difference in age and/or developmental capability of participants.

(Department for Education, CESA, AISSA, 2019, p7).

It includes behaviour that is self-directed as well as behaviour that is directed towards others.

The term 'problem sexual behaviour' has a particularly broad meaning because it is used to refer to behaviour exhibited by very young children through to behaviour exhibited by adolescents on the brink of adulthood. It refers, therefore, to behaviour that requires counselling and monitoring in some circumstances through to behaviour involving criminal charges and prosecution in others. ²⁰⁰[*Responding to problem sexual behaviour in children and young people: Guidelines for staff in education and care settings*](#), (Department for Education, CESA, AISSA, 2019).

Problematic sexual behaviours between peers

(By Dr Lesley-anne Ey, University of South Australia)

Children's problematic sexual behaviour towards peers can be described as children imposing sexual acts on others of the same or similar age. If there is a substantial age difference, then it must be considered as a higher order of sexual abuse. Children who instigate sexual acts often try to lure, threaten, persuade, trick or bribe other children to engage in sexual activity and will generally try to conceal the behaviour from adults.

Sexual behaviours considered problematic differ according to age, but generally any sexual behaviour involving others are considered problematic for pre-adolescent children and non-consensual or aggressive sexual behaviour is considered problematic for adolescents.

For pre-adolescent children problematic sexual behaviours towards peers can include:

- excessive public masturbation
- excessive flashing of genitals, breasts or bottoms to their peers
- having sexual knowledge above what is typically known for their age, including demonstrations or re-enactments of sexual activity or using sexual language and teaching or sharing this with their peers
- having an obsession with sex or an interest in pornography and sharing this with their peers
- trying to touch peers in a sexual way including touching genitals, bottoms or breasts or inviting peers to touch them in these areas
- trying to insert objects into their peers' genitals, bottoms or mouths
- trying to put their genitals in their peers' mouths or asking peers to touch their genitals
- encouraging peers to engage in sexual activity whilst they watch
- simulated or attempted intercourse
- sending sexually explicit photos of self or others, or sexually explicit messages to peers
- violating personal space or sexually harassing peers.

For adolescents, problematic sexual behaviours towards peers can include:

- non-consensual fondling or touching of peers' genitals, breasts or bottoms or forcing peers to fondle or touch them in these areas, including the use of coercion, trickery or bribery
- non-consensual oral sex or forcing peers to perform oral sex on them
- sending sexually explicit photos of self or others, or sexual threats to peers
- violating personal space or sexually harassing peers
- stalking or being excessively persistent after being warned or rejected by peers.

Peer-on-peer sexual abuse often occurs in isolated areas such as the toilets, areas that have heavy foliage or behind buildings. It is important that once it is detected that adults not only report the behaviour, but also support the perpetrator and the victim. Problematic sexual behaviours are often learned behaviours and it is important to act quickly to prevent a cumulative effect. Concerns should be raised about where the child has learnt this behaviour.

Sites managing significant problem sexual behaviours

²⁰¹[Implementing the KS:CPC in a site managing significant problem sexual behaviours](#) provides additional guidance when planning and implementing the KS:CPC. This information includes the following steps:

- develop a whole site plan
- develop an action plan for potential issues
- parent/carer communication
- involve agencies and community groups
- modifying the curriculum
- recommendations for implementation
- closing the session
- debriefing.

Resources

Department for Education ²⁰³[Dealing with personal information on governing councils](#)

Department for Education ²⁰⁴[Incident and response scenarios – a staff discussion exercise](#)

Department for Education ²⁰⁵[Responding to problem sexual behaviour](#)

Department for Education, CESA, AISSA (2019)

²⁰⁰[Responding to problem sexual behaviour in children and young people: Guidelines for staff in education and care settings](#), Government of South Australia

Department for Education, CESA, AISSA (2020)

¹⁰⁸[Protective practices for staff in their interactions with children and young people: Guidelines for staff working or volunteering in education and care settings](#), Government of South Australia

Department for Child Protection ²⁰⁶[Information sharing guidelines](#)

True Relationships & Reproductive Health ²⁰²[Traffic Lights](#)

Appendix 14: Sexual and gender diversity

Same-sex attracted, intersex and gender diverse

Schools and preschools should provide all children and young people with quality education in a safe, supportive and inclusive environment, free from discrimination, bullying and harassment regardless of intersex status, sexual orientation, gender identity or gender expression. Sites must address sexual, homophobic, biphobic and transphobic bullying as part of their anti-bullying and harassment policy, and be inclusive of all diversity.

Below are definitions of commonly used terms:

- **Same-sex attracted**

People who experience feelings of sexual and emotional attraction to others of the same sex. This term includes people who may identify as lesbian, gay, bisexual or something else, or who are questioning their sexuality.

- **Sexual diversity**

Refers to a diverse range of different sexualities, identities, and romantic or sexual attractions. This term includes those who may identify as same-sex attracted, lesbian, gay and bisexual.

- **Sex**

Refers to the biological attributes that define people as either male, female, a combination of female and male, or neither female nor male. These biological attributes include chromosomes, hormones and physical anatomy.

- **Intersex**

An umbrella term for people born with sex characteristics that do not fit medical norms for female or male bodies. Intersex variations are natural manifestations of human bodily diversity and include a wide range of hormonal, genetic and gonadal differences that may be diagnosed prenatally, at birth, at puberty, when trying to conceive, or through random discovery.

Being intersex is not about gender identity and most intersex people identify as women or men. Some intersex people do not identify as the sex assigned to them at birth, and therefore may go through a process of affirming their true gender identity in a way that is similar to a transgender person.

- **Gender**

Generally understood as a social and cultural construction. A person's gender identity or gender expression is not always exclusively male or female and may or may not correspond to their sex.

- **Gender diverse**

A broad term that can refer to all forms of gender identity and gender expression and includes people who may identify as for example trans, transgender, gender queer or gender questioning. It refers to people whose gender expression or identity differs from the gender identity generally associated with their sex assigned at birth or society's expectations. The person may identify as neither male nor female, or as both.

- **-phobia (as in, transphobia, interphobia, homophobia and biphobia)**

The fear, intolerance, and/or discrimination of people who identify as:

- intersex (interphobia)
- same-sex attracted (homophobia)
- transgender, gender diverse or gender nonconforming (transphobia)
- bisexual (biphobia).

These attitudes can be linked with hostility, verbal and physical abuse, prejudice or discrimination.

- **LGBTIQ+**

An acronym that is used to describe lesbian, gay, bisexual, transgender, intersex and questioning/queer (plus other) people collectively.

Resources

Australian Human Rights Commission ²⁰⁷[Face the facts: Lesbian, Gay, Bisexual, Trans and Intersex People](#)

Australian Human Rights Commission ²⁰⁸[Lesbian, Gay, Bisexual, Trans and Intersex Equality](#)

Department for Education ²⁰⁹[Gender and sexual diversity](#)

Department for Education (2019) ²¹⁰[Supporting gender diverse, intersex and sexually diverse children and young people policy](#)

Department for Education (2020) ²¹¹[Gender diverse and intersex children and young people support procedure](#)

Kids Helpline ²¹²[Gender Identity](#)

²¹³[Minus18](#)

Parenting SA (2015) ⁴³[Parent Easy Guide #79: Young people who are gay or lesbian](#)

¹⁸⁰[QLife](#)

SHINE SA ²¹⁴[Sexual and gender diversity](#)

Women's and Children's Health Network: Child and Family Health ¹⁷⁹[Metropolitan Youth Health](#)

Appendix 15: Types of abuse and abuse-related trauma

Child abuse can happen to any child in any family. The abuse may be:

- physical
- sexual
- emotional/psychological
- neglect.

Physical abuse is a non-accidental injury or pattern of injuries to a child caused by a parent, carer or any other person. It is commonly characterised by physical injury resulting from practices such as:

- hitting, punching, kicking
- burning, biting, pulling out hair
- shaking (particularly young babies)
- administering alcohol or other drugs.

It can also include injuries which are caused by excessive discipline, severe beatings or attempted strangulation, as well as female genital mutilation. Injuries may include bruising, lacerations or welts, fractures or dislocation of joints. Hitting a child around the head or neck and/or using a stick, belt or other object to discipline or punish a child (in a non-trivial way) is a crime.

Sexual abuse occurs when someone in a position of power uses their power to involve a child or young person in sexual activity. Often children or young people are bribed or threatened physically and psychologically to make them participate in the activity. Behaviour can include:

- sexual suggestion and suggestive comments
- fondling or touching sexual body parts
- kissing, touching or holding in a sexual manner
- penetrating the anus or vagina with any object
- exhibitionism, flashing, oral sex, mutual masturbation or masturbating in front of a child or young person
- making obscene phone calls or remarks
- sending obscene mobile text messages or emails
- using children or young people in the production of pornographic material
- showing pornographic material
- having a child or young person pose or perform in a sexual manner
- forcing a child or young person to watch a sexual act
- child prostitution.

It should be reinforced that none of this behaviour is OK and it is never the child or young person's fault. Even if they didn't say 'no', or even participated willingly, engaging in sexual activity with a child or young person is a crime. All adults have a responsibility to protect children and young people and keep them safe from abuse.

Child sexual abuse is often planned and can involve a process called 'grooming'. This is behaviour in which a person deliberately tries to befriend a child or young person, make an emotional connection, and manipulate them with the purpose of sexually abusing them. This is often a long deliberate process that is hard to detect, as the behaviour can appear in the early stages to be caring and protective. Grooming can also occur online through digital technologies with the intention of gaining a child or young person's trust before engaging in sexual abuse.

Emotional/psychological abuse tends to be a chronic behavioural pattern directed at a child or young person whereby their self-esteem and social competence is undermined or eroded over time. This destroys the confidence of the child or young person, resulting in emotional deprivation or trauma. Behaviour may include:

- devaluing
- corrupting
- ignoring
- isolating
- rejecting or withholding affection
- exposure to domestic and family violence
- intimidation.

Emotional/psychological abuse may also include discriminating against the child or young person by intimidating, harassing or bullying them because of their sexual or gender identity. When single issues are present consistently over time, such as low level care, or when there are multiple issues, such as persistent verbal abuse and denigration, and/or exposure to domestic and family violence, the harm becomes cumulative.

Neglect is characterised by the failure of a parent/carers to provide for the child or young person's basic needs for their proper growth and development. Behaviour may include:

- inadequate supervision for long periods of time
- disregard for potential hazards in the home
- failure to provide adequate nutrition, clothing or personal hygiene
- forcing the child or young person to leave home early
- failure to seek needed or recommended medical and dental care.

This may be a sensitive area for discussion where there are children or young people who have experienced hardship, trauma, abuse or neglect and their basic needs for safety and wellbeing have not been met. Special sensitivity is also needed where there are children or young people who have experienced separation from or loss of their main care givers. Strategies for talking about sensitive issues, such as one step removed (**NNA 3**) and protective interrupting (**NNA 4**), are recommended.

Abuse-related trauma

Children and young people who have experienced abuse-related trauma can become disconnected from their feelings. They may find it difficult to know, name and express what may be a limited range of feelings. Feelings may be perceived as a source of threat for traumatised children and young people and they may respond with hyperarousal (anger or anxiety) or hypoarousal (shutting down). It is important to be attuned to the emotional states of children and young people. Support them to feel confident to identify, name, understand and communicate their feelings in a safe environment.

Where children and young people and their parents/carers are working with other health professionals and agencies, it is advisable to communicate with all members of the team around the child or young person to ensure relevant information is shared and support needs are planned for. See ²⁰³[Dealing with personal information on governing council](#) (Department for Education).

Health professionals who are working therapeutically with children and young people can also offer advice and support for you to better understand children and young people's responses and helpful ways of managing them. Opportunities to connect with and express feelings through drawing, writing, art, drama, etc can be helpful.

Abused children or young people may communicate their feelings and experiences through their drawings. This may include sexually explicit pictures with sexual knowledge beyond their age. Children and young people may identify abuse with the following features, for example by:

- Drawing the abuser:
 - with very large hands or arms
 - with sharp teeth and enlarged mouths
 - with a huge erect penis
 - with a sinister grin
 - floating in the air
 - as a scary monster, witch, insect or snake.
- Drawing themselves with:
 - sad mouth
 - tears
 - no arms
 - no mouth
 - faceless
 - attached to the ground whilst abuser is floating.

Examples of drawings are depicted in Briggs F (2012) *Child Protection: The essential guide for teachers and other professionals whose work involves children*, JoJo Publishing, Melbourne (pp.227–230).

Resources

Australian Childhood Foundation (2010) ²¹⁵[Making space for learning: Trauma informed practice in schools](#)

Australian Childhood Foundation (2011) ²¹⁵[Heartfelt: a collection of children's experiences and stories of abuse, recovery and hope](#)

Australian Childhood Foundation ²¹⁶[Strategies for Managing Abuse Related Trauma – training](#)

Australian Institute of Family Studies (2015) ²¹⁷[What is child abuse and neglect?](#)

Attorney General's Department (2016) ⁵⁸[My Rights – My future, forced marriage](#)

²¹⁸[Blue Knot Foundation](#)

²¹⁹[Bravehearts](#)

Briggs F & McVeity M (2000) *Teaching children to protect themselves*, Allen & Unwin, St Leonards, New South Wales

Briggs F (2012) *Child Protection: The essential guide for teachers and professionals whose work involves children*, JoJo Publishers, Melbourne

Department for Education, CESA, AISSA (2019)

²⁰⁰[Responding to problem sexual behaviour in children and young people: Guidelines for staff in education and care settings](#), Government of South Australia

Department for Child Protection ²²⁰[Indicators of abuse or neglect](#)

Department for Education ²²¹[Trauma-informed practice in education](#)

Lamont, A (2010) ²²²[Effects of child abuse and neglect for children and adolescents](#), Australian Institute of Family Studies, Australian Government

²²³[National Association for Prevention of Child Abuse and Neglect](#)

Appendix 16: Wellbeing and positive psychology

Wellbeing is a critical part of how children and young people learn and grow. Research shows that children and young people's wellbeing affects their ability to engage with their education. It is also a lifelong outcome of learning – those that engage more with education are more likely to experience greater wellbeing as adults.

Learning that is intentionally designed to challenge and stretch students enhances their wellbeing. When students are supported to see a perception of 'failure' as an opportunity to learn they will feel safe to experiment, to question, and to challenge themselves and others in their learning.

From DECD (2016) ³⁰*Wellbeing for Learning and Life: A framework for building resilience and wellbeing in children and young people*, Government of South Australia (p.2).

The ³¹Australian Student Wellbeing Framework supports Australian schools to provide every student with the strongest foundation possible for them to reach their aspirations in learning and in life.

The vision of the Framework is that Australian schools are learning communities that promote student wellbeing, safety and positive relationships so that students can reach their full potential.

Professor Martin Seligman describes positive psychology as the 'scientific study of the strengths, characteristics and actions that enable individuals and communities to thrive'. Wellbeing is one of the central constructs within the field of positive psychology. The PERMA model represents five measurable components that can be built to increase wellbeing:

- Positive emotion
- Engagement
- Relationships
- Meaning
- Accomplishment.

Each element of PERMA is something that people choose to pursue for its own sake. No one element defines wellbeing, but each element contributes to the overall experience of wellbeing. A flourishing person has not just the absence of misery but also the presence of these five elements in their life.

(From Seligman M (2013) *Building the state of wellbeing: A strategy for South Australia*, Department of the Premier and Cabinet, Adelaide, SA)

These elements can be used to underpin the concept of student wellbeing, providing children and young people with strategies to improve their wellbeing, and support the KS:CPC.

Resources

²²⁴[Bounce back!](#)

DECD (2016) ³⁰*Wellbeing for Learning and Life: A framework for building resilience and wellbeing in children and young people*, Government of South Australia

Department for Education ²²⁵[Educator toolkit and teacher resources](#)

²²⁶[Growing with Gratitude](#)

Commonwealth of Australia ³¹[Australian Student Wellbeing Framework](#)

Raising Children Network ²²⁷[Confidence in teenagers](#)

ReachOut ²²⁸[Building a positive learning environment through positive psychology](#)

²²⁹[The Resilience Doughnut](#)

Australian Government ⁹⁸[Student Wellbeing Hub](#)

Resources and external links

- 1 Ages 3–5: Early Years Learning Framework mapping tool | <http://tiny.cc/Mapping-EYLF>
- 2 Reception: Curriculum mapping tool | <http://tiny.cc/Mapping-Reception>
- 3 Year 1: Curriculum mapping tool | <http://tiny.cc/Mapping-Year1>
- 4 Year 2: Curriculum mapping tool | <http://tiny.cc/Mapping-Year2>
- 5 Year 3: Curriculum mapping tool | <http://tiny.cc/Mapping-Year3>
- 6 Year 4: Curriculum mapping tool | <http://tiny.cc/Mapping-Year4>
- 7 Year 5: Curriculum mapping tool | <http://tiny.cc/Mapping-Year5>
- 8 Year 6: Curriculum mapping tool | <http://tiny.cc/Mapping-Year6>
- 9 Year 7: Curriculum mapping tool | <http://tiny.cc/Mapping-Year7>
- 10 Year 8: Curriculum mapping tool | <http://tiny.cc/Mapping-Year8>
- 11 Year 9: Curriculum mapping tool | <http://tiny.cc/Mapping-Year9>
- 12 Year 10: Curriculum mapping tool | <http://tiny.cc/Mapping-Year10>
- 13 Year 11: Curriculum mapping tool | <http://tiny.cc/Mapping-Year11>
- 14 Year 12: Curriculum mapping tool | <http://tiny.cc/Mapping-Year12>
- 15 Ages 3–5: Sample planning guide (PDF) | http://kscpc.2.vu/EY_A3-5_SPG
- 16 Ages 3–5: Sample planning guide (Word) | <http://tiny.cc/SamplePlanAges3-5Doc>
- 17 Years R–2: Sample planning guide (PDF) | http://kscpc.2.vu/EY_R-2_SPG
- 18 Years R–2: Sample planning guide (Word) | <http://tiny.cc/SamplePlanR-2Doc>
- 19 Years 3–5: Sample planning guide (PDF) | http://kscpc.2.vu/PY_Y3-5_SPG
- 20 Years 3–5: Sample planning guide (Word) | <http://tiny.cc/SamplePlan3-5Doc>
- 21 Years 6–9: Sample planning guide (PDF) | http://kscpc.2.vu/MY_Y6-9_SPG
- 22 Years 6–9: Sample planning guide (Word) | <http://tiny.cc/SamplePlan6-9Doc>
- 23 Years 10–12: Sample planning guide (PDF) | http://kscpc.2.vu/SY_Y10-12_SPG
- 24 Years 10–12: Sample planning guide (Word) | <http://tiny.cc/SamplePlan10-12Doc>
- 25 KS:CPC Whole site implementation guide | <http://tiny.cc/KSCPC-ImplementationGuide>
- 26 Appendix 2: Sample planning guides | http://kscpc.2.vu/Appendix2_SPG
- 27 KS:CPC Site Implementation Rubric | <http://tiny.cc/KSCPC-SIRubric>
- 28 TfEL Domain: 1 Leadership overview | <http://tiny.cc/TfELDomain1-Leadership>
- 29 TfEL Domain 1: Learning for effective teaching | <http://tiny.cc/TfELDomain1-Learning>
- 30 *Wellbeing for Learning and Life: A framework for building resilience and wellbeing in children and young people* | <http://tiny.cc/WellbeingLearningLife>
- 31 *Australian Student Wellbeing Framework* | http://kscpc.2.vu/AustSW_Framework
- 32 Nunkuwarrin Yunti of South Australia | <http://nunku.org.au>
- 33 SA Health Aboriginal Health Services | <http://tiny.cc/SAHealth-AboriginalSrvcs>
- 34 Australian Curriculum: Intercultural Understanding | <http://tiny.cc/AC-Intercultural>
- 35 Australian Curriculum: Aboriginal and Torres Strait Islander Histories and Cultures | http://kscpc.2.vu/AC_HistoriesCultures
- 36 KS:CPC Support materials for Aboriginal children and young people | <http://tiny.cc/KSCPC-SpptMatA>
- 37 Aboriginal Health Council of South Australia | <http://ahcsa.org.au>
- 38 Australian Indigenous HealthInfoNet | <http://tiny.cc/HealthInfoNet>
- 39 *Strengths of Australian Aboriginal cultural practices in family life and child rearing* | <http://tiny.cc/CFCA-AboriginalPractices>
- 40 *Child protection and Aboriginal and Torres Strait Islander children* | <http://tiny.cc/CFCA-CP#AboriginalToresStraitIslander>
- 41 Aboriginal Services | http://kscpc.2.vu/DE_AboriginalServices
- 42 Ninko Kurtangga Patpangga (NINKO) The Southern Regional Aboriginal Family Violence Service | <http://tiny.cc/GatewayServices>
- 43 Parenting SA: Parent Easy Guides | <http://tiny.cc/GeneralPEGs>
- 44 Secretariat of National Aboriginal and Islander Child Care: Tools and resources | <http://tiny.cc/SNAICC-Resources>
- 45 *Our best investment: A state plan to protect and advance the interests of children* | <http://tiny.cc/OurBestInvestment>
- 46 *United Nations Declaration on the Rights of Indigenous Peoples: for indigenous adolescents* | <http://tiny.cc/UN-IndigenousRights>
- 47 Beyond Blue: Discrimination stops with you | http://kscpc.2.vu/BB_Discrimination
- 48 Racism. It stops with me. | <http://tiny.cc/RacismItStopsWithMe>
- 49 Racism No Way! | <http://racismnoway.com.au>
- 50 Bullying No Way! | <https://bullyingnoway.gov.au>
- 51 eSafety Commissioner: Student and home community | <http://tiny.cc/eSafe-BeDeadly>
- 52 *B2M – Strong Choices* | <http://tiny.cc/B2M-CyberSafety>
- 53 Aboriginal education resources | http://kscpc.2.vu/DE_AboriginalResources
- 54 Respect, Relationships, Reconciliation | <http://rrr.edu.au>
- 55 SHINE SA: Relationships & Sexual Health Education for Aboriginal Students | <http://tiny.cc/SHINESA-AboriginalRSHeD>
- 56 SHINE SA: Aboriginal specific resources | <http://tiny.cc/SHINESA-AboriginalRsrcs>
- 57 KS:CPC Support materials for culturally and linguistically diverse children and young people | <http://tiny.cc/KSCPC-SpptMatC>
- 58 *My Rights – My future, forced marriage* | <http://tiny.cc/MyRightsMyFuture>
- 59 UNICEF: Harmful practices | http://kscpc.2.vu/UNICEF_FGM
- 60 KidsMatter: Cultural diversity and children's wellbeing | <http://tiny.cc/KM-CulturalDiversity>
- 61 English as an Additional Language or Dialect (EALD) | http://kscpc.2.vu/DE_EALD
- 62 KS:CPC Parent information | <http://kscpc.2.vu/InfoParentsCarers>
- 63 *Count me in! A resource to support ESL students with refugee experience in schools* | <http://tiny.cc/CountMeIn>
- 64 *Working with ESL new arrivals: Creating positive classroom environments – A resource for school leaders and teachers* | <http://tiny.cc/ESLNewArrivals>
- 65 KidsMatter: Cultural diversity: Suggestions for schools and early childhood services | <http://tiny.cc/KM-CulturalDiversitySchl>
- 66 PEACE Multicultural Services | http://kscpc.2.vu/RASA_CALD
- 67 Survivors of Torture and Trauma Assistance and Rehabilitation Service | <http://www.stars.org.au>
- 68 Child and Family Health: Multicultural health links | <http://tiny.cc/CYH-MulticulturalLinks>
- 69 'Prevalence and risk of violence against adults with disabilities: a systematic review and meta-analysis of observational studies' | <http://tiny.cc/WHO-ViolenceDisabilities>

- 70 Australian Human Rights Commission: About children's rights | <http://tiny.cc/AHRC-ChildrensRights>
- 71 Australian Human Rights Commission: United Nations Convention on the Rights of Persons with Disabilities | <http://tiny.cc/AHRC-RightsDisability>
- 72 KS:CPC Support materials for children and young people with disability and additional needs | <http://tiny.cc/KSCPC-SpptMatD>
- 73 *Disability Discrimination Act 1992* | <http://tiny.cc/DD-Act-1992>
- 74 Better Health Channel: Cognitive disability and sexuality | <http://tiny.cc/BHC-IntDisabilitySxly>
- 75 Better Health Channel: Disability and sexuality | <http://tiny.cc/BHC-PhysDisabilitySxly>
- 76 *Asperger's and Bullying: An Inclusive Educational Approach* | <http://tiny.cc/AspergersBullying>
- 77 Disability Standards for Education and related legislation | http://kscpc.2.vu/DE_DisabilityStandards
- 78 Children and students with disability policy | http://kscpc.2.vu/DE_DisabilityPolicy
- 79 *Protecting children and young people with disability: A booklet for parents and carers* | <http://tiny.cc/ChildDisabilityBooklet>
- 80 eSafety Commissioner: Living with disability | <http://kscpc.2.vu/LivingWithDisability>
- 81 Raising Children Network: Children with disability | <http://tiny.cc/RCN-ChildrenDisability>
- 82 Australia Childhood Foundation: Resources | <http://tiny.cc/DisabilityTraumaClassroom>
- 83 Australian Curriculum: Students with disability | <http://tiny.cc/AC-StudentsDisability>
- 84 Special education resources | http://kscpc.2.vu/DE_SpecialEducation
- 85 Special Education Resource Unit (SERU) Resource Centre | <http://tiny.cc/SERU>
- 86 Novita Children's Services | <http://novita.org.au>
- 87 SHINE SA: Relationships & Sexual Health Education for Students with a Disability | <http://tiny.cc/SHINESA-DisabilityRSHed>
- 88 Anglicare SA: Disability support services | <http://tiny.cc/Anglicare-Disability>
- 89 Disability support programs and services | http://kscpc.2.vu/DE_DisabilitySupport
- 90 DHS: Disability services | <http://tiny.cc/DCSI-DisabilityServices>
- 91 SA Government: Care and support - Disability | <http://tiny.cc/SAGov-Disability>
- 92 SHINE SA: Disability & Sexuality | <http://tiny.cc/SHINESA-Disability>
- 93 Child protection in schools, early childhood education and care services policy | http://kscpc.2.vu/DE_CPPolicy
- 94 *National Plan to Reduce Violence Against Women and their Children 2010–2022* | <http://tiny.cc/TheNationalPlan>
- 95 South Australia *Children and Young People (Safety) Act 2017* | http://kscpc.2.vu/CYP_SafetyAct
- 96 Australian Human Rights Commission: Human rights education and training | <http://tiny.cc/AHRC-EducationTraining>
- 97 Child and Adolescent Psychological and Educational Resources | <http://caper.com.au>
- 98 Student Wellbeing Hub | <https://studentwellbeinghub.edu.au>
- 99 Bullying | http://kscpc.2.vu/DE_BullyingInfo
- 100 Bully Stoppers | <http://tiny.cc/BullyStoppers>
- 101 Ken Rigby | <http://kenrigby.net>
- 102 Youth Law Australia: Bullying at school | <http://tiny.cc/Lawstuff-Bullying>
- 103 Legal Services Commission of South Australia: Young people and discrimination | <http://tiny.cc/LSCSA-Discrimination>
- 104 Legal Services Commission of South Australia: Young people and school bullying | <http://tiny.cc/LSCSA-SchoolBullying>
- 105 Australian Curriculum: Online safety | http://kscpc.2.vu/AC_OnlineSafety
- 106 Child Family Community: Online safety | http://kscpc.2.vu/CFCA_OnlineSafety
- 107 eSafety Commissioner: Key issues | <http://kscpc.2.vu/eSafetyKeyIssues>
- 108 *Protective practices for staff in their interactions with children and young people: Guidelines for staff working or volunteering in education and care settings* | <http://tiny.cc/ProtectivePracticesStaff>
- 109 Protective practices for online learning | http://kscpc.2.vu/ProtectivePractices_OL
- 110 eSafety Commissioner: Professional learning program for teachers | <http://kscpc.2.vu/OnlineSafetyPD>
- 111 eSafety Commissioner: Pre-service teacher program | <http://kscpc.2.vu/OnlineSafetyPST>
- 112 eSafety Commissioner: Image-based abuse | http://kscpc.2.vu/eSafety_IBA
- 113 Headspace: Understanding sexting and image-based abuse - for families | http://kscpc.2.vu/Headspace_IBA
- 114 1800RESPECT: Image-based abuse | http://kscpc.2.vu/Respect_IBA
- 115 eSafety Commissioner: Online pornography | http://kscpc.2.vu/eSafety_OP
- 116 Youth Law Australia | http://kscpc.2.vu/YLA_PornLaws
- 117 Bullying prevention resources | http://kscpc.2.vu/DE_Cyberbullying
- 118 eSafety Commissioner: Cyberbullying | <http://kscpc.2.vu/eSafetyCyberbullying>
- 119 DHHS: What is cyberbullying? | http://kscpc.2.vu/DHHS_Cyberbullying
- 120 SA Legislation: *Summary Offences Act 1953* | <http://kscpc.2.vu/SummaryOffencesAct>
- 121 Youth Law Australia | <https://yla.org.au/>
- 122 Legal services commission of SA | <https://lsc.sa.gov.au/>
- 123 Playing IT Safe | <http://kscpc.2.vu/PlayingITSafe>
- 124 Australian Federal Police: ThinkUKnow | <https://thinkuknow.org.au/>
- 125 Australian Federal Police: ThinkUKnow Staying safe | http://kscpc.2.vu/TUK_StayingSafe
- 126 Cyber safety school resources | http://kscpc.2.vu/DE_CyberSafetyResources
- 127 Early Childhood Australia: Statement on young children and digital technologies | http://kscpc.2.vu/EY_DigitalTech
- 128 eSafety Commissioner: A guide to dealing with the sharing of explicit material at your school for Principals/ Heads of Agency | <http://kscpc.2.vu/ExplicitMaterials>
- 129 eSafety Commissioner: eSafety Early Years program for educators | http://kscpc.2.vu/eSafetyEY_Program
- 130 eSafety Commissioner: Help in languages other than English | http://kscpc.2.vu/eSafety_LOTE
- 131 eSafety Commissioner: Toolkit for Schools | http://kscpc.2.vu/eSafety_Toolkit
- 132 eSafety Commissioner- Online incident assessment tool: eSafety Toolkit for Schools Creating safer online environments | <http://kscpc.2.vu/OnlineIncident>
- 133 National crime agency: ThinkUKnowUK | <https://www.thinkuknow.co.uk/>
- 134 Behind the News (2009): Cyber Bullying | <http://tiny.cc/BTN-CyberBullying>

- 135 Behind the News (2012): Cyber Smart | <http://tiny.cc/BTN-CyberSmart>
- 136 Kids Helpline: Cyberbullying | <http://tiny.cc/KHL-TeensCyberbullying>
- 137 Law Society of South Australia: Out of Bounds App | <http://tiny.cc/OutOfBoundsApp>
- 138 New Zealand Government: Online bullying | http://kscpc.2.vu/NZ_OnlineBullying
- 139 ReachOut: Cyberbullying | <http://tiny.cc/ReachOut-Cyberbullying>
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- 174 Beyond Blue | <http://beyondblue.org.au>
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- 216 Strategies for Managing Abuse Related Trauma - training | <http://tiny.cc/ACF-SMART>
- 217 What is child abuse and neglect? | <http://tiny.cc/CFCA-ChildAbuseNeglect>
- 218 Blue Knot Foundation | <http://blueknot.org.au>
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