






Keeping SAFE

Child Protection Curriculum

Early Years: Years R–2

-  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

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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
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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	

Early Years: Years R–2

7	Overview	35
7	Characteristics of the Years R–2 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: Feelings	40
10	Topic 2: Being safe	44
11	Topic 3: Warning signs	46
11	Topic 4: Risk-taking and emergencies	49
12	Resources and external links	53
12	Activities Focus Area 2: Relationships	55
12	Topic 1: Rights and responsibilities	56
13	Topic 2: Identity and relationships	58
13	Topic 3: Power in relationships	60
13	Topic 4: Trust and networks	64
14	Resources and external links	67
15	Activities Focus Area 3: Recognising and reporting abuse	69
15	Topic 1: Privacy and the body	70
17	Topic 2: Recognising abuse	75
18	Topic 3: Secrets	79
19	Resources and external links	81
19	Activities Focus Area 4: Protective strategies	83
20	Topic 1: Strategies for keeping safe	84
20	Topic 2: Persistence	89
20	Resources and external links	91
21	Activity resources	93
23	Appendices	
27	Appendices: Information and resources	109
34	Resources and external links	129

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 ⁴[online 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 ¹²*Responding 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 ¹³*Working 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 ³*Child 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

¹⁴*Reporting 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.

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

Guidelines for staff and volunteers

¹⁵*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)

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 ¹⁶[Appendix 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 ¹⁶[Appendix 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 (¹⁷[AIHW](#), 2019, p.134).

Domestic and family violence occurs across all age and sociodemographic groups. For a range of statistics and information, see ¹⁷[AIHW](#) (2019) and ¹⁸[Australian 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 (¹⁹[1800RESPECT](#); ¹⁷[AIHW](#), 2019; ²⁰[ANROWS](#), 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 ²¹[Appendix 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>
	<i>Accepting of what the student offers.</i>
This was difficult and I can see you've got some good ideas here.	<i>Builds relationship with the student.</i>
Do you want to keep working on it?	<i>Gives the student options.</i>
Do you want any help from me?	

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.

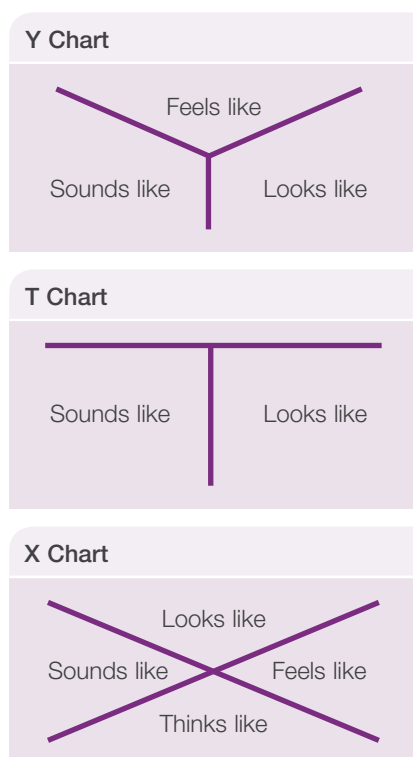
To move participants through the frames, the educator uses the clap and click method, where a clap means 'hold' and a click means 'move and prepare for the next frame'.

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).

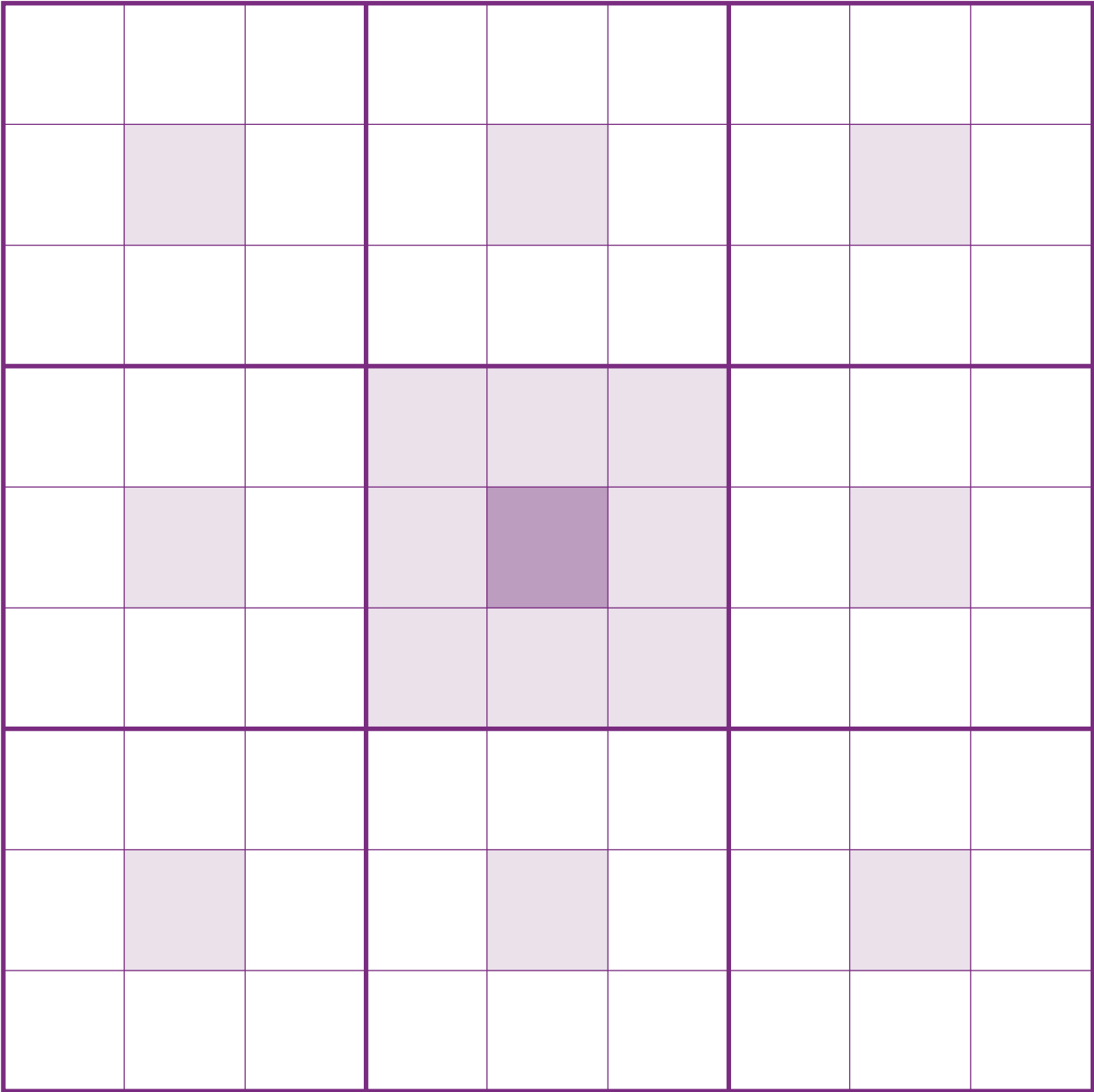
Example of a Lotus diagram

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.

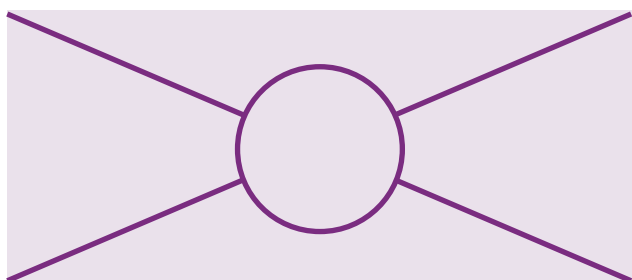
8a 'Thumbs up' opinions

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 revisited 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.

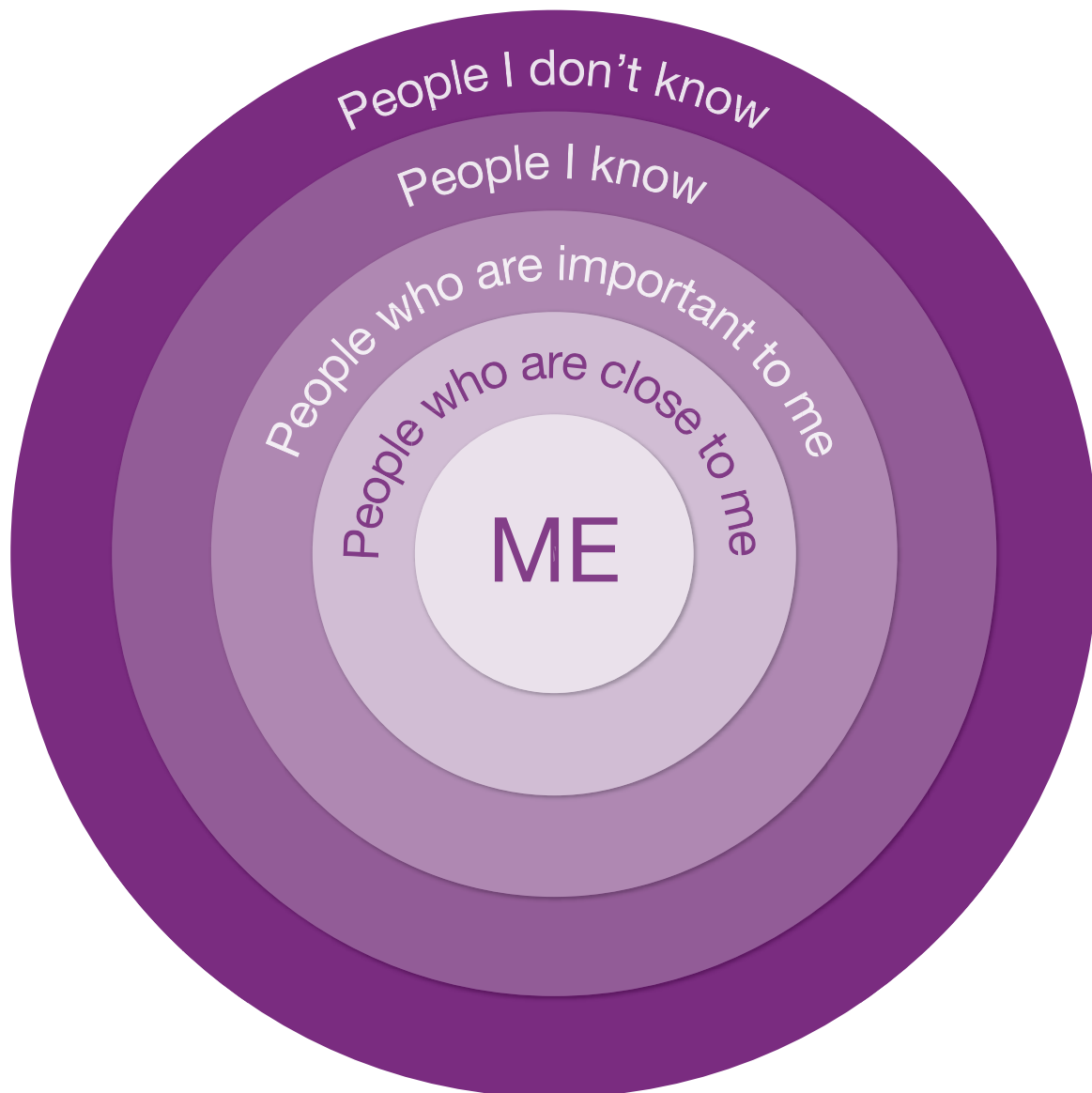
Persona dolls can be any dolls as long as they can be given a 'persona'. The use of the dolls can support educators to build histories and stories around the dolls to challenge social inequalities in positive ways. Persona dolls must not be used to illustrate scenarios about abuse and neglect.

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 R-2 learner

Children generally enter the Reception class as experienced learners. Children's participation and engagement during the R-2 phase of schooling is often directly related to the opportunities they are given to make decisions about their learning. By working with educators to establish learning goals and expected outcomes, children initiate, negotiate and plan, and take responsibility to extend their learning.

In a supportive learning environment, children in Years R-2 have opportunities to explore and practise many ways of interacting and responding in a range of situations. They can be helped to:

- reflect on the impact of their own behaviour on others
- modify their behaviour in response to feedback
- recognise the range of behaviour displayed by individuals in a variety of situations and contexts
- develop a critical understanding of social conventions.

The school-aged child is more socially involved with peers than ever before. Acceptance by peers is extremely important and children's play reflects a strong need to belong. Children and educators together will explore real-life social issues and better ways of relating with each other.

Children demonstrate a range of cognitive competencies and are constantly trying out comparisons by analogous reasoning (it seems like this, or like that), by hypothesising and questioning, by logical reasoning, and by understanding causal attribution. 'Talking the problem through' is often vital at this stage – some children will be 'synthesisers', others build understanding slowly and in segments; some will rely on leaps of insight, while others estimate and guess. The 'match' of effective scaffolding to the thinking and learning of the child is of vital importance. This includes seeking to know the child through working with families, observing, and questioning and sharing information with previous educators to ensure that planning for the child's learning is tailored to individual and group interests and skills.

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 Early Years: R-2 curriculum is indicated in the chart below. Educators are expected to cover all Focus Areas and all topics within the R-2 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 child.

Focus Areas	Topics
The right to be safe	1 Feelings 2 Being safe 3 Warning signs 4 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 Secrets
Protective strategies	1 Strategies for keeping safe 2 Persistence

Curriculum and pedagogy

The Keeping Safe: Child Protection Curriculum (KS:CPC) for Early Years: Years R-2 is set in the context of the:

- ⁴Australian Curriculum
- ⁵South Australian Teaching for Effective Learning (TfEL) Framework
- ⁶Reflect Respect Relate.

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 ⁷[Appendix 1: Curriculum mapping tools](#).

KS:CPC Sample planning guide: Years R-2

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 [Appendix 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
RECEPTION	Topic 1: Feelings 1.1 Characters' feelings 1.2 Different feelings Topic 2: Being safe 2.1 How do we make it safe? 2.2 Stories about being safe Topic 3: Warning signs 3.1 Introducing warning signs 3.3 Warning signs	Topic 1: Rights and responsibilities 1.1 Needs and wants Topic 2: Identity and relationships 2.1 Exploring identity 2.2 Exploring relationships Topic 4: Trust and networks 4.1 Exploring the meaning of trust 4.2 Developing a trusted network 4.4 People I don't know who might help	Topic 1: Privacy and the body 1.1 Body awareness 1.3 Parts of the body 1.5 Our whole body is private 1.6 Touching that is 'OK' Topic 3: Secrets 3.1 Defining secrets	Topic 1: Strategies for keeping safe 1.1 Memory activities 1.2 Remembering name, address, telephone numbers 1.4 Revisiting trusted networks 1.8 Saying 'no'
YEAR 1	Topic 1: Feelings 1.3 Strategies to identify feelings Topic 2: Being safe 2.2 Stories about being safe 2.3 Identifying a safe place Topic 3: Warning signs 3.1 Introducing warning signs 3.2 Signs 3.3 Warning signs Topic 4: Risk-taking and emergencies 4.1 Defining unsafe and risk-taking 4.2 Unsafe situations and risk-taking 4.4 Defining an emergency	Topic 1: Rights and responsibilities 1.2 Children's rights 1.3 Behaviour code and children's rights Topic 2: Identity and relationships 2.2 Exploring relationships 2.3 Relationships circle Topic 3: Power in relationships 3.1 Demonstrate the language of safety 3.2 Understanding bullying 3.4 Fair and unfair Topic 4: Trust and networks 4.1 Exploring the meaning of trust 4.2 Developing a trusted network 4.3 Will you be on my network please? 4.4 People I don't know who might help	Topic 1: Privacy and the body 1.1 Body awareness 1.2 Personal space 1.3 Parts of the body 1.4 Meaning of private 1.5 Our whole body is private Topic 2: Recognising abuse 2.1 Accidental or deliberate injury? 2.2 Identifying physical abuse Topic 3: Secrets 3.2 Recognising unsafe secrets 3.3 Tricks and trust	Topic 1: Strategies for keeping safe 1.2 Remembering name, address, telephone numbers 1.3 Revisiting trusted networks 1.4 'What if...?' problem-solving 1.5 'What if...?' scenarios 1.6 Practising being assertive 1.8 Saying 'no' 1.9 Choosing strategies to keep safe Topic 2: Persistence 2.2 Introduction to persistence 2.4 Practising persistence
YEAR 2	Topic 1: Feelings 1.3 Strategies to identify feelings 1.4 Miming feelings Topic 2: Being safe 2.3 Identifying a safe place Topic 3: Warning signs 3.1 Introducing warning signs 3.2 Signs 3.3 Warning signs Topic 4: Risk-taking and emergencies 4.3 Looking for clues about risks 4.4 Defining an emergency 4.5 Personal emergency 4.6 Thinking and feeling in an emergency	Topic 1: Rights and responsibilities 1.2 Children's rights 1.3 Behaviour code and children's rights Topic 2: Identity and relationships 2.2 Exploring relationships 2.3 Relationships circle Topic 3: Power in relationships 3.3 Dealing with bullying behaviour 3.5 Introducing the concept of power 3.6 Adults using power Topic 4: Trust and networks 4.1 Exploring the meaning of trust 4.2 Developing a trusted network 4.3 Will you be on my network please? 4.4 People I don't know who might help	Topic 1: Privacy and the body 1.3 Parts of the body 1.4 Meaning of private 1.5 Our whole body is private 1.7 'OK' touching in relationships Topic 2: Recognising abuse 2.2 Identifying physical abuse 2.3 Identifying emotional abuse 2.4 Identifying sexual abuse 2.5 Identifying neglect 2.6 Identifying domestic and family violence 2.7 Online safety Topic 3: Secrets 3.2 Recognising unsafe secrets 3.3 Tricks and trust	Topic 1: Strategies for keeping safe 1.2 Remembering name, address, telephone numbers 1.3 Revisiting trusted networks 1.4 'What if...?' problem-solving 1.6 Practising being assertive 1.7 Role-playing assertive communication 1.8 Saying 'no' 1.10 Resilience Topic 2: Persistence 2.1 Theme reinforcement 2.3 Persistence 2.4 Practising 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 *Reflect Respect Relate* | <http://tiny.cc/ReflectRespectRelate>
- 7 Appendix 1: Curriculum mapping tools | http://kscpc.2.vu/Appendix1_CMT
- 8 Appendix 2: Sample planning guides | http://kscpc.2.vu/Appendix2_SPG



Activities

Focus Area 1: The right to be safe

Topic 1: Feelings	Topic 2: Being safe	Topic 3: Warning signs	Topic 4: Risk-taking and emergencies
1.1 Characters' feelings 1.2 Different feelings 1.3 Strategies to identify feelings 1.4 Miming feelings	2.1 How do we make it safe? 2.2 Stories about being safe 2.3 Identifying safe places	3.1 Introducing warning signs 3.2 Signs 3.3 Warning signs	4.1 Defining unsafe and risk-taking 4.2 Unsafe situations and risk-taking 4.3 Looking for clues about risks 4.4 Defining an emergency 4.5 Personal emergency 4.6 Thinking and feeling in an 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: FEELINGS

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

- how to identify feelings in self and others
- how to appropriately demonstrate a variety of feelings.

Educators' tips

- Children in Years R–2 learn about feelings by exploring, interacting with people, playing, experimenting and rehearsing, as well as through explicit teaching of the concept.
- Integrate teaching across the learning areas, enabling children to demonstrate their learning in a variety of ways.
- Partnerships between the educator, families, communities and support agencies are important for gathering and sharing information to help the educator modify activities to address perspectives such as culture, Aboriginality, ability, disability, gender, age, socio-economic status, location and religious beliefs.
- Acknowledge previous experiences and knowledge that children bring with them to school and be aware that some children respond to situations in ways that can be misinterpreted such as smiling or laughing when they feel uncomfortable.
- Teach the concepts of one step removed (**NNA 3**) and protective interrupting (**NNA 4**) prior to beginning the topics. Children usually require both rehearsal and repetition of these concepts.
- As part of the class' vocabulary-building activities, a chart or series of flash cards could be made as the lessons progress, adding new words as they are introduced (**NNA 5**).

1.1 | Awareness of and willingness to acknowledge feelings will vary between children.

Consider the full range of emotion words rather than simply discussing opposites; for example, happy – sad.

Photographs

When photographs are taken in school, teachers and parents/carers need to know who is taking the photographs, exactly how they will be used and who will see them. Ensure that appropriate procedures are followed in seeking permission from parents/carers to photograph children. See [3Consent to publish images and creative work of students and the community](#) (Department for Education).

Additional resource

[4The Good Society: Years F–2](#)

1.1 Characters' feelings

- 1 Read a range of books to children (**RLS 14**) from the listed texts.
- 2 Discuss the different sorts of feelings that the characters experience. Refer to [2Activity resource 1: Feelings vocabulary](#) (teacher reference only) for a wide range of feelings.
- 3 Include discussion about how the characters display a range of behaviour associated with feelings such as in:
 - McBratney, S (2005) *It's lovely when you smile*
 - Hedderwick, M (2010) *Katie Morag and the Tiresome Ted*
- 4 Children mime the feelings of the characters in the stories.
- 5 Record the mimes using a digital camera and display the images. Alternatively, record the activity using a story map with thinking bubbles for characters' thoughts.

Activity resource 1: Feelings vocabulary

Feeling	Behaviour	Facial Expression	Body Language
Happy	Smiling, laughing	Wide eyes, open mouth	Relaxed posture, arms outstretched
Sad	Crying, frowning	Drooping mouth, closed eyes	Slumped shoulders, head down
Angry	Shouting, stomping	Squinted eyes, furrowed brow	Stiff posture, clenched fists
Shy	Blushing, avoiding eye contact	Downcast eyes	Hunched shoulders, hands behind back
Surprised	Gasping, wide eyes	Wide-open eyes, open mouth	Arms outstretched, hands up
Tired	Yawning, drooping eyelids	Squinted eyes	Slumped posture, head on desk
Excited	Jumping, running	Wide eyes, open mouth	Arms outstretched, jumping
Confused	Frowning, scratching head	Squinted eyes, furrowed brow	Head tilted, hands on head
Nervous	Stammering, sweating	Squinted eyes	Fidgeting, hands clasped
Disappointed	Sighing, slumping	Drooping mouth	Slumped shoulders, head down
Jealous	Staring, sulking	Squinted eyes, furrowed brow	Arms crossed, head down
Lonely	Sitting alone, looking away	Drooping mouth	Slumped shoulders, head down
Worried	Frowning, sweating	Squinted eyes, furrowed brow	Slumped shoulders, hands clasped
Grumpy	Frowning, sighing	Drooping mouth	Slumped shoulders, head down
Shy	Blushing, avoiding eye contact	Downcast eyes	Hunched shoulders, hands behind back
Excited	Jumping, running	Wide eyes, open mouth	Arms outstretched, jumping
Confused	Frowning, scratching head	Squinted eyes, furrowed brow	Head tilted, hands on head
Nervous	Stammering, sweating	Squinted eyes	Fidgeting, hands clasped
Disappointed	Sighing, slumping	Drooping mouth	Slumped shoulders, head down
Jealous	Staring, sulking	Squinted eyes, furrowed brow	Arms crossed, head down
Lonely	Sitting alone, looking away	Drooping mouth	Slumped shoulders, head down
Worried	Frowning, sweating	Squinted eyes, furrowed brow	Slumped shoulders, hands clasped
Grumpy	Frowning, sighing	Drooping mouth	Slumped shoulders, head down

Books

- Andreae, G & Parker-Rees, G (1999) *Giraffes can't dance*, Orchard Books, Sydney
- Ball, D (2005) *My dog's a scaredy cat*, HarperCollins Publishers, Sydney
- Bengt, M & Friberger, A (1992) *Olaf the ship's cat*, Holmes & Meier Publishers
- Bevan, C & Gordon, M (2006) *Poems about being jealous: Everyone I see is luckier than me (Poemotions)*, Hodder & Stoughton, Sydney
- Bourgeois, P & Clark, B, *Franklin series*, Scholastic
- Hedderwick, M (2010) *Katie Morag and the Tiresome Ted*, Red Fox Picture Books, London
- McBratney, S (2005) *It's lovely when you smile*, Penguin Group, London
- McBratney, S (2006) *I'm sorry*, Harper Trophy, United Kingdom
- Milton, T & Gordon, M (2006) *Poems about being angry: I want to shout and stamp about (Poemotions)*, Hodder and Stoughton, Sydney
- Moses, B (1993) *Your emotions series*, Hodder Wayland Publishers, England (*I feel angry; I feel frightened; I feel jealous; I feel sad*)
- Moses, B (1997) *Your feelings series*, Wayland Publishers, England (*I'm bored; I'm lonely; I'm shy; I'm special; I'm worried; I'm happy; It's not fair; I feel bullied*)
- Moses, B & Gordon, M (2006) *Poems about being scared: Is there anything there at the top of the stair? (Poemotions)*, Hodder & Stoughton
- Oram, H & Kitamura, S (1993) *Angry Arthur*, Random House Children's Books, London

- Toczek, N & Gordon, M (2006) *Poems about being sad: Can anyone be as gloomy as me? (Poemotions)*, Hodder & Stoughton
- Vail, R (2002) *Sometimes I'm Bombaloo*, Scholastic Press, Singapore
- Willis, J (2005) *Misery Moo*, Henry Holt & Co

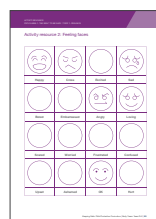
Other suggested activity

Program Achieve

Use resources focussing on feelings from *Program Achieve*, a curriculum of lessons for teaching students how to achieve success and develop social-emotional-behavioural wellbeing.

1.2 Different feelings

- 1 Brainstorm (RLS 10) and record feelings onto individual flash cards. Alternatively, make 'feeling faces' using [6Activity resource 2: Feeling faces](#).
- 2 In small groups, children sort the feelings into comfortable and uncomfortable feelings.
- 3 Discuss each feeling as a whole class. A third group of feelings may arise for feelings that can be either comfortable or uncomfortable, depending on the situation.
- 4 Use these lists as a reference and add to them as children's understandings increase.



Other suggested activity

Card activities

- 1 Develop card activities such as Snap, Memory or Lotto, to build vocabulary and reinforce children's understanding.
- 2 For example, matching a feeling word card with a photo or image that illustrates the feeling. Similar card activities are available from education suppliers of teaching aids.

1.3 Strategies to identify feelings

Judge the level of children's understanding about feelings and select from the following activities to reinforce their understanding.

Mirrors

- 1 Children work in pairs with a mirror.
- 2 Name a feeling such as sad. Children make a sad face in front of the mirror and discuss with their partner what this facial expression looks like.
- 3 Use [7Boardmaker](#) or pictures from magazines to prompt children.

Class book

- 1 Make a class book about feelings in which children complete the sentence: 'I feel ... when ...'.
- 2 Draw illustrations for each sentence.



Songs

- 1 Sing songs (RLS 14) about feelings; eg *If you're happy and you know it*.
- 2 The CD *Super me! Growing with Music 5* by Hilary Henshaw has songs about feelings and an accompanying booklet of activities.

Music

- 1 Play a range of music (RLS 14) that express a range of physical feelings and emotions.
- 2 Children respond through drawing pictures or symbols, or by physical actions.

Additional resource

[5You Can Do It! Education: Program Achieve](#)



1.2 | Children need an awareness of a range of feelings and need to be able to discuss their own feelings.

Children must be able to recognise the four basic feelings of anger, sadness, happiness and fear. If this needs further development, refer to the KS:CPC Early Years: Ages 3–5.

It is appropriate to feel 'OK' rather than either 'happy' or 'sad'.

Feelings may change – eg a friend may do something that causes a child to change their feelings. Consider the stage of development of children when exploring this concept.

[7Boardmaker](#) (Mayer-Johnson) can be used to create a range of visual resources. Visual aids for Boardmaker can be purchased through the [8Special Education Resource Unit](#) (SERU).



1.3 | Continual use of the language of and discussion about feelings in everyday situations is important to reinforce learning (RLS 13).



Clark, H (2003) *The new useful book: songs and ideas from ABC Play School*, ABC Books, Sydney, NSW

Combe, P (1987) *Toffee apple*, CD, Rascal Records, Sydney

Combe, P (2003) *Wash your face in orange juice*, CD, Rascal Records, Sydney

Henshaw, H (1994) *Super me! Growing with Music 5*, CD, Elsternwick, Vic

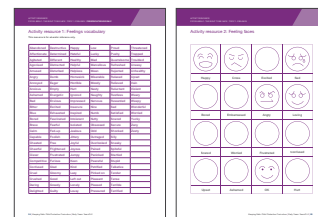


3 Use songs for example:

- *The new useful book: songs and ideas from ABC Play School*
- Peter Combe's CDs *Wash your face in orange juice* and *Toffee apple*
- Hilary Henshaw's CD *Super me! Growing with Music 5*.

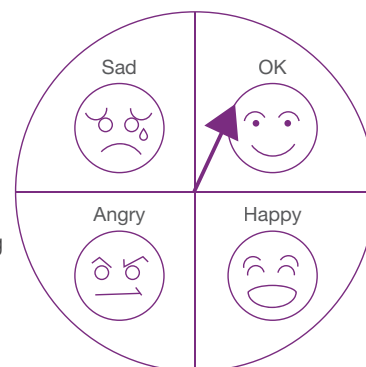
Displays

- 1 Add new 'feelings' words to a classroom display according to children's stages of development (Refer to ²[Activity resource 1: Feelings vocabulary](#)).
- 2 Encourage children to use the words in conversation.
- 3 Use ⁶[Activity resource 2: Feeling faces](#) or ⁷[Boardmaker](#) for children requiring visual strategies.



Feelings wheel

- 1 Give children a template each of a circle divided into quarters. Each quarter has a feeling label (eg angry, sad, happy, OK).
- 2 Children draw and cut out a small pointer arrow which they affix to the centre of their circle with a brass fastener.
- 3 Children individually use their feelings wheel to point to how they might be feeling before and after events during their day.
- 4 The feelings wheel can be adapted for older children to include eight sections and more feelings.



1.4 | These activities aim to:

- further develop vocabulary relating to feelings
- allow practise of non-verbal communication
- highlight similarities and differences in the way people express their feelings
- further extend children's vocabulary of feelings
- help children make connections between feelings, body reactions and body language
- enhance observation skills.



1.4 Miming feelings

- 1 Ask children to improvise a movement that depicts the following scenarios, using a freeze frame role-play (**RLS 3a**):
 - a bad tempered tennis player
 - an excited sports fan
 - a crazy pop star
 - a frustrated toddler
 - a proud person
 - a worried parent/carer
 - a silly six year old
 - a toddler who is scared of the dark
 - an athlete who has just won a medal
 - a person who has just had a nice meal.
- 2 At the end of the activity, discuss the ways the feelings were demonstrated. Discuss the importance of posture, movement, facial expression and general body awareness to depict the scenario successfully.
- 3 Discuss the effects on someone who is watching the feeling being expressed (eg what might it feel like to watch someone being angry, or upset, or funny).

Other suggested activities

Feelings cards

Children sort and discuss sets of photos or pictures that demonstrate a variety of feelings (¹⁰[St Luke's Innovative Resources](#) have several sets of feelings cards including *The Bears* cards).

Cut and paste

Children cut and paste pictures from magazines to illustrate behaviour, body language and facial expressions that are associated with feelings.

Freezing feelings

Children move around the room. Ask them to freeze on an agreed signal, and to display the emotion that is called out. This activity can also be done with the children standing in one position. Use ²[Activity resource 1: Feelings vocabulary](#).

Feeling	Facial expression	Body language	Voice
Happy	Smiling	Relaxed posture	Clear, bright voice
Sad	Frowning	Slumped shoulders	Low, slow voice
Angry	Scowling	Stiff posture	Harsh, loud voice
Surprised	Wide eyes	Upright posture	High, fast voice
Shy	Looking down	Curled up	Soft, quiet voice
Scared	Wide eyes, open mouth	Stiff posture	High, fast voice
Excited	Wide eyes, smiling	Upright posture	High, fast voice
Tired	Squinty eyes	Slumped shoulders	Low, slow voice
Ill	Clenched teeth	Slumped posture	Low, slow voice
Hot	Flushing	Wiping sweat	Fast, high voice
Cold	Shivering	Wrapping up	Fast, high voice
Itchy	Squinting	Scratching	Fast, high voice
Wet	Shaking	Shaking	Fast, high voice
Dirty	Wiping face	Shaking	Fast, high voice
Smelly	Wiping face	Shaking	Fast, high voice
Hot	Flushing	Wiping sweat	Fast, high voice
Cold	Shivering	Wrapping up	Fast, high voice
Itchy	Squinting	Scratching	Fast, high voice
Wet	Shaking	Shaking	Fast, high voice
Dirty	Wiping face	Shaking	Fast, high voice
Smelly	Wiping face	Shaking	Fast, high voice

Story

Read *It's lovely when you smile*. Children discuss the way the illustrator demonstrates how characters in the story are feeling.

McBratney, S (2005) *It's lovely when you smile*, Penguin Group, London



Kids health in the classroom

Children learn about feelings and strategies to manage them using activities from ¹¹[Kids Health in the Classroom: Feelings](#).

TOPIC 2: BEING SAFE

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

- what being safe means
- what makes a place safe.

Educators' tips

- The concept of being safe should be taught explicitly, explored in teachable moments, and reinforced frequently.
- The safety aspect of the KS:CPC should be integrated in all learning areas in order to provide opportunities for children to explore, play, experiment, rehearse and create.
- The content should be related to individual and group interests, and should build upon children's experiences. It should be recognised that learning opportunities occur in everyday situations.

2.1 | Don't generalise or categorise particular places, people or situations as always being safe. Abuse often occurs in familiar, safe locations with familiar, trusted people.

Reinforce the concept of being safe in all learning areas and use the word 'safe' as part of everyday vocabulary.

Being safe may be a difficult concept for some children to understand and some children may never feel safe.

Children who have difficulty with this concept may benefit from adaptation of activities from the KS:CPC Early Years: Ages 3–5 document.

Reinforce classroom and school behaviour codes and the right of everyone to be safe.

Consider the difference between feeling safe and being safe. For example, some children may not feel safe, but they may be safe.

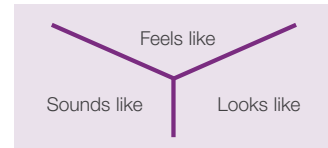


2.1 How do we make it safe?

- 1 Discuss the first KS:CPC Theme: 'We all have the right to be safe'.
- 2 Devise a short obstacle course or 'follow the leader' activity over some play equipment.
- 3 After playing the activity, discuss what happened using the following focus questions:
 - How do we make the activity safe? (Responses could include: rules; everyone being sensible.)
 - How do we know if the equipment is safe? (Responses could include: there are government rules for building play equipment; the grounds person checks equipment; children and educators report maintenance problems.)
 - How do we make sure children are safe? (Responses could include: adult's job is to keep children safe; children's job is to behave safely.)
- 4 Use a Y chart (**RLS 4**) to identify what safe sounds like, feels like and looks like. This Y chart will be referred to in Topic 4.
- 5 Children identify feelings that they associate with safety and reflect upon and discuss places where they are safe, people they are safe with, things they do when they are feeling safe, and devices and protective equipment that are used in our community to help keep us safe.



We all have the right to be safe.



S
A
F
E

Other suggested activity

Poem

As a class create a simple acrostic poem using the word **safe**.

2.2 Stories about being safe

- 1 Read one of the listed stories (**RLS 14**) about being safe:
 - Bourgeois, P (1993) *Franklin in the dark*, Scholastic Paperbacks, Sydney, Australia
 - Bourgeois, P (1993) *Franklin is lost*, Scholastic Paperbacks, Sydney, Australia
 - Denton, T (1986) *Felix and Alexander*, Oxford University Press Children's Books
 - Harris, C (2000) *I don't want to go to school*, Random House, Australia
 - Hill, S (1991) *I won't go there again*, Walker Books
- 2 Discuss where and when the characters feel safe and unsafe, how they feel, and the actions that are associated with the feeling of safety.

Other suggested activity

Songs

Choose songs about safety from the ¹²[Songs for teaching](#) webpage or *The new useful book: songs and ideas from ABC Play School*.

Clark, H (2003) *The new useful book: songs and ideas from ABC Play School*, ABC Books, Sydney, NSW

2.3 Identifying safe places

- 1 Watch the video ¹³[What makes children feel safe?](#) (NSPCC).
- 2 Children discuss a range of possible safe places or unsafe places. For example:
 - at home
 - while shopping
 - at school
 - while playing.
- 3 Children identify feelings that occur when they are in their safe place.
- 4 Ask children to work with parents/carers to look around the home to identify potentially unsafe situations and how to make them safe.

2.3 | Use one step removed (**NNA 3**) and protective interrupting (**NNA 4**). Situations that are viewed as safe and the concept of safety may vary between children due to their experiences and the strategies that they have learnt to use in traumatic situations. Value all previous experiences and backgrounds on this topic.

Other suggested activities

Senses

- 1 Provide sensory experiences that stimulate touch, smell, sight, taste and hearing.
- 2 Children discuss the feelings associated with each experience, noting the safe feelings.

Imaginary safe place

- 1 Children relax in a sitting or lying position with soft, calming background music (**RLS 11**) to help them practise to feel safe in stressful situations.
- 2 As they breathe deeply, they tense sets of muscles, hold their breath and then relax the muscles as they breathe out. This relaxes the various parts of the body moving from the top of the body to the bottom or vice versa.
- 3 Once relaxed, children can imagine a place that is very special to them and that feels safe—they think about the colours, sounds, smells, feelings, and surroundings.
- 4 Use *Relaxation and Meditation for Children* (CD), or the relaxation story *You, me and the rainbow* (**RLS 14**).

Ross, G (2014) ¹⁴[Relaxation and Meditation for Children](#), CD, Australian Broadcasting Corporation

King, P (2005) *You, me and the rainbow*, Jane Curry Publishing

Community safety

- 1 Children investigate different ways the community keeps people safe. For example, children could look at safety devices (eg traffic lights, smoke alarms), safety procedures (eg safe swimming practices, safe food handling) and people (eg police, safety volunteers).
- 2 Consider inviting a community member to the school to talk about how they keep people safe (**NNA 8**).



Online safety

- 1 Find out how many children use the internet and what programs and devices they use.
- 2 Discuss online safety and use this discussion to springboard into a unit of work on this topic.
- 3 Download the free online book ¹⁵[Little bird's internet security adventure](#).
- 4 Use the eSafety ¹⁶[Classroom resources](#).

TOPIC 3: WARNING SIGNS

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

- what warning signs are and what they mean
- what the different types of warning signs are: physical indicators (body messages), emotional indicators (feelings), external signs (clues)
- how to recognise personal warning signs and know what to do if they experience them.

Educators' tips

- Collaboration with families, communities and relevant agencies will help teachers understand that identifying and discussing warning signs and feelings may vary for Aboriginal and Torres Strait Islander children, children from non-English speaking backgrounds, children with disabilities and additional needs, those who have experienced invasive medical procedures, and children who have experienced trauma or abuse.
- Individual children will take varying amounts of time to become aware of and acknowledge their body signals (physical indicators and feelings).
- Not all children will experience warning signs. This may be as a result of long-term neglect and/or abuse, trauma from war or refugee experiences, long-term hospitalisation/illness or as a result of a sensory disability.
- Some children may ignore their warning signs.
- 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 ¹⁷[Bully Stoppers](#), Victorian Department of Education and Training.
- Encourage children to describe warning signs that can help them to know if they are safe or unsafe. If they are not sure, suggest that they talk to someone they trust.

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'.

3.1 | Children often have difficulty distinguishing between physical indicators (body messages), such as butterflies in stomach and frozen to the spot, and emotional indicators (feelings), such as being scared, worried and sad. Persist with this concept over time using teachable moments (RLS 13).

3.1 Introducing warning signs

1 Play the activity 'Dragon's treasure'. You will need 'treasure' for the dragon. The aim of the activity is for the class to steal the treasure from the dragon. How to play:

- Choose one child to be the dragon.
- The dragon stands with its back to the class and its treasure directly behind it.
- Class members start sneaking up on the dragon from the farthest point in the classroom.
- The dragon turns around at intervals in order to catch the class moving.
- The dragon 'names' anyone it catches moving.
- The named class member goes back to the farthest point before trying again.
- The class member who manages to steal the treasure takes a turn to be the dragon.



2 After the activity, ask questions to explore physical and emotional warning signs, for example:

- How might someone feel at the beginning of the activity?
- How might someone feel at the end of the activity?
- How might someone feel changes in their body?
- What body messages might have been felt? (Responses could include: butterflies in stomach; breathing more easily.)
- Where in the body might these messages be felt?

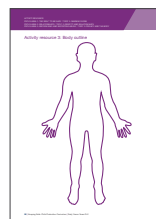
3 Tell children these body messages and associated feelings are called warning signs and that it is a good idea to talk to someone they trust about them.

3.2 Signs

- Explore the concept of signs by going for a walk around the school or local area and sketching or taking photos of the signs that children find. Signs might include:
 - school crossing signs
 - no smoking signs
 - stop signs
 - speed limit signs
 - street signs.
- Next to each sketch or photo, children record the messages that the signs convey.
- Discuss using the following questions:
 - Why do we have these signs in the school/community? What is their purpose?
 - What would happen if these signs didn't exist?
 - Why is it important that people follow the instructions of the signs?
- As a class, identify one place in the school or local area where a sign could be placed (eg at the top of a stair case or an uneven footpath) and create a sign that could be placed next to it to alert people of potential risk or to follow the rules (eg no running).

3.3 Warning signs

- Draw an outline of a human figure on a large sheet of paper (Refer to [18Activity resource 3: Body outline](#)).
- Children identify and record body messages (physical indicators) they might have that could be warning signs. Children show exactly where the messages are experienced on the body. Examples of body messages could include:
 - squirmy tummy
 - cold shivery body
 - racing heart
 - shaky knees.
- This information is then displayed in the classroom for future reference and can be added to with new learning and understanding. Alternatively, a large class teddy bear could be used. You could record physical indicators onto stick-on notes and children can place them onto the teddy.
- Give each child a copy of [18Activity resource 3: Body outline](#).
- Children draw or list their warning signs. Physical indicators can be recorded on the inside of the body outline; emotional indicators and external signs can be drawn or listed on the outside of the body outline. Examples include:



Physical indicators (body messages)	External signs (clues indicated by time, location and people nearby)	Emotional indicators (feelings)
<ul style="list-style-type: none"> butterflies in stomach feeling hot or cold being frozen to the spot heart beating fast 	<ul style="list-style-type: none"> darkness no-one around behaviour of others (eg bullying) unknown online contacts excessive violent images 	<ul style="list-style-type: none"> scared worried confused

Other suggested activities

Songs

Sing songs about warning signs such as those listed.

3.3 | Children need to understand that warning signs do not always mean the same thing. For example, the heart 'skipping a beat' can mean happiness, excitement or fear, depending on the situation. Warning signs may also be different for each person.

Warning signs are an indication that we need to pay attention to what is happening to and around us, as they may be telling us either that we are feeling safe (eg excited) or unsafe (eg anxious).

Children sometimes associate the feelings and physical symptoms of an illness with warning signs. They must tell someone they trust if they are unwell or unsafe.

Children should develop strategies when they have a warning sign, to help them think about what to do next and to prevent instant reaction or panic. For example, preparation for speaking in assembly could be as simple as taking a deep breath, counting slowly to five, or visiting their imaginary safe place—but it must be a strategy that is effective for the individual child.

Displays provide opportunities to add new warning signs as the children's knowledge and experiences increase. [19Activity resource 4: Warning signs](#) provides an example of a display.

Alsop, P (1983) *20My body*, Moose School Music, USA

Combe, P (1987) *Toffee apple*, CD, Rascal Records, Sydney

Combe, P (2003) *Wash your face in orange juice*, CD, Rascal Records, Sydney

Bourgeois, P (1993) *Franklin in the dark*, Scholastic Paperbacks, Sydney, Australia

Bourgeois, P (2001) *Franklin and the babysitter*, Scholastic, Sydney

Bourgeois, P & Clark, B (1993) *Franklin is lost*, Scholastic Paperbacks, Reprint edition, USA

Denton, T (1986) *Felix and Alexander*, Oxford University Press Children's Books

Fox, M (1996) *Hattie and the Fox*, Scholastic Australia, Gosford, NSW

Shanahan, L & Quay, E (2002) *Bear and Chook*, Hodder Headline Australia, Sydney

Varney, C (1995) *Jellylegs*, Jellylegs Publishing, Australia

Waddell, M (1992) *The pig in the pond*, Walker Books, London



3.3 | This activity could make some children feel unsafe or uncomfortable; for example, those with sensory disability or children who have experienced trauma. Give the opportunity for children to opt out at the beginning or during the activity if they feel unsafe, or be offered the alternative role of observer.

Discuss safety, personal space and OK and not OK touching.

Children should know the anatomical names for the main parts of the body that might be touched. This will be covered in more depth in Focus Area 3.

Younger children may believe touch refers only to hands touching, but they need to understand that people can touch with many different parts of their bodies.



Stories

- 1 Read the story *Hattie and the fox* (**RLS 14**). In particular, note how the illustrations show warning signs.
- 2 Discuss Hattie's warning signs: her body messages, her feelings, and the clues around her. Note that the other animals didn't have warning signs to begin with and told Hattie not to worry, but she persisted until she was safe.
- 3 Other useful stories include *Franklin and the babysitter*, *Franklin is lost*, *Franklin in the dark*, *The pig in the pond*, *Bear and Chook*, *Felix and Alexander* and *Jellylegs*.

Body awareness – 'Red elbow'

- 1 Call out both a colour and a body part; for example, 'green-hand'.
- 2 Children find something of the colour (not on themselves) and place their body part on it. For example putting their hand on a green wall.
- 3 Use various techniques such as coloured dots on children when all children are wearing a uniform.
- 4 Ask the following questions:
 - How might someone feel at the beginning of the activity?
 - What kind of body messages might someone have?
 - What if a person felt unsafe and had warning signs about this activity? What could the person do to keep safe? (Responses could include: tell the teacher; ask to be an observer.)
 - What if a person had warning signs part way through the activity? What could the person do to keep safe? (Responses could include: tell the teacher; ask to sit out the activity.) Role-play may be useful here (**RLS 3**).

TOPIC 4: RISK-TAKING AND EMERGENCIES

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

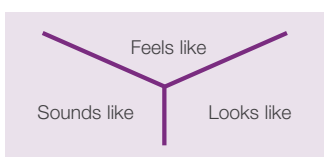
- what unsafe means
- how to recognise unsafe and risky situations
- how to recognise an emergency
- what to do in an emergency.

Educators' tips

- When a child makes the transition to school, the new learning environment that encourages them to 'have-a-go' and take risks can influence their attitude to school, learning, interaction with their peers and their self-concept.
- When children are supported to explore possibilities, to examine consequences and to make decisions, they can develop understandings about safe and unsafe situations and emergencies.

4.1 Defining unsafe and risk-taking

- 1 Refer to the Y chart from Topic 2, Activity 2.1: How do we make it safe? and remind students of the words used to describe what safe sounds like, feels like and looks like.
- 2 Use a Y chart (**RLS 4**) to identify what unsafe sounds like, feels like and looks like.
- 3 Display both Y charts for children to refer to and compare.
- 4 Tell students that risk-taking is doing something that has potential danger. Something is usually gained or lost as an outcome of taking a risk (positive and negative outcomes).
 - Positive outcomes may include achieving success, an increase in confidence or learning a new skill.
 - Negative outcomes may include being injured, a decrease in confidence or being embarrassed.
- 5 As a class brainstorm (**RLS 10**) everyday situations that could be considered risk-taking. For example:
 - going on the monkey bars for the first time
 - using scissors without adult supervision
 - running on the footpath
 - trying something new for the first time.
- 6 Brainstorm potential positive and negative outcomes for each situation above.



4.1 | For some children, visiting the concept of being unsafe may highlight traumatic and abusive experiences.

Children's reactions may result in inappropriate behaviour.



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

Challenge children's opinions about dominant gender practices. For example, ideas about play based on gender, such as boys playing with cars and girls playing with dolls; and gender stereotypes, such as boys being tough, and girls being afraid (see Focus Area 2, Topic 2, Activity 2.1: Exploring identity). Some children may be inclined to show bravado about a particular activity being scary but fun. Don't immediately voice your own opinion, but encourage other children to state their views.



4.2 Unsafe situations and risk-taking

- 1 Read the picture book *Bear and Chook* about Bear who likes adventures and Chook who prefers the quiet life (**RLS 14**).
- 2 Explore the adventures and risks by asking:
 - Why does Chook think the situation is unsafe? (Response could include: because of her experiences with and knowledge about Bear and other understandings she may have.)
 - How does she know? (Response should include: warning signs.)
 - Is Bear able to recognise unsafe situations? (Responses could include: sometimes he uses protective equipment; he has his friend nearby.)
 - What other strategies might help Bear work out the risks? (Responses could include: plan more carefully; consult with someone he trusts, like Chook.)
 - What actions might Chook take when she feels the activity is risky? (Responses could include: warn Bear; not join in; wear protective gear.)
- 3 An alternative story is *Jack and the Beanstalk* (DVD).

Jack and the Beanstalk, DVD (various)

Shanahan, L & Quay, E (2002) *Bear and Chook*, Hodder Headline Australia, Sydney



4.3 | Use the one step removed strategy (NNA 3).

The concept of being scared and thinking at the same time is very difficult for young children.

Children need opportunities to discuss and practise the concept of looking for clues to identify the level of risk, and that the concepts are further reinforced by parent/carer involvement (NNA 1).



4 Discuss risk-taking using the following questions:

- How might someone know that a situation is risky? (Response could include: warning signs.)
- How might someone decide to have a go, even if it is risky? (Responses could include: personal experience; being aware of the dangers; getting help.)
- What might help someone decide not to do something? (Responses could include: personal experience; being warned about the dangers; warning signs.)
- What if someone decides to take the risk and the situation becomes dangerous? (Responses could include: tell someone as soon as possible; get out of the situation if possible.)
- What if a friend wanted a person to do something risky or unsafe, what might the person do? (Responses could include: say 'no'; suggest another, safer idea; talk to someone else to get another opinion.)

4.3 Looking for clues about risks

1 Use a grid, such as the one below, so children can identify clues to help them decide if a situation is risky or not, and how safe or unsafe the risk may be. Clues are the external signs component of warning signs. Use examples of someone:

- asking you to come and see a new puppy
- watching a scary movie
- staying with a friend (or relative)
- playing in the yard after school
- riding a farm motor bike or using a piece of farm equipment
- cooking instant noodles
- making a new friend
- offering you a ride home after school.

What?	Where?	When?	Who?	Risk		
				Safer	Less safe	Unsafe
Someone asking you to come and see a new puppy	On the way home from school	After school	An unknown person in a car stopped to ask you			✓
Someone asking you to come and see a new puppy	Your best friend's house	As you were walking past their house after school	Your best friend	✓		
Someone staying with a friend (or relative)	At the friend's house	Overnight	Whole family	✓		
Someone staying with a friend (or relative)	At the friend's house	Overnight	Parents/ carers are out			✓

2 Ask the following questions:

- What are the things which make the risk less safe or unsafe?
- What are the things which make the risk safer?
- Why is it important to stop and think when we feel scared or unsafe? (Response could include: so that we can check our clues.)
- Why is it important to take notice of clues? (Response could include: they can sometimes give a more definite message about whether a situation is safe or unsafe.)
- What are some actions that could be taken in unsafe risk situations? (Responses could include: tell an adult as soon as possible; treat it like a personal emergency.)

3 An alternative to a grid is a values continuum (**RLS 8**). Draw an imaginary line across the room indicating safe risk at one end and unsafe risk at the other. Ask children to stand along the continuum according to their beliefs about the level of risk.

4.4 Defining an emergency

- 1 As a class, brainstorm the meaning of the word 'emergency'.
- 2 Suggest to children that an emergency arises when something bad happens or is about to happen, for example:
 - a fire breaks out
 - a dog bites a child
 - a friend's older sibling suggests that they all watch a 'rude' DVD/multimedia clip and threatens everyone not to tell.
- 3 Ask children for other examples of emergencies. For children, the following may be suggested:
 - wet pants
 - feeling sick
 - road accident
 - someone hurts them
 - getting lost
 - a dog barks at them on the street
 - having no fruit at kindergarten and feeling hungry.
- 4 Explore with children how someone might feel when any of these things happen. Discuss warning signs.
- 5 Ask children what could be done in each emergency. Suggestions could be:
 - fire: get out of the house, ring 000, find help
 - a dog biting: yell for help, go to the nearest shop
 - 'rude' DVD/multimedia clips: ask the older person to stop the DVD/multimedia clip; go to another room; tell an adult later when it is safe.
- 6 Alternatively, use a story such as *Library Lion* about a lion who is allowed to stay in the library providing he follows the rules, until one day there is an emergency and he must break a rule to keep someone safe.



4.4 | For a child an emergency can range from feeling unwell to being abused. Take children's concerns seriously about such things as nightmares or monsters under the bed.

Warning signs can sometimes increase rapidly. However, sometimes the sense of emergency is so strong that children have no warning signs.



Knudsen, M (2006) *Library Lion*, Walker Books Ltd, London

Other suggested activity

Website

Explore a range of emergencies and what action can be taken using the ²¹[Triple Zero Kids' Challenge](#).

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

Staff and parent/carer information should be provided prior to this concept.

It may be necessary to break the normal rules of good manners and appropriate behaviour in a personal emergency until something happens to make them safe.

An emergency for a child may appear trivial to an adult.



4.5 Personal emergency



- 1 In an emergency people may need to do things that might normally be considered rude, dangerous or against the rules. For example, an emergency vehicle may need to drive through a red light.
- 2 Discuss situations that might be considered a personal emergency for a child. Examples could be:
 - someone being hurt in the yard
 - needing to go to the toilet
 - getting lost.
- 3 Ask what rules a child might need to break to get help in an emergency. Examples could be:
 - going into the staffroom at recess time if someone is hurt
 - interrupting an adult's conversation
 - asking for help from someone not known to the child
 - run for help
 - yell and scream
 - break something
 - make a phone call without permission.
- 4 Use the example from the previous activity of the suggestion to watch a 'rude' movie to further explore the idea of breaking rules in a personal emergency. In this example, rules which may be broken include:
 - telling a secret
 - 'dobbing'
 - getting someone into trouble.

4.6 Thinking and feeling in an emergency

- 1 Use relaxation (**RLS 11**) to explore thoughts and feelings that someone might have during an emergency (eg feeling scared and panicky, wriggly, agitated, having confused thoughts; as opposed to being relaxed, calm, feeling 'OK' and safe).
- 2 Explain that it is helpful if people can use strategies to keep themselves calm in a difficult situation – they are able to think clearly and act to keep themselves safe.
- 3 Use the story *You, me and the rainbow* to practise the relaxation strategy. Alternatively, use soothing or relaxing music, such as *Relaxation and Meditation for Children* (CD).

King, P (2005) *You, me and the rainbow*, Jane Curry Publishing



Ross, G (2014) ¹⁴*Relaxation and Meditation for Children*, CD, Australian Broadcasting Corporation



Resources and external links

- 1 *South Australian Teaching for Effective Learning (TfEL) Framework guide* | <http://tiny.cc/TfEL-FrameworkGuide>
- 2 Activity resource 1: Feelings vocabulary | http://kscpc.2.vu/R-2_Act01
- 3 Consent to publish images and creative work of students and the community | http://kscpc.2.vu/DE_ConsentImages
- 4 The Good Society: Years F–2 | http://kscpc.2.vu/TGS_YearsF-2
- 5 *You Can Do It! Education: Program Achieve* | <http://kscpc.2.vu/ProgramAchieve>
- 6 Activity resource 2: Feeling faces | http://kscpc.2.vu/R-2_Act02
- 7 *Boardmaker* | <http://tiny.cc/Boardmaker>
- 8 Special Education Resource Unit Resource Centre (SERU): Visual tools | <http://tiny.cc/SERU-VisualTools>
- 9 *Super me! Growing with music 5* | <http://tiny.cc/HilaryHenshaw>
- 10 St Luke's Innovative Resources | <http://tiny.cc/InnovativeResources>
- 11 Kids Health in the Classroom: Feelings | <http://tiny.cc/KidsHealth-Feelings>
- 12 Songs for teaching: Safety songs | <http://tiny.cc/SongsForTeaching-Safety>
- 13 *What makes children feel safe?* | <http://tiny.cc/NSPCC-FeelSafe>
- 14 *Relaxation and Meditation for Children* | <http://tiny.cc/GR-RelaxationMeditation>
- 15 *Little bird's internet security adventure* | <http://tiny.cc/LittleBirdsAdventure>
- 16 eSafety Commissioner: Classroom resources | <http://tiny.cc/eSafe-ClassroomResources>
- 17 Bully Stoppers: Online grooming | <http://tiny.cc/BullyStoppers-Grooming>
- 18 Activity resource 3: Body outline | http://kscpc.2.vu/R-2_Act03
- 19 Activity resource 4: Warning signs | http://kscpc.2.vu/R-2_Act04
- 20 *My body* | <http://tiny.cc/PA-MyBody>
- 21 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 Needs and wants 1.2 Children's rights 1.3 Behaviour code and children's rights	2.1 Exploring identity 2.2 Exploring relationships 2.3 Relationships circle	3.1 Demonstrate the language of safety 3.2 Understanding bullying 3.3 Dealing with bullying behaviour 3.4 Fair and unfair 3.5 Introducing the concept of power 3.6 Adults using power	4.1 Exploring the meaning of trust 4.2 Developing a trusted network 4.3 Will you be on my network please? 4.4 People I don't know who might help

¹SA TfEL Framework elements

- | | |
|--|--|
| 2.1: Develop democratic relationships | 4.1: Build on learners' understandings |
| 3.4: Promote dialogue as a means of learning | 4.2: Connect learning to students' lives and aspirations |

TOPIC 1: RIGHTS AND RESPONSIBILITIES

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

- about rights and responsibilities
- about children's rights
- the difference between needs and wants.

Educators' tips

- 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.
- In the R–2 years, children learn to socialise with their peers in the school situation, come to understand diversity and social justice, and have opportunities to explore real-life social issues and to learn better ways to relate with their world, including their peers.

1.1 | Continual reference to, and evaluation of, actions taken by children helps them to understand and internalise the concept of their own and others' needs and wants. Support children to understand the difference between a need: something they must have to survive (food, clothing, shelter, to be cared for) and a want: something they would like to have (a new toy, a certain type of snack food, to be first in line). In this way, children learn to take responsibility for their behaviour and are able to interact with others in a positive way, show mutual respect, and use positive conflict resolution.



Ball, D (2000) *My dog's a scaredy cat*, Harper Collins Publishers Pty Ltd, Sydney, NSW
 Catterwell, T (1985) *Sebastian lives in a hat*, Omnibus Books an imprint of Scholastic Australia, Gosford, Australia
 King, S (2004) *Mutt dog*, Scholastic Australia, NSW
 Morgan, S (1997) *Just a little brown dog*, Fremantle Arts Centre Press, WA



1.2 | Learning experiences need to include the concept that 'We all have the right to be safe'.

Be sensitive to cultural and family beliefs. Without involving parents/carers in the KS:CPC, you may be placing a child in an unsafe situation, such as arguing with a parent/carer about children's rights.



1.1 Needs and wants

- 1 Discuss the difference between 'needs' and 'wants'. Use examples such as:
 - Food and water is a need; ice-cream and lemonade is a want
 - Shelter and warmth is a need; a big house with a swimming pool is a want.
- 2 Children choose a pet and make a list of the pet's needs and wants. If children do not have their own pet, refer to a class pet within the school, an imaginary pet, or use a book such as *Sebastian lives in a hat*, *Mutt Dog!*, *My dog's a scaredy cat* or *Just a little brown dog*. Use a table like the one below to record information:



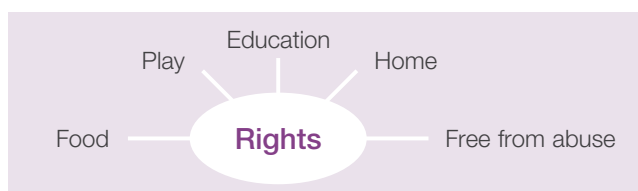
Pet's name:

Needs	Wants
To be brushed	To play around and chew the brush
To be fed regularly	To eat lots of dog chocolate
To go to the vet if they are sick	

- 3 Discuss the term 'responsibility' using examples such as:
 - Whose responsibility is it to look after children in the class? (Response: the teacher and all children in the class.)
 - Whose responsibility is it to make sure children arrive at school on time? (Response: parent/carer.)
 - Whose responsibility is it to be respectful and follow the rules in class? (Response: everyone.)
- 4 For each need identified for children's pets, children identify who is responsible to make sure those needs are met.

1.2 Children's rights

- 1 Explain what is meant by the term 'children's rights'.
- 2 Using a mind map, brainstorm rights that children have, or things that children need to be healthy and safe, for example:



- 3 Use one or more of the following to help children identify children's rights:
 - ²[Australian Human Rights Commission poster showing 12 key rights](#)
 - ³[UN Convention on the Rights of the Child In Child Friendly Language](#)
 - ⁴[What are child rights?](#)
 - ⁵[Your rights in pictures](#), Children and Young People's Commissioner Scotland
 - ⁶[Cartoons explaining the Convention on the Rights of the Child](#), UNICEF
 - ⁷[Education resources introducing human rights](#), Amnesty.
- 4 Consider also using the following documents. Key points will need to be extracted to ensure the information is developmentally appropriate.
 - ⁸[Child rights: Key articles for Aboriginal & Torres Strait Islander children and families](#).
 - ⁹[It's About Ability: An explanation of the Convention on the Rights of Persons with Disabilities](#).
- 5 Ask 'who is responsible for children's rights? (Response: You; all other children; adults; government.)
- 6 On the 'Children's rights mind map' add who is responsible for each right that has been listed.
- 7 Create a series of posters or a wall mural depicting the rights of the child.

Other suggested activity

Rights and responsibilities in relationships

- 1 Read the story *Willy and Hugh* by Anthony Browne.
- 2 Ask the following questions to discuss rights and responsibilities in relationships:
 - What rights were respected for Willy and Hugh in the story?
 - When Willy felt unsafe with Buster Nose, how did Hugh carry out his responsibility?
 - When Hugh felt unsafe in the library, how did Willy carry out his responsibility?
 - How did carrying out their responsibilities make Willy and Hugh's friendship better?
- 3 An alternative story is *Finders keepers for Franklin*.
- 4 Children draw a picture to represent a positive relationship demonstrating at least one right and responsibility.

1.3 Behaviour code and children's rights

- 1 Compare the class and school behaviour codes with the rights of children.
- 2 Ask the following questions:
 - What are the rules?
 - What are the needs of the children and adults?
 - Do the rules address the needs of children and adults?
 - Are there any changes to any of the rules that could be made? Why?
 - Why do these rules exist?
 - What happens if someone doesn't follow the rules?
 - Who is responsible for following the rules?
- 3 Make a list of the children's responsibilities in the classroom. This may be a useful time to discuss democratic processes of changing rules; for example, through class and school forums.

Ensure that parents/carers are kept well informed (**NNA 1**) with regular updates on information about the children's learning program.



Browne, A (1992) *Willy and Hugh*, Red Fox
 Bourgeois, P (1998) *Finders keepers for Franklin*, Kids Can Press



1.3 | Children need to know their rights: to be safe; to have their bodies, thoughts and feelings respected; and to be treated fairly. They need to know that with their rights they have responsibilities. Children can discuss the rights and responsibilities that they and their classmates have at school and those that they and members of their family have at home and how it helps others when we carry out our responsibilities. When children have responsibilities and they carry them out well, they feel more confident about themselves, which helps to increase their self-esteem, a requirement for effective use of child protection strategies.



TOPIC 2: IDENTITY AND RELATIONSHIPS

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

- to understand their own identity
- different types of relationships.

Educators' tips

- Children should experience an inclusive environment that reflects, values and respects the diversity of children's backgrounds. The messages that educators 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.
- When children 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.
- Children with healthy self-esteem are better able to learn, develop and interact with others, and are more confident in solving problems and in seeking help from adults when needed.
- Be aware of and practise the concepts of one step removed (**NNA 3**) and protective interrupting (**NNA 4**) prior to beginning the topics.

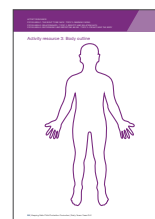
2.1 | Use professional judgement when considering asking children to bring photographs of friends or family members.

Ensure that appropriate procedures are followed in seeking permission from parents/carers to photograph children. See ¹³ [Consent to publish images and creative work of students and the community](#) (Department for Education).



2.1 Exploring identity

- 1 Give each child a copy of ¹⁰ [Activity resource 3: Body outline](#). Consider increasing to A3 size or larger.
- 2 Children draw inside the body outline their favourite things, places or activities (eg playing in their cubby house; their favourite toys, colour or games; what they like doing most at school; favourite place at home or at school).
- 3 Alternatively, children can cut images out of magazines or use computer images.
- 4 Discuss as a class the wide variety of things and activities that people like. Explain that there are many things that people share in common and many things that make people different and that diversity should be celebrated.



Other suggested activity

Gender identity

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:

- ¹¹ [Promoting gender equality and Challenging gender stereotypes: Children's picture books](#)
- ¹² [Partners in Prevention](#).

2.2 | Children should begin to develop the following understandings about relationships, family and friends:

What is a relationship?

- Relationships are connections we have with other people.
- There are different kinds of relationships.

What is a family?

- The concept of a family is very diverse—we need to be inclusive of diversity and affirming of all people that children consider their family.

Use professional judgement when considering asking children to bring photographs of friends or family members.



2.2 Exploring relationships

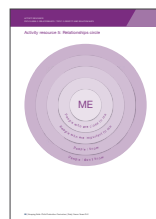
- 1 Watch a movie or video that is familiar to the children.
- 2 As a class brainstorm all of the different relationships that one of the main characters experiences. Consider using a mind map (**RLS 5**) with pictures or photos of characters, using categories of relationships such as:
 - family
 - friends
 - people/characters that help them.
- 3 Using the same relationship categories as above, ask children to individually identify people in their own lives who could be in each category.
- 4 Adding to the body outline from the previous activity, ask students to draw pictures of each person or bring in photos from home.



- 5 Use stories such as those listed below to demonstrate the diversity of families (**RLS 14**):
- Alborough, J (2002) *Hug*, Walker Books, London
 - Eastman, P (1960) *Are you my mother?* Random House, New York
 - Gleeson, L (2004) *Cuddle time*, Walker Books, London
 - Wild, M (1992) *Sam's Sunday dad*, Hodder & Stoughton, Sydney
 - Wild, M (1993) *Our Granny*, Omnibus Books, Unley, Malvern, South Australia
- 6 Expand children's ideas of friends using suitable resources such as:
- photographs or pictures from magazines or online, of community workers
 - *How many people live in your house?* (song) from *The new useful book: songs and ideas from ABC Play School*.

2.3 Relationships circle

- 1 Referring to [14Activity resource 5: Relationships circle](#), use large circles cut out of paper on the floor of the room, or draw with chalk in an open area.
- 2 This task should be done as a physical activity with the circles allowing children to role-play (**RLS 3**) the different situations and relationships.
- 3 Discuss what relationship different people might have with children, for example: parent/carer, step-parent, shop owner, teacher, etc.
- 4 Brainstorm (**RLS 10**) the different groups of people children may have relationships or links with. Children then complete their own circles using copies of [14Activity resource 5: Relationships circle](#), which could be enlarged to A3 size.



Clark, H (2003) *The new useful book: songs and ideas from ABC Play School*, ABC Books, Sydney, NSW



2.3 | For information about relationships circles (**RLS 18**) refer to the recommended learning strategies in the KS:CPC General Introduction.

Revisit the relationships circle regularly, particularly with children who have a learning/intellectual disability to assist them to fully internalise this very important concept.

Refer to the KS:CPC Early Years: Ages 3–5 document for further ideas on introducing this concept.



TOPIC 3: POWER IN RELATIONSHIPS

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

- how to use the language of safety
- how to recognise and appropriately deal with bullying
- how to recognise fair and unfair situations
- that power can be used in a variety of ways.

Educators' tips

- To help children develop self-control and a sense of belonging, classroom structures and procedures should be determined collaboratively with children. The classroom environment should foster openness and acceptance and be free from any form of abuse of power.
- Support children 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.
- Use empowering language to assist children to explore social issues and provide a basis for better ways of relating to each other. Some children may take longer than others to understand and apply these strategies as they learn to socialise with their peers in the school setting.
- 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.
- Integrate teaching into other areas of learning, providing a meaningful context for children to develop skills in literacy, numeracy and information and communication technologies.
- Empower and reinforce active problem-solving when responding to children. Positive comments such as 'Good thinking', 'You have lots of ideas' and 'Think a bit more—you probably know more about this than you realise' encourage problem-solving. To help confront 'victim thinking', adults can respond by saying 'Remember, the idea is to be safe', 'Would it be safe to do that?' and 'No-one has to put up with feeling unsafe. What else could a person do?'.

3.1 | The use of empowering language assumes a high level of literacy and the concept needs to be seen in the context of children's skills, knowledge and experience.

Helping children to use language of safety rather than blaming language is best achieved by supporting them to reflect on their language and to consciously use non-blaming language in everyday situations; taking responsibility for their own feelings and actions.

When adults model the use of non-blaming language, children may be assisted to understand what a language of safety is and how to use it, resulting in a gain in confidence and an increase in their self-esteem.



3.1 Demonstrate the language of safety

- 1 To demonstrate the language of safety (**NNA 5**), model the use of non-blaming statements in everyday situations (**RLS 13**).
- 2 Encourage children to use non-blaming language, as in the following examples:

Blaming/victim language	Non-blaming/non-victim language
He made us lose the game	I felt disappointed when our team lost the game
My friend made me hit the other girl	I felt upset when the girl pushed in front of us and I could have told her ...
It's his fault I was late for class	I need to take responsibility for being at class on time
The teacher made me angry	I felt angry when I made a mistake with my work

- 3 To empower children and discourage blaming language, encourage children to use 'I feel ...' or 'I am ...' statements. When children begin with the statement 'I feel ...', they learn to take responsibility for their own feelings and are empowered to consider the effect their actions have on other people when dealing with their feelings.
- 4 The skill of using non-blaming language needs to be continually rehearsed via teachable moments (**RLS 13**).

Other suggested activity

Role-play

- 1 Use puppets to role-play (**RLS 3**) short scenarios where a character uses blaming language.



- 2 Discuss how the language can be changed to use language of safety so that the puppet has control of the situation rather than an external force having the control.

3.2 Understanding bullying

- Read stories about bullying, such as those listed below:
 - Bourgeois, P (1994) *Franklin is bossy*, Scholastic Paperbacks
 - Browne, A (1984) *Willy the wimp*, Red Fox an imprint of Random House Children's Books
 - Browne, A (1985) *Willy the champ*, Red Fox an imprint of Random House Children's Books
 - Browne, A (1991) *Willy and Hugh*, Red Fox an imprint of Random House Children's Books
 - Browne, A (1995) *Willy the wizard*, Red Fox an imprint of Random House Children's Books
 - Cox, P (2004) *Don't be a bully Billy*, Usborne Publishing Ltd, London
 - Ferry, B (2015) *Stick and Stone*, HMH Books for Young Readers
 - Galan, A (2009) *Billy Bully*, Scholastic, Incorporated
 - Gray, K (2011) *Leave me alone*, Barron's Educational Series, Incorporated
 - Hobbs, L (2001) *Horrible Harriet*, Allen and Unwin, Crows Nest, NSW
 - Mull, B (2012) *Pingo and the Playground Bully*, Shadow Mountain Publishing
 - O'Neill, A (2002) *The recess queen*, Scholastic Inc, New York
 - Waddell, M (1991) *Farmer Duck*, Walker Books, London
 - Wilhelm, H (1988) *Tyrone the horrible*, Scholastic Inc, Gosford NSW
- Use the words 'fair' and 'unfair' so that children begin to use them when describing bullying and any other behaviour associated with use and abuse of power.
- Create a shared understanding of the term 'bullying' by creating a mind map (RLS 5). Brainstorm what a person who bullies does to hurt another person. Refer to [15Appendix 8: Bullying, harassment and discrimination](#).

Other suggested activity

Cyberbullying

- Discuss the meaning of cyberbullying. See [16Someone is being mean to me online](#).
- Use resources such as [17Hector's World](#) or [18eSafetykids](#).
- Look at ways of reporting cyberbullying such as [19How eSafety can help](#).

3.3 Dealing with bullying behaviour

- Sitting in a circle, children state what they think would be the best actions for someone to take to stop someone bullying them. Draw a grid (such as the one below) to capture the responses.
- Children discuss in which box each strategy should go. Display the grid in the classroom and add strategies as they arise (RLS 10a).

Helpful	Unhelpful	Not sure
Goes to talk and stand with other people	Name-calls back	Ignores the bully
Speaks to teacher or parent	Thinks something is wrong with themselves	Runs straight for the teacher

- See [21Bullying No Way! Understanding bullying](#) for supporting information.
- As a class brainstorm what someone could do if they see someone else being bullied. Examples include:
 - tell the bully to stop, that it is not OK
 - help the person to go somewhere safe
 - tell a teacher or trusted adult
 - invite the person being bullied to sit/play with them.



3.2 | Consider responses to children to avoid use of power over others.



Children who have been in an abusive situation may feel that they are powerless and, if so, will need support to see their strengths and to rebuild their self-esteem and self-image.

Children with disabilities can also feel powerless due to their reliance on adults to help them meet their daily needs. This can be compounded when powerlessness is accompanied by the inability to develop independence and to take action for themselves.

A clear understanding of the behaviour associated with abuse of power helps children to address bullying behaviour, bribes and threats.

People who offer bribes or make threats may not be trusted and children should be encouraged to talk with people on their network if this behaviour happens to them or others.

3.2 | Discussing situations where there has been an abuse of power may lead to a disclosure of abuse. Adults who provide or supervise an educational program for children in South Australia are mandated to report to relevant authorities should they suspect abuse or neglect. See Department for Education [20Reporting child abuse or neglect](#).



3.3 | Frequent opportunities for 'circle time' can be useful to reinforce strategies for dealing with bullying behaviour: it provides a forum for children to share their concerns with others, both positive and negative. One step removed strategies (NNA 3) can also be rehearsed during circle time discussions.



Avoid labelling a child as a 'bully' or a 'victim' as this can reinforce both the bullying behaviour and the victim stance.

Bullying is the behaviour that people use to have power over others. When name-calling relates to a person's identity or personal characteristics, such as gender or race, it is harassment.

Additional resources



- [15Appendix 8: Bullying, harassment and discrimination](#)
- [22Bullying](#).

3.3 | An upstander is someone who takes action against bullying behaviour. When an upstander sees someone being bullied, they do something about it. They help to stop the bullying from happening, or they support the person who's being bullied (²⁶[Reach Out](#)).



3.4 | Develop your own scenario cards appropriate to your context. Children who bully need to be supported to learn appropriate behaviour, rather than being shamed. Using teachable moments (**RLS 13**) supports building the concepts of fair and unfair.



Moses, B (1997) *It's not fair*, Wayland Publishers Ltd, Hong Kong



- 5 See ²³[Bullying No Way! Bystander behaviour](#) for supporting information.
- 6 Explain to children that doing nothing is not OK – if they witness someone being bullied, they must do something to help (without putting themselves at risk) and support the person being bullied.
- 7 Discuss the way the school deals with bullying behaviour, such as in the school's anti-bullying policy.

Other suggested activity

Bully upstander

- 1 Explain that a bully upstander is someone who sees or hears about another person being bullied either in person or online and supports them.
- 2 Brainstorm (**RLS 10**) different ways children could safely support someone. Examples include:
 - Ask them if they are ok
 - Ask them if they would like to play with you
 - If safe, tell the bully to leave them alone
 - Get help from an adult
 - Help them to report it to an adult.
- 3 Discuss online bullying then show the video ²⁴[Penguins](#). Also see ²⁵[People are being mean to others online](#).

3.4 Fair and unfair

- 1 Use the scenarios in ²⁷[Activity resource 6: Fair and unfair activity cards](#) to discuss fair and unfair situations. Children form groups and each group is given a card.
- 2 Children report back to the whole group. Use the following questions to discuss each scenario:
 - How did the children feel?
 - What was fair?
 - What was unfair?
 - What might a child do, if they felt something was unfair?
- 3 Children can vote on which scenarios are fair and which unfair using the values activity 'Thumbs up' (**RLS 8a**).
- 4 Reinforce the importance of children telling someone on their trusted network if they think a situation is unfair.



Other suggested activity

Book

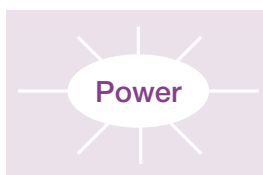
Use the text *It's not fair* to explore a range of fair or unfair situations.

3.5 Introducing the concept of power

This activity may be more suitable for students in Year 2.

- 1 Tell children that sometimes when someone is being unfair it is called 'having power over another person'.
- 2 Revisit the five scenarios from Activity 3.4 (²⁷[Activity resource 6: Fair and unfair activity cards](#)) and discuss how power was used.
- 3 Ask the following questions:
 - What kind of power was used? (Responses could include: demanding money; taking over space; sharing space; returning equipment.)
 - How was power used in a fair way?
 - How was power used in an unfair way?
 - What might a young person do if they felt power was being used in an unfair way?

- 4 Create a mind map of the word 'power' (RLS 5). Ask children to think of words that mean power and examples of people using power in fair and unfair ways.



3.6 Adults using power

- 1 Read the story *Clean your room, Harvey Moon* about a boy whose Saturday cartoon viewing is interrupted by his mother telling him to clean his room. Alternatively, pose a scenario about a child who has a messy bedroom and won't clean it up. The parent won't allow the child to watch television until it is cleared up. Another similar text is *Clean up your room*.
- 2 Use the following focus questions:
 - What kind of power did the adult have? (Responses could include: being a parent; caring for their child.)
 - Was the power fair or unfair?
 - Who has power to make a child do things?
 - What kinds of things might an adult make a child do?
 - How does someone know when it is OK and when it is not?
 - How might someone check their feelings?
 - What could people do to keep themselves safe when they think it is not OK?
 - What if an adult tried to use their power in an unfair or tricky way to make a child or young person do something that they knew was wrong? (Responses could include: tell someone on the young person's network; say 'No', relax and think of a plan.)
 - What might a child or young person do if an adult was using their power in an unfair way? (Response could include: tell someone on the young person's network or talk to their parent about it.)
- 3 Another useful text is *Farmer Duck*, where the farmer spends all day lazing about while the duck is left to do all the farm chores. After discussing the story, ensure that children make the link to adults' and older students' use of power.

3.6 | Children can confuse the legitimate and safe rules and expectations that parents/carers have as being unfair use of power (eg children being made to tidy their rooms, help in the house or behave safely in cars).

Discussion about power can include power that adults and older students have. This may be appropriate power; for example, making children do simple chores, or inappropriate; for example, in abuse situations and domestic violence.

Consider the concept of choice in power situations: Can anyone really make a person do something they don't want to?

Cummings, P (1991) *Clean your room*, Harvey Moon, Aladdin Paperbacks, an imprint of Simon and Schuster, New York

Mitchell, C, Porter, G & Cousin, P (1996) *Clean up your room*, Arborlake Publishing Incorporated

Waddell, M (1991) *Farmer Duck*, Walker Books, London

TOPIC 4: TRUST AND NETWORKS

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

- what trust means
- how to set up a trusted network
- how to identify people they feel they can trust
- ways to get help.

Educators' tips

- As children begin school, they become part of a wider social system of peers, older children, significant adults and community members. In the school setting, they become more socially involved and, as the school community begins to influence them, new relationships develop.
- A learning environment that is relaxed, consistent, predictable, supportive and respectful and where mutual trust is able to develop, fosters children's ability to make positive connections, self-esteem and self-control.
- In their play, children learn about the roles of people in our society and the groups they belong to, and they begin to understand that relationships exist between individuals and that these may change.
- Children come to school with a range of experiences and previously developed relationships, and discussions and activities related to relationships and trust can arouse strong feelings.
- Sensitivity is needed when discussing the breaking of trust, as it could have a personal meaning for some children for a variety of reasons.
- Partnerships with parent/carers helps to inform school staff about the special relationships that children have formed, helping teachers to respond in the best way to the individual child's understanding, experiences and needs.

4.1 | Children may initially have a minimal social system outside their immediate family.

The education setting is likely to feature strongly in their widening social system and needs to provide positive experiences when children begin to use their trusted networks.

Reinforce that some people who are not known to the children may be trusted and helpful; for example, a police officer or a security guard in uniform.

Children need to know that if they have feelings of confusion about changes in a trusted relationship, care needs to be taken, and they should talk to someone they trust.

Betrayal of trust is a common factor in the onset of child abuse with the offender taking advantage of the child's confusion.

Parents/carers need to be aware of this concept development (**NNA 1**), particularly as children may have been led to believe that they should avoid all strangers.

Bourgeois, P (1992) *Franklin fibs*, Scholastic Paperbacks

Bourgeois, P (1998) *Finders keepers for Franklin*, Scholastic Paperbacks

Morgan, S (1997) *Just a little brown dog*, Fremantle Arts Centre Press, WA

Bedard, M (1998) *Sitting ducks*, The Putnam & Grossett Group, United States

4.1 Exploring the meaning of trust

- 1 Read a story about trust (**RLS 14**); for example, *Just a little brown dog*, *Finders keepers for Franklin* or *Franklin fibs*.
- 2 Discuss how the character in the story shows they can be trusted. Examples could be that the character listens, understands the problem, helps sort it out, and helps someone be safe.
- 3 Introduce the second KS:CPC Theme: 'We can help ourselves to be safe by talking to people we trust'. Discuss it, using the following questions, and record the responses:
 - Who are some people that might be trusted? (Responses could include: parents/carers; teachers; doctor; police officer; relatives; friends.)
 - What qualities might they have? (Responses could include: good listener; helpful; kind; does things to help; takes care of children; keeps them safe.)
- 4 Use **Activity resource 7: Wall of trust** and model filling in the 'Wall of trust'.
- 5 Supply children with their own copy of the 'Wall of trust': they select a person that they trust and explain on each of the bricks how that person might be trusted. Use the list from the earlier discussion as prompts.



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



Other suggested activities

Trust games

Play games that require children to trust each other, such as a blind folded trust walk. Search online for more ideas.

Story

Read the book *Sitting ducks* with the children. Discuss the different examples of trust and lack of trust in the relationships between ducks and alligators.

Multimedia

Use multimedia clips that emphasise characters' use of networks (**RLS 15**), eg *Finding Nemo*.

Personal 'Wall of trust'

Children develop a personal 'Wall of trust', that begins, for example, with the statement 'My friend's family can trust me because ...'

Definitions

Create a shared meaning for the term 'relationships' (eg connections or links with other people) and what it means to have a close relationship (eg trust, caring, respect, safety, talking, listening). Secondly, create a shared meaning for the term 'trust' (eg 'trust means that a person will do the right thing').

4.2 Developing a trusted network

- 1 As a class brainstorm (**RLS 10**) the different people that could be on a network (eg people they feel close to, consider to be important, who are their friends, and who will listen, believe them and will do something to help them feel safe again). Such people could include mum, dad, carer, auntie, uncle, grandparent, educator, coach, older sibling and friends' parents.
- 2 Referring to Topic 2, Activity 2.3: Relationships circle, identify the types of people from the categories 'people who are close to me' and 'people who are important to me' to help children identify people that could be on their trusted network.
- 3 Show the video ²⁹*What is Kids Helpline? (ages 5–7)*. Encourage children to include support services such as ³⁰*Kids Helpline* on their network. This website has a variety of resources for children and young people.
- 4 Use a template such as ³¹*Activity resource 8: Trust tree* that children can use to represent their trusted network. Other ideas include using a template of a bunch of balloons, a bunch of flowers with many petals, or a 'trust train' with many carriages.
- 5 Demonstrate how the network can be recorded on the template. Children individually use the previously generated class list for guidance as they write or draw people and support systems they think could be on their network.
- 6 Mind maps (**RLS 5**) can also be developed using computer software, for example:
 - ³²*Mind maps for kids*
 - ³³*Kidspiration*
 - ³⁴*Free mind mapping tools for teachers and students*.
- 7 If individual children are unclear about who to include on their network, pose the question in a one-to-one discussion: 'How could this person help you if you had warning signs and were unsafe?'
- 8 Retain copies of children's trusted networks for use in the next activity and so that they may be reviewed (**NNA 9**) in Focus Area 4: Protective strategies.



Other suggested activity

Stories

Use a variety of stories to reinforce how characters use their networks to get help or solve problems (**RLS 14**):

- Bemelemans, L (1967) *Madeline series*, Bemelemans, Madeline & Bemelemans Marciano, Barbara, Viking Press a division of Penguin Books, New York
- Bourgeois, P & Clark, B, *Franklin series*, Scholastic
- Browne, A (1990) *Willy and Hugh*, Red Fox, an imprint of Random House Children's Books
- Fox, M (1996) *Hattie and the fox*, Scholastic Australia, Gosford, NSW
- O'Malley, J (2002) *Jasmine's butterflies*, Justine O'Malley, Western Australia
- Waddell, M (1991) *Farmer Duck*, Walker Books, London

Stanton, A (2003) *Finding Nemo*, DVD, Pixar Animation Studios, Walt Disney Pictures, Rated G



4.2 | Help children to set up a network of people they can trust: get children to regularly review their network (**NNA 9**).

Review processes are critical in modelling how trusting relationships may change. This becomes a teachable moment (**RLS 13**) to discuss why certain relationships may have changed.

A one-to-one review with children of their trusted networks is an opportunity to ensure close monitoring networks and provides a valuable opportunity for a deeper more focused conversation.

If a child is unable to talk with a trusted adult and feels comfortable telling a trusted friend about the situation, the friend may pass it on to an adult that the friend knows and trusts, who may act to help.

It is an adult's responsibility to protect children from harm, but the adult may not be aware of the problem therefore children need to persist in telling until they are safe.

Children may want to include on their networks pets, teddies or imaginary friends for comfort. This is appropriate but emphasise the need to talk to a real person or access a trusted community or online support organisation on their network that can help them be safe.

Some children may have no trusted adults outside of the school environment. Monitor and support children to develop a network and confidence to use it.

Emergency or community services may be included to remind children that there are many adults who can be trusted to do something to help them be safe; for example, police, class teacher and ³⁰*Kids Helpline: Kids*.



When sending home children's networks, some parents/carers may disagree with the names of the people that children have put on their networks, or they may be concerned that children have left particular people off their networks. Sensitive discussion may need to occur with the child and/or the parent/carer.

4.3 | Care needs to be taken if a child does not include a particular family member on their trusted network, as the omitted person may be upset or angry because they have not been included.

Opportunities should be made available to the family member to discuss their concerns with the educator, principal or counsellor.

Some children may have difficulty nominating network adults and some may wish to include adults whom they do not see regularly and be unable to take action to help or protect the child from harm. Consultation with family is encouraged (**NNA 1**).

Parents/carers or agencies may offer suggestions, but it is the child's decision about who is on the child's trusted network.

As a child's experiences widen in the community, the number of adults on the network can gradually increase.

Children should be listened to and believed by people on their network. The child needs to be encouraged to persist and go to different people on their network until they are helped.

4.4 | You can provide strategies for dealing with unsafe situations, but not rules, as every situation is different.

It is important to understand this concept when discussing keeping safe strategies with parents/carers (**NNA 1**).

Most abuse is perpetrated by those known to (and liked by) the child. For this reason, the concept of 'Stranger danger' is not overly emphasised to children as it gives a false impression that only strangers perpetrate abuse.

Children can explore the concept of safety and strangers if it is emphasised that unsafe situations may arise from both strangers and those known to the child.

Parents/carers need to be kept informed and have discussions about these concepts (**NNA 1**).

4.3 Will you be on my network please?

- 1 Distribute children's trusted network diagrams (from Activity 4.2) and supply each child with an envelope.
- 2 Use copies of **35Activity resource 9: Contacting adults on my network** and ask children to find out the information so that they can each fill in the missing details.
- 3 Children address envelopes to themselves and place the copy of their network and 'Contacting adults on my network' inside. Children also include an explanatory letter that you have prepared, such as the example from **36Activity resource 10: Network letter**.
- 4 Envelopes are sent home with students to be given to parents/carers. Provide additional information on how to support the young person if necessary.
- 5 Children could also email their completed network to themselves for safekeeping. This way they can access it from home, school or wherever they have online access.

Activity resource 9: Contacting adults on my network

Name: _____

Address: _____

Phone: _____

Relationship: _____

Other: _____

Activity resource 10: Network letter

Dear _____,

I am writing to you to tell you about the adults I have chosen to be on my network. I have chosen these adults because they are people I trust and they can help me if I need it.

My network is:

1. _____

2. _____

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Other suggested activity

Role-play

- 1 Arrange with an adult in the school setting to help you model the procedure of asking someone to be on a network.
- 2 Children can practise with classmates (**RLS 3**). Arrange for children to meet with staff members who have been included on children's networks. Alternatively, they can email their requests.
- 3 Children should also practise a strategy for when an adult says they cannot be on their network.

4.4 People I don't know who might help

- 1 Brainstorm (**RLS 10**) a list of people who might be on the outer circle of the relationships circle (**RLS 18**) – 'people I don't know'. The resource centre may have photo boards of helpers to use as prompts (eg police officer, ambulance officer, nurse, shop assistant, security guard, local community centre and school personnel).
- 2 Tell children that some people they don't know may be able to help keep them safe. To illustrate this, ask the following questions:
 - What if a child is lost in a shopping centre? How could the child keep safe and get help? (Responses could be: tell a shop assistant, police or security officer.)
 - How would the child know that the person is a shop assistant, police or security officer? (Responses could be: by seeing a name badge; a uniform or an identity card.)
- 3 Use a range of scenarios highlighting safe and unsafe relationships in order to assess children's understandings.



Resources and external links

- 1 South Australian Teaching for Effective Learning (TfEL) Framework guide | <http://tiny.cc/TfEL-FrameworkGuide>
- 2 Australian Human Rights Commission: 12 key rights poster | <http://tiny.cc/AHRC-12KeyRights>
- 3 UN Convention on the Rights of the Child In child friendly language | <http://tiny.cc/CRC-ChildFriendly>
- 4 What are child rights? | <http://tiny.cc/WhatAreChildRights>
- 5 Your rights in pictures | <http://tiny.cc/RightsInPictures>
- 6 Cartoons explaining the Convention on the Rights of the Child | <http://tiny.cc/CRC-Cartoons>
- 7 Amnesty: Education resources introducing human rights | <http://kscpc.2.vu/AmnestyHumanRights>
- 8 Child rights: Key articles for Aboriginal & Torres Strait Islander children and families | <http://tiny.cc/SNAICC-ChildRights>
- 9 It's About Ability: An explanation of the Convention on the Rights of Persons with Disabilities | <http://tiny.cc/ItsAboutAbility>
- 10 Activity resource 3: Body outline | http://kscpc.2.vu/R-2_Act03
- 11 Promoting gender equality and Challenging gender stereotypes: Children's picture books | <http://kscpc.2.vu/GenderRoleBooks>
- 12 Partners in Prevention: Tools to support respectful relationships education | <http://tiny.cc/PiP-Tools>
- 13 Consent to publish images and creative work of students and the community | http://kscpc.2.vu/DE_ConsentImages
- 14 Activity resource 5: Relationships circle | http://kscpc.2.vu/R-2_Act05
- 15 Appendix 8: Bullying, harassment and discrimination | http://kscpc.2.vu/Appendix8_BHD
- 16 eSafety Commissioner: Someone is being mean to me online | <http://kscpc.2.vu/MeanToMe>
- 17 eSafety Commissioner: Hector's World | <http://tiny.cc/eSafe-HectorsWorld>
- 18 eSafety Commissioner: eSafety Kids | <http://kscpc.2.vu/eSafetykids>
- 19 eSafety Commissioner: How eSafety can help | <http://kscpc.2.vu/eSafetyHelp>
- 20 Reporting child abuse or neglect | http://kscpc.2.vu/DE_ReportingCA
- 21 Bullying No Way! Understanding bullying | <http://kscpc.2.vu/UnderstandingBullying>
- 22 Bullying | http://kscpc.2.vu/DE_BullyingInfo
- 23 Bullying No Way! Bystander behaviour | http://kscpc.2.vu/BNW_Bystander
- 24 eSafety Commissioner: Penguins | <http://tiny.cc/eSafe-Penguins>
- 25 eSafety Commissioner: People are being mean to others online | <http://kscpc.2.vu/MeanToOthers>
- 26 Reach Out: Be an upstander | <http://kscpc.2.vu/BeAnUpstander>
- 27 Activity resource 6: Fair and unfair activity cards | http://kscpc.2.vu/R-2_Act06
- 28 Activity resource 7: Wall of trust | http://kscpc.2.vu/R-2_Act07
- 29 Kids Helpline: What is Kids Helpline (ages 5–7) | http://kscpc.2.vu/KidsHelpline_5-7
- 30 Kids Helpline: Kids | <http://tiny.cc/KHL-Kids>
- 31 Activity resource 8: Trust tree | http://kscpc.2.vu/R-2_Act08
- 32 Mind maps for kids | <http://mindmapsforkids.com>
- 33 Kidspiration | <http://tiny.cc/Kidspiration>
- 34 Free mind mapping tools for teachers and students | <http://tiny.cc/MindMappingTools>
- 35 Activity resource 9: Contacting adults on my network | http://kscpc.2.vu/R-2_Act09
- 36 Activity resource 10: Network letter | http://kscpc.2.vu/R-2_Act10



Activities

Focus Area 3: Recognising and reporting abuse

Topic 1: Privacy and the body

- 1.1 Body awareness
- 1.2 Personal space
- 1.3 Parts of the body
- 1.4 Meaning of private
- 1.5 Our whole body is private
- 1.6 Touching that is 'OK'
- 1.7 'OK' touching in relationships

Topic 2: Recognising abuse

- 2.1 Accidental or deliberate injury?
- 2.2 Identifying physical abuse
- 2.3 Identifying emotional abuse
- 2.4 Identifying sexual abuse
- 2.5 Identifying neglect
- 2.6 Identifying domestic and family violence
- 2.7 Online safety

Topic 3: Secrets

- 3.1 Defining secrets
- 3.2 Recognising unsafe secrets
- 3.3 Tricks and trust

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 |
| 3.3: Explore construction of knowledge | 4.2: Connect learning to students' lives and aspirations |

TOPIC 1: PRIVACY AND THE BODY

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

- the concept of personal space and how this is different for different people
- correct anatomical names of sexual body parts
- the whole body is private
- appropriate and inappropriate touching
- about consent, saying no and stop, 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.
- Consult local agencies and community personnel who are able to provide information and support for children where necessary.
- Develop a shared understanding with parents/carers about the importance of children expressing their feelings without offending others, and the importance of using anatomical names for parts of the body.
- Children 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.
- Teachers can help children to understand appropriate and inappropriate touching through explicitly teaching these concepts, and by providing opportunities to practise the skills of discernment in both formal learning situations and in children's daily interactions and play.
- Children are naturally inquisitive about their bodies at this age. However, children 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. You need to be aware of these signs and finish the session with an activity such as a well-liked familiar story or game.
- 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](#) and ⁴[Call Children's Private Body Parts What They Are](#).

1.1 | Children need to develop a sense of identity and body awareness, to be respectful of other children's body image and identity, and to have an understanding of behaviour norms in order for them to differentiate between safe and unsafe touching in relationships.

Before discussing safe touching, there needs to be revision of the first KS:CPC Theme: 'We all have the right to be safe'.

Daily modelling and reinforcement of asking for consent before touching other people needs to occur to help children internalise the concept, and to behave in this way automatically.

Some children, particularly those who are at risk, may need help to understand how to use socially acceptable touching to satisfy their need for positive and caring touching, such as side-by-side hugging (preventing intrusive full-frontal hugging).



1.1 Body awareness

Use a range of activities to make children more aware of their bodies, such as:

- make fingerprints and handprints to demonstrate individual differences
- use large mirrors to look at and describe their bodies in positive ways (including rear and side views)
- use photographs and drawings
- draw their body silhouettes or generic body outlines, including wheelchairs, sticks and frames
- identify and use anatomical names for parts of the body
- make gingerbread into body shapes
- use jigsaws and/or cut-out shapes of bodies for dressing and undressing
- make a group poster titled 'Nobody has a footprint (or handprint) like mine'.



Other suggested activities

Songs and games

Use songs and games that draw attention to body parts. Examples include:

- *The hokey pokey*
- *Simon says*
- *Heads, shoulders, knees and toes*
- ⁵*Kata Alipiri Muti Tjina* (Pitjantjatjara traditional song)
- ⁶*Mukarta, Kartaka, Mampa, Tidna* (Kaurna Warra Pintyanthi)
- *One finger, one thumb keeps moving*
- *The put it song* (Peter Combe)
- *Body rap* (Hilary Henshaw)
- *I'm just right for me* (Hilary Henshaw).

Differences

- 1 Use graphs, charts and histograms to demonstrate in various ways how we are all different.
- 2 For example, children could measure and record everyone's height, hair and eye colour, and interests.

Drama

- 1 Use movement activities to reinforce body awareness. For example, walk like an elephant; jump like a kangaroo; wiggle like a caterpillar; creep like a mouse.
- 2 Discuss how everyone interprets the movement differently because everybody is different. Children need to respect personal space throughout the task.

Dance

- 1 Use 'Hands, knees and booms-a-daisy' music which can be found on various children's music sites. Alternatively, use a drum or tambourine to beat out a rhythm.
- 2 Organise children into pairs at random around the room. Instruct them to: clap partner's hands; clap own hands; clap partner's knees; pairs gently bump each other; pairs with hands joined skip around the room and return to repeat.

1.2 Personal space

- 1 Give each child a hoop and ask them to stand inside it.
- 2 Children lift their hoop above their heads and gently bring it down to the ground. The area inside their hoop is their personal space and no-one may enter their personal space.
- 3 Children hold their hoop carefully at waist height and walk around the room, without touching anyone else's hoop. This demonstrates respecting everyone's personal space.
- 4 Children may sit inside their hoops with all hoops touching. Ask them to move hoops just a little so that no hoops are touching. Ask:
 - How might someone know that there is someone else in their personal space? (Responses could include: uncomfortable feelings; feeling crowded; someone touching your body.)
 - What might someone do if they felt a person was in their personal space? (Responses could include: ask the person to move away; move away; tell someone on their network.)
- 5 Tell children that no-one may enter their personal space without being invited.
- 6 Use drama and dance activities from Activity 1.1: Body awareness to further reinforce the concept of personal space.

Other suggested activity

Puppets

- 1 Use puppets to demonstrate personal space.
- 2 Help individual children to recognise where their own personal space is by slowly moving closer to the child until the child signals when their feelings change and the child begins to feel uncomfortable.
- 3 Discuss how this can be different for each person.



Combe, P (2003) *Wash your face in orange juice*, CD, Rascal Records, Sydney

Henshaw, H (1994) ⁷*Super me! Growing with Music 5*, CD, Elsternwick, Vic



1.2 | When children are taught that no-one may enter their personal space without being invited, it may set them up for conflict at home. Consider sharing this information with parents/carers as part of a home activity (NNA 1). The area of each child's personal space may differ according to cultural background and/or life experiences.



1.3 | 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.

If children use terms other than anatomical terms for sexual body parts, accept such names but do not include them. Explain that some of these words may offend. Remind children of the anatomical terms and that at school we will use the terms that a doctor would use.

Sexual body parts is the term used to accurately describe the parts of the body usually covered by underwear. Although this is the preferred and correct term, there are some circumstances where communities may feel uncomfortable with this. Private body parts is another term sometimes used, however it is vital to remind children that their whole body is private not just the parts covered by their underwear.

Sexual body parts

Correct names are:

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

Using correct names for body parts

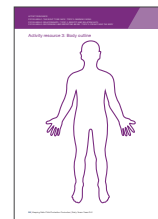
'When children feel awkward talking about certain body parts—if they giggle when someone mentions those parts—they are more likely to feel embarrassed about asking questions, and they are less likely to tell you if someone is touching them inappropriately... Recent research shows that knowing the correct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

Rowley, T (2007) *Everyone's got a bottom*, Family Planning Queensland, Fortitude Valley, Australia



1.3 Parts of the body

- 1 Draw the large shape of a human body, use an anatomical model or give each student a copy of [8Activity resource 3: Body outline](#).
- 2 Starting from the top of the body, ask students to identify parts of the body and record them accordingly.
- 3 Use correct anatomical names for all body parts, including the bottom, breasts, penis, testes, vagina, and vulva. Refer to suitable resources about the human body from online sources, school resource centre or [9SHINE SA resource centre](#). Children need to develop a subject-specific vocabulary of simple anatomical terms.
- 4 Reinforce that our whole body is private, including the bottom and mouth and no-one has the right to touch any part of our body without consent. The correct terminology for body parts should be used including bottom, breasts, penis, testes, vagina, and vulva.



Other suggested activities

Story

- 1 Read *Everyone's got a bottom* to guide discussion about the different parts of the body.
- 2 For question examples see [10Different bodies](#) from the Department of Health, Western Australia.

Guessing game

- 1 Show pictures of bodies with parts missing. Online Interactive whiteboard activities may be useful in this process.
- 2 Ask children to guess which parts are missing, using correct anatomical terms.

1.4 Meaning of private

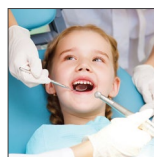
- 1 Ask children to gather items that belong to them, eg sun hat, school bag, lunch container, school jumper, and a special personal item from home.
- 2 Explain to children: 'These things belong to you. They may have your name on it, so everyone knows it belongs to you. They are your private belongings'.
- 3 Ask: 'What does private mean?' (Responses could include: something belonging to me, for example, my favourite toy, my bed or my name.)
- 4 Brainstorm (**RLS 10a**) 'What else might be private?' The list may include:
 - personal belongings, eg named drink bottle
 - personal information, eg address
 - personal medication, eg asthma puffer
 - our bodies – our whole body is private.
- 5 Ask: 'Why are these things considered private?'

1.5 Our whole body is private

- 1 Tell children that our bodies are unique and individual and our whole body is private, including the bottom, breasts, penis, testes, vagina, and vulva.
- 2 Revisit the body outlines or diagrams from Activity 1.3: Parts of the body. Ask children to name various parts of the body, including the bottom, breasts, penis, testes, vagina, and vulva. Ask: 'Is this part private?' (Response should be 'Yes' as our whole body is private.)

3 Explore situations where it might be considered OK to touch sexual and other parts of the body. This might be called 'necessary but uncomfortable touching'. Examples of such situations are:

- parents/carers helping a toddler or preschool child at bath time or to wipe the child's bottom
- dentist or dental therapist checking a child's mouth and teeth (usually occurs in the presence of a parent/carer)
- doctor, nurse or ambulance officer providing a medical examination (usually occurs in the presence of a parent/carer).



4 Remind children that 'our whole body is private including our bottom and our mouth. No-one has the right to touch any part of our body without our consent'.

5 Discuss the meaning of consent and what to say and do when feeling uncomfortable. Use examples for hugging, kissing, touching, holding hands, etc., and ways to say no.

Other suggested activity

Story

- 1 Read either *The pig in the pond* or *Mr McGee and the biting flea*. Both stories have characters who remove their clothes in humorous and safe situations.
- 2 Explore the concept of privacy and our bodies through the story.

1.6 Touching that is 'OK'

- 1 Organise to have a soft toy day in your class. Ask the following questions:
 - What kinds of touching do you give the toys? (Responses could include: a pat; tickle, hugs; cuddles; kisses; smacks; punches.)
 - Which of these touches would make the toy feel safe?
 - What touches make people feel safe or 'OK'?
 - Who can give 'OK' or safe touches?
 - How might a person feel when receiving an 'OK' or safe touch?

2 Reinforce safe touching by using the following activities:

- **Puppets:** Use puppets to role-play situations that demonstrate everyday positive, mutually enjoyable, touches, such as hugs, pats, handshakes and high 5s. Children can also use the puppets to practise asking for consent before touching another person.
- **Play activities:** Organise play activities that involve positive touch; for example, 'Pin the tail on the donkey', or 'Tag chasey'. The board game Twister is also useful.
- **Pet visit:** Have a pet visit the classroom. Allow children to touch the animal appropriately, identifying and recording the touching that it likes. Take photos to use for a display or for a class book depicting the safe touching that pets and animals like.
- **Magazine search:** children cut and paste pictures from magazines or newspapers that depict the sort of touching that they like, such as touching toys or pets and touching other children during play activities.



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. See the video ¹¹[Insight, Consent – Teaching consent early](#) for ideas.



Allen, P (1998) *Mr McGee and the biting flea*, Penguin, Australia

Waddell, M (1992) *The pig in the pond*, Walker Books, London



1.6 | Be aware of child safety in touch activities. Children who are uncomfortable should be given the option of not participating or observing until they feel comfortable enough to join in.

Remind children that our whole body is private including our bottom and our mouth. No-one has the right to touch any part of our body without our consent including other children or young people. Discuss the different type of safe and unsafe touch – see *An exceptional children's guide to touch: Teaching social and physical boundaries* (2012) for more information.



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



Use of student/child images

Ensure that appropriate procedures are followed in seeking permission from parents/carers to photograph children. See ¹²[Consent to publish images and creative work of students and the community](#) (Department for Education).



1.7 'OK' touching in relationships

- 1 Read *My Grandma is coming to town* about a young boy who hasn't seen his Grandma for a long time and is uncomfortable about giving her a hug.
- 2 Use the following focus questions to discuss the story:
 - What might be the boy's warning signs?
 - How did he show he didn't want a hug? (Responses could include: hid his face; hid behind a chair; gave Grandma his toy dog to hug.)
 - Why might he not want to give Grandma a cuddle or sit on her lap?
 - Where might Grandma be on his relationships circle when she first arrives? (Response could be: people who are important to me.)

1.7 | Avoid linking types of touch to specific relationship types, eg suggesting that 'people who are close to me are allowed to cuddle and kiss me'. Most abuse is perpetrated by those known to (and liked by) the child. For this reason, the concept of 'Stranger danger' is not overly emphasised to children as it gives a false impression that only strangers perpetrate abuse. Also, touch may occur with an unknown person, such as accidental touch on a train or shaking hands to introduce.

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

Someone in the outside circle of a relationship circle may still be a safe person who can help.

Role-play is a useful strategy to support children in discussing the concept of necessary but uncomfortable touching (RLS 3). Include the necessary but uncomfortable touching that occurs at school in order to keep children healthy, such as checks for head lice, first aid procedures and receiving injections, which are all situations where an adult usually makes the decision that the child needs to participate.

Some may have never visited a doctor, dentist or optometrist, so it is important that a range of situations are presented and discussed. If, while working with this topic, a child should disclose information that gives you reasonable grounds to suspect that there has been some form of abuse, you must report this suspicion of abuse.

An adult in a position of power, for example a carer, may insist that certain touching is necessary when it is not and this may leave the child more vulnerable to sexual abuse.



Alborough, J (2002) *Hug*, Walker Books Ltd, London

Glesson, L (2004) *Cuddle time*, Walker Books, London

Grossinckle Hines, A (2003) *My Grandma is coming to town*, Walker Books Ltd, London

Mainzer, R (1992) *I don't like kisses*, The Five Mile Press Ltd, Victoria

Winthrop, E (1990) *Sloppy kisses*, Aladdin Paperbacks, Reissue Edition



- Later, when she has stayed for a few days, where would she be? (Response could be: people who are close to me.)
 - Is it alright for the boy to have a choice about whether he gives Grandma a hug or not? Why? (Response could be: yes, because the boy has to decide from whom he will accept a hug.)
 - How might a person solve a problem of a relative or family friend who wants to give them a hug, kiss or tickle that makes them feel unsafe or uncomfortable? (Responses could include: tell someone the person trusts; move away; ask the relative or family friend to hug a favourite teddy instead; say 'I'm only shaking hands today' or 'I don't want to play tickling games'.)
- 3 Alternative stories include *I don't like kisses*, *Sloppy kisses*, *Cuddle time* and *Hug*.
- 4 Develop the concept further using the following suggested activities:
- **Bathing a doll:** Use a doll and a baby bath and model the process of bathing a baby. Afterwards, discuss any touching that occurred. Ask:
 - How might a baby respond to the bath?
 - Were the touches necessary for bathing a baby?
 - How is the baby kept safe in the bath?
 - **Vet visit:** Visit a vet's surgery or organise for a vet to visit the school. Discuss and record the necessary but uncomfortable touching that animals might experience at the vet.
 - **Dentist visit:** Invite a dentist or a dental therapist to talk with the children about dentistry. Ask:
 - Why are our mouths important?
 - How do we look after them?
 - Is a dentist allowed to put things in our mouths?
 - What kind of things?
 - Why does a dentist use plastic gloves?
 - **Play box:** Set up doctor and dentist play boxes for children to role-play (RLS 3) uncomfortable but safe touching and/or necessary but uncomfortable touching.
- 5 Reinforce the key message that children should have control over who touches them. If they are uncomfortable about someone touching them they must tell them to stop and tell a trusted adult as soon as possible. Also emphasise that it is not ok to touch other children without their consent.



TOPIC 2: RECOGNISING ABUSE

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

- to identify forms of abuse
- how to be safe online
- how to recognise unsafe secrets, tricks and bribes.

Educators' tips

- Be familiar with each child's background and consider any information that may impact on the child's safety when discussing abusive situations.
- Provide and scaffold learning activities that are appropriate for the children's level of understanding, with repetition and continual reinforcement in everyday experiences in order to help children internalise concepts about abuse, neglect and secrets.
- 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*).
- It is essential that all children learning about this topic have already developed a trusted network and understand how to use it (see Focus Area 2, Topic 4: Trust and networks).
- 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.
- When planning lessons that contain sensitive issues, it may be an advantage to conduct them prior to a break to enable you to be available and to provide an opportunity as soon as possible for children who want to talk privately. If a child discloses information that leads you to suspect that there may have been some abuse, remain calm and explain that the information will need to be passed on to someone who can help to stop this from happening again.
- Children don't need to categorise abuse into the areas: physical abuse, sexual abuse, emotional abuse and neglect, however, they have been placed in separate activities.
- Students may disclose information about abuse. Teachers are reminded of their obligations as detailed in the ¹³[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)
 - ¹⁴[Responding to problem sexual behaviour in children and young people: Guidelines for staff education and care settings](#) (Department for Education, CESA, AISSA, 2019)
 - ¹⁵[Appendix 15: Types of abuse and abuse-related trauma](#)
 - ¹⁶[Reporting child abuse or neglect](#) (Department for Education).

2.1 Accidental or deliberate injury?

- 1 Using a teachable moment (**RLS 13**) when children may have a minor playground injury, discuss the idea of a child 'being hurt'.
- 2 Discuss using questions such as:
 - What happens if a child is injured in the yard? (Responses could include: someone helps the child; the child tells a yard duty teacher; the child goes to first aid.)
 - What might be the results of someone being hurt? (Responses could include: physical – our bodies are hurt; emotional – our feelings are hurt; thinking – our thinking may be confused or mixed up.)
 - How might we know the difference between accidental or deliberate injury? (Responses could include: the injury was done on purpose; someone was being unfair; someone didn't mean the injury to happen; no-one else was involved in the injury.)
- 3 Throughout this discussion, encourage children to develop a clear understanding that when someone is hurt, regardless of the injury being accidental or deliberate, they need to tell someone they trust, even if the injury was caused by another child. Children must tell someone they trust even if the children were doing the wrong thing and are worried about getting into trouble.
- 4 Read chapter 1 'Accidental touch' and chapter 3 'Hurtful touch' from *An exceptional children's guide to touch: Teaching social and physical boundaries to kids* to further discuss accidental and deliberate injury.

2.1 | 'Mixed up' or 'confused'



feelings are shared by many children in abusive situations when their bodies, feelings or thoughts are hurt. Include the concept of 'mixed up' (or 'confused') as an important warning signal for children.

Simplicity is important. At this age level, children are just beginning their awareness of abuse of power.

Relating to real situations in school play situations can help in this developing awareness of 'fair' and 'unfair' behaviour towards one another.

Emphasise safe and unsafe touching and that if a child has mixed feelings about touching, the child must use their network to talk about it.

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



2.2 | Select one model of problem-solving and use it regularly for general class issues. This allows children to become familiar with the process.

Using the 'What if...?' problem-solving model (**RLS 12**) supports children in taking a critical look at situations that may appear safe initially. Almost always use modified brainstorming (**RLS 10a**) strategy with the 'What if ...?' problem-solving model.

Use teachable moments (**RLS 13**) and everyday events to illustrate and reinforce concepts and allow children to practise their skills (eg using their trusted networks).



2.2 Identifying physical abuse

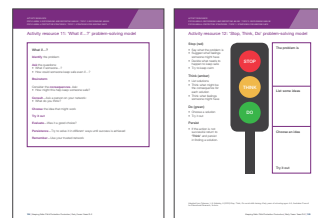
1 Refer to the school's behaviour code covering treatment of others and remind them of the first KS:CPC Theme: 'We all have right to be safe'.

2 Use a book (**RLS 14**), such as *The recess queen*, where a girl threatens and hurts other students, or the Willy series to elicit responses from children that behaviour such as hitting, kicking and threatening is not allowed at school. Some suggested books include:

- Browne, A (1984) *Willy the wimp*, Red Fox an imprint of Random House Children's Books
- Browne, A (1985) *Willy the champ*, Red Fox an imprint of Random House Children's Books
- Browne, A (1990) *Willy and Hugh*, Red Fox an imprint of Random House Children's Books
- Browne, A (1995) *Willy the wizard*, Red Fox an imprint of Random House Children's Books
- Browne, A (2000) *Willy the Dreamer*, Walker Books Ltd, London, England
- O'Neill, A (2002) *The recess queen*, Scholastic Inc, New York

3 Tell children that such behaviour is also not allowed.

4 Ask the following question and use the 'What if...?' or 'Stop, Think, Do' problem-solving strategy (**RLS 12**) to work out responses with the children: 'What if a child was deliberately physically harmed or injured by an adult or older student?' Refer to ¹⁷[Activity resource 11: 'What if...?' problem-solving model](#). Alternatively, use ¹⁸[Activity resource 12: 'Stop, Think, Do' problem-solving model](#).



2.3 | It is not necessary to introduce the term 'emotional abuse'. However, it is important to explore the concept—use of the words 'fair and unfair ways to treat children' may be more developmentally appropriate.

Andreae, G (2001) *Giraffes can't dance*, Scholastic

Browne, A (1984) *Willy the wimp*, Red Fox an imprint of Random House Children's Books



2.3 Identifying emotional abuse

1 Read a familiar text such as *Giraffes can't dance* or *Willy the wimp* (**RLS 14**).

2 Discuss the book using the following focus questions:

- What words and actions were 'put downs' in the story?
- What feelings did the character have?
- What thoughts might the character have? (Responses could include: I'm hopeless; I'm no good at this; I can't do this.)
- How can the characters solve the problem?
- What if a child was treated like this by older children? By adults? How might the child feel? (Responses could include: unhappy; angry; miserable; hopeless.)
- What could a child do? (Response could be: talk to someone on their trusted network.)

3 Use teachable moments (**RLS 13**) to reinforce learning, such as when a child has 'put down' another child about work, behaviour, physical appearance or background.

2.4 | It is not necessary to introduce the term 'sexual abuse' to children. Sexual abuse is not only about sexual touching; it may include being made to look at film clips, pornographic magazines, photos, or online pornography. It also includes people exposing themselves to children and/or making sexually suggestive comments.

It is recommended that this activity is done using different scenarios over a period of time.



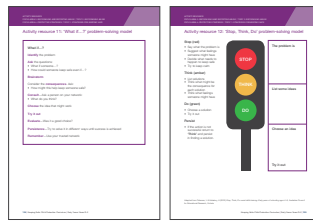
2.4 Identifying sexual abuse

1 Remind children that our whole bodies are private (from Topic 1, Activity 1.5: Our whole body is private).

2 Tell children that being touched on their bottom, breasts, penis, testes, vagina, or vulva is unsafe and not OK, even if there are no warning signs (unless considered necessary but uncomfortable touching as discussed in Activity 1.5: Our whole body is private).

3 Older people (including adolescents), as well as children, know they are not allowed to touch children and young people on their bottom, breasts, penis, testes, vagina, or vulva. That is why they often ask the child or young person to keep a secret or make threats if they tell, to try and stop them from reporting it.

- 4 Use ¹⁷Activity resource 11: 'What if...?' problem-solving model or ¹⁸Activity resource 12: 'Stop, Think, Do' problem-solving model to examine the following scenarios (RLS 12):



- What if a child was having a birthday party with all of their relatives and one of the relatives always gave big hugs, uncomfortable tickles and sloppy kisses? What could the child do? (Responses could include: talk to parents/carers; say 'I'm only shaking hands today'; move away.)
 - What if a child was being babysat and the babysitter had a camera? Is that safe? (Response could be 'unsure'.)
 - What if the babysitter wanted the child to take their clothes off and take a photo of them? Is that safe? (Response should be 'no'.)
 - What could the child do? (Responses could include: say 'no'; cry; ring a parent/carer or someone else they trust.)
 - What if an older person touched a child in a way that made the child feel uncomfortable and unsafe? For example, the child might have been touched on their bottom, breasts, penis, testes, vagina, or vulva.
 - What could the child do? (Responses could include: the child could say 'no'; the child could cry and/or run away; later, they could tell someone on their trusted network.)
- 5 Remind children of strategies that they could use, including:
- move away
 - say 'stop' or 'no'
 - cry
 - run off
 - say 'I don't like that'
 - talk to a network person as soon as possible
 - use their personal emergency strategy.
- 6 Stories about touching, such as those listed below, may help in talking about sexual abuse:
- Alborough, J (2002) *Hug*, Walker Books Ltd, London
 - Glesson, L (2004) *Cuddle time*, Walker Books, London
 - Grossnickle Hines, A (2003) *My Grandma is coming to town*, Walker Books Ltd London
 - Heron, S (2007) *A terrible secret*, Nurture Works
 - Hessel, J (1987) *What's wrong with bottoms?*, Century Hutchinson Australia, Sydney
 - Mainzer, R (1992) *I don't like kisses*, Five Mile Press, Victoria
 - Winthrop, E (1990) *Sloppy kisses*, Aladdin Paperbacks, Reissue Edition



2.5 Identifying neglect

- 1 Revisit Focus Area 2, Topic 1, Activity 1.1: Needs and wants.
- 2 Read the book *Mutt Dog!* and ask the following questions:
 - How did Mutt dog feel when his needs were not met?
 - How did Mutt dog feel when his needs were met?
- 3 Tell students that when the needs of a pet are not met, this is neglect (or unfair/not OK). It is the responsibility of the pet's owners to care for the pet and provide what it needs. If the needs of a child are not met, this is also neglect (or unfair/not OK). It is the responsibility of the child's parents/carers to care for them and provide them with their basic needs.
- 4 Brainstorm (RLS 10) a list of children's basic needs. For example: shelter; nutrition; health care; to be loved; to go to school.
- 5 Discuss the following questions:
 - How would a child feel if their basic needs were not being met? (Responses could include: hungry; lonely; unsafe.)
 - What might happen to the child? (Response could include: they may get sick; they will be unhealthy.)
 - Whose responsibility is it to make sure a child's basic needs are met? (Response: parents/carers.)
 - What could a child do if their basic needs were not being met? (Response: tell someone on their trusted network.)

- 2.4** | Consider the use of mobile phones being used to take prurient photographs as a form of sexual abuse.

The concept of a personal emergency from Focus Area 1, Topic 4, Activity 4.5: Personal emergency can be revisited as part of this lesson.

Be aware that strategies children may suggest may expose them to further danger of abuse. The question, 'Will this keep someone safe?' can be posed to the whole group so that all children can participate in the problem-solving and listen and learn from peers.

Kissing

There may have already been discussions about kissing that sometimes occurs at school (other than with a parent/carer). This would be dealt with normally as part of the school's bullying and grievance procedures and explained in a developmentally appropriate way to R-2 children.

- 2.5** | It is not necessary to use the term 'neglect' with children however, it is important to explore the concept.

Using words such as 'fair and unfair ways to treat children' may be more developmentally appropriate.

See ¹⁹*Mutt Dog!* teacher notes from Scholastic.

Other suitable books include *Just a little brown dog* and *Sebastian lives in a hat*.

Catterwell, T (1985) *Sebastian lives in a hat*, Omnibus Books, Adelaide

King, S (2004) *Mutt Dog!*, Scholastic Australia, NSW

Morgan, S (1997) *Just a little brown dog*, Fremantle Arts Centre Press, WA

2.6 | 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.

Debriefing for children after discussing sensitive issues provides them with an opportunity to discuss their reactions and what the important things were that they learnt. A circle activity for the whole class can help release tension or discomfort (NNA 6).

Encourage a one step removed (NNA 3) response and practise protective interrupting (NNA 4). Informing children about both these strategies before using them is important.

When discussing issues about abuse, be sensitive to children who may be living, or have lived, in a home where abuse occurs daily.

Reinforce that abuse is never the victim's fault and that children should respect others and use the one step removed strategy (NNA 3) to protect against disclosure of sensitive information in front of other children.

Bourgeois, P (2011) *Franklin is bossy*, Open Road Media
Rosen, M (1996) *This is our house*, Candlewick Press, MA

Additional resource

- ²⁵Appendix 9: Online safety.

Bland, N (2016) *The Fabulous Friend Machine*, Scholastic Australia, Lindfield, Australia

Uecker, B & Viska, P (2020) ²⁶*Swoosh, Glide and Rule Number 5*, eSafety Commissioner

2.6 Identifying domestic and family violence

- 1 Brainstorm (RLS 10) and record a range of situations where people yell (eg at sporting events; when they want to catch someone's attention; to alert someone who is in a dangerous situation; when they feel angry or worried). Discuss the associated feelings.
- 2 Read a story about children or animals having an argument such as *This is our house*.
- 3 Ask: 'What if the people who were arguing were adults and a child was caught in the middle? What might a child do?'. (Responses could include: leave the adults alone; find a safe place; play with a pet or soft toy; watch television or listen to some music on headphones; later tell someone on the child's network.)
- 4 Reassure children that it is OK for people to sometimes be cross with each other, but it is not OK to hurt someone. If children feel worried or upset they need to talk to someone on their trusted network.
- 5 Reinforce children's trusted networks to access assistance if needed.

2.7 Online safety

- 1 Children discuss the school's rules for internet use. They could develop a simplified version using pictures and displaying them and/or publishing them in the school newsletter.
- 2 Rules may include the following:

Protect private information



names,
addresses,
phone numbers,
photos

Get help



have an adult
nearby if you
feel worried
or scared

Think carefully



before taking
action on the
internet

Be safe—know the risks



- things you may see
- people you may contact
- things you may be encouraged to try

Use good manners online



do not bully
others and tell
a trusted adult
if someone tries
to bully you

- 3 Discuss the potential dangers of using the internet and what to do if someone feels unsafe while online. See ²⁰Online safety posters and conversation starters.
- 4 Introduce safe searching options such as ²¹Safe Search Kids.
- 5 Remind children about telling a trusted person if they feel unsafe online or how they can access services such as ²²Kids Helpline.

Other suggested activities

Online games

- 1 Ask children about the types of games they or their family play online.
- 2 Discuss different ways to stay safe when playing games.
- 3 Show the video ²³E-safety then talk about the child's warning signs and what she did when she felt scared.
- 4 Brainstorm what children could do if something similar happened to them when they were online and what they could do about it.

Online safety song

Play the song ²⁴Pause & Think Online and discuss the main safety messages. Children can draw pictures of the characters.

TOPIC 3: SECRETS

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

- what a secret is
- how to recognise unsafe secrets and know what to do about it
- what to do if they feel they have been tricked into doing something.

Educators' tips

- Young children are vulnerable to abuse and neglect because it is usually perpetrated in a climate of secrecy or by the perpetrator tricking the child.
- Children need to know what a secret is and to develop an understanding of the difference between safe and unsafe secrets. For example, it is OK to keep a secret about a surprise birthday present but not alright to keep a secret about sexual touching.
- If children are unsure about a secret or feel they are being tricked, they should check with an adult they trust.
- Educators should emphasise that there is no secret that cannot be told to someone the child trusts.

3.1 Defining secrets

- 1 Use a teachable moment (**RLS 13**) such as a birthday or other special celebration to introduce the word secret.
- 2 Read a story about secrets such as *Sally's secret* or *Can you keep a secret?* (**RLS 14**).
- 3 Develop a class book about secrets using the model of the book *Sally's secret*.
- 4 Define some categories of secrets based on safe or OK secrets; unsafe or not OK secrets; and not sure secrets (needing to check with someone on a trusted network).
- 5 Brainstorm examples for each category such as the following:

Safe or 'OK' secrets	Unsafe or not 'OK' secrets	Not sure secrets
Surprise birthday party	Secrets about sexual touching	Gift from an adult who asks the recipient not to tell anyone about it

- 6 Ask: What should someone do if the secret is not OK or if they are not sure?
- 7 Secrecy is also important to consider; such as someone taking someone else away from the public eye.

3.2 Recognising unsafe secrets

- 1 Discuss how someone could recognise a secret that should not be kept. Examples include:
 - having mixed feelings or changing feelings
 - feeling unhappy, worried, guilty, scared or unsafe
 - being told to keep the secret forever
 - having warning signs like feeling sick or 'yucky', shaking, racing heart, jumpy stomach
 - being the only one who knows about the secret
 - thinking about the secret over and over again
 - really wanting to tell a trusted adult about it but it seems too hard
 - being bribed or threatened to keep it (discuss the concept of a threat – what kind of threats might be used by adults or older students?)
 - having to tell lies to keep it
 - it is about something unsafe
 - it is about something not OK
 - it is about being touched or hurt
 - there are threats to hurt or get another member of the family (including pets) into trouble if the secret is told.

3.1 | Some children may use different terms for a secret and the concept may vary between cultures; for example, being encouraged not to talk about sexual matters as it is considered disrespectful.

Ensure there is a common understanding of the term; for example, something that is kept private, hidden or concealed and not revealed to others.

Avoid using terms such as 'good' and 'bad' secrets as they have connotations of a reflection on the person who knows about the secret and may impact upon the person's willingness to talk about the secret and to seek help.

If children understand that we never keep secrets about inappropriate touching, it will help them to cope with the secrecy that accompanies sexual abuse.

Avoid where possible, using the term 'surprise' to only mean a safe secret because adults may trick a child into believing that a surprise will be pleasant.

Ensure parents/carers and children have access to books that contain stories about secrets. This will help a two-way teaching–learning process between child and parent/carer and helps to reinforce this topic out of the school setting.

Allen, P (2000) *Can you keep a secret?* Penguin Books, England
Hughes, S (1992) *Sally's secret*, Random House Children's Books, London

3.2 | The idea that abuse is somehow the fault of the child is often what stops children from disclosing as children may believe they will 'get into trouble'.

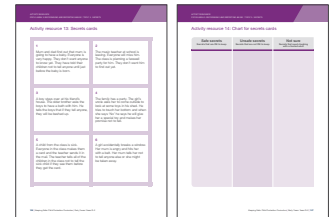


- 2 Ask: 'How can a child keep feeling safe if an adult asks the child to keep a secret about being touched on their bottom, breasts, penis, testes, vagina, or vulva?' (Responses could include: when it's safe to do so, tell someone the child trusts on their network; keep on telling until it stops and the child is safe.)

Other suggested activities

Secrets card activity

- 1 Make enough sets of flash cards from [27Activity resource 13: Secrets cards](#) for students to work in small groups. Make the same number of copies of [28Activity resource 14: Chart for secrets cards](#) and enlarge to A3 size.
- 2 Children discuss each scenario and place the cards onto the chart (**NNA 3** and **NNA 4**).
- 3 Cards 1, 2 and 5 should be placed in 'Safe secrets'. Cards 3, 4 and 6 should be placed in the 'Unsafe secrets'.



Story

Read the book *A terrible secret*, about a girl needing to tell someone about sexual abuse, to reinforce that children must tell someone on their trusted network if they have an unsafe secret.

Heron, S (2007) *A terrible secret*, Nurture Works



Bedard, M (2001) *Sitting ducks*, Puffin

Kubiak, W (2002) *Sitting ducks: Volume 1*, DVD, Universal



3.3 Tricks and trust

- 1 Read the story *Sitting ducks* or view the DVD *Sitting ducks: Volume 1*.
- 2 Discuss examples of tricks or secrets that are shown in the story, for example:
 - the alligator acting in a friendly way, while thinking about how to fatten the duck for a nice meal
 - the duck was tricked by an alligator using a hand puppet
 - how all the ducks are tricked into believing they can't fly.
- 3 Ask:
 - What might a child do if they find out they have been tricked by an adult or another child? (Response could include: tell someone on their trusted network.)
 - What if the person who tricked the child was on the child's trusted network? (Responses could include: sometimes when our feelings change about someone or our network we need to take the person off; persist in talking with other people on their trusted network such as other family members, teachers or Kids Helpline.)

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 Kata Alipiri Muti Tjina | <http://tiny.cc/KataAlipiriMutaTjina>
- 6 Mukarta, Kartaka, Mampa, Tidna | <http://kscpc.2.vu/KaurnaSong>
- 7 Super me! Growing with Music 5 | <http://tiny.cc/HilaryHenshaw>
- 8 Activity resource 3: Body outline | http://kscpc.2.vu/R-2_Act03
- 9 SHINE SA: Resource centre | <http://tiny.cc/SHINESA-ResourceCentre>
- 10 Department of Health WA: Different bodies | <http://tiny.cc/GDHR-DifferentBodies>
- 11 Insight, Consent – Teaching consent early for ideas | http://tiny.cc/Insight_Consent
- 12 Consent to publish images and creative work of students and the community | http://kscpc.2.vu/DE_ConsentImages
- 13 Responding to Risks of Harm Abuse and Neglect – Education and Care (RRHAN-EC) training | <http://tiny.cc/RAN-ECTraining>
- 14 Responding to problem sexual behaviour in children and young people: Guidelines for staff education and care settings | <http://tiny.cc/RespondingPSBGuidelines>
- 15 Appendix 15: Types of abuse and abuse-related trauma | http://kscpc.2.vu/Appendix15_ART
- 16 Reporting child abuse or neglect | http://kscpc.2.vu/DE_ReportingCA
- 17 Activity resource 11: 'What if...?' problem-solving model | http://kscpc.2.vu/R-2_Act11
- 18 Activity resource 12: 'Stop, Think, Do' problem-solving model | http://kscpc.2.vu/R-2_Act12
- 19 Scholastic: Mutt dog teacher notes | <http://tiny.cc/MuttDogNotes>
- 20 eSafety Commissioner: Online safety posters and conversation starters | <http://kscpc.2.vu/TalkingOnlineSafety>
- 21 Safe Search Kids | <https://www.safesearchkids.com/>
- 22 Kids Helpline | <https://kidshelpline.com.au/>
- 23 eSafety Commissioner: Child Focus E-safety | <http://kscpc.2.vu/SafeGaming>
- 24 Pause & Think Online | <http://tiny.cc/PauseThinkOnline>
- 25 Appendix 9: Online safety | http://kscpc.2.vu/Appendix9_Online
- 26 eSafety Commissioner: Swoosh, Glide and Rule Number 5 | <http://kscpc.2.vu/SwooshGlide>
- 27 Activity resource 13: Secrets cards | http://kscpc.2.vu/R-2_Act13
- 28 Activity resource 14: Chart for secrets cards | http://kscpc.2.vu/R-2_Act14



Activities

Focus Area 4: Protective strategies

Topic 1: Strategies for keeping safe

- 1.1 Memory activities
- 1.2 Remembering name, address, telephone numbers
- 1.3 Revisiting trusted networks
- 1.4 'What if...?' problem-solving
- 1.5 'What if...?' scenarios
- 1.6 Practising being assertive
- 1.7 Role-playing assertive communication
- 1.8 Saying 'no'
- 1.9 Choosing strategies to keep safe
- 1.10 Resilience

Topic 2: Persistence

- 2.1 Theme reinforcement
- 2.2 Introduction to persistence
- 2.3 Persistence
- 2.4 Practising persistence

¹SA TfEL Framework elements

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

TOPIC 1: STRATEGIES FOR KEEPING SAFE

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

- how to review people and agencies on their trusted networks
- problem-solving strategies for keeping safe
- how to use assertive language
- what persistence is and why it is important.

Educators' tips

- Assist children to develop positive relationships with others.
- Develop positive relationships with families, carers and community members to support children in learning how to use their networks.
- Keep children, families and potential network members informed about the purpose and processes of the network.
- Reinforce with family members and potential network members the need to value children's decisions about whom they will ask to be on their networks.
- Support children in formalising their networks, ensuring that the chosen network members are willing and suitable to take on this role.
- Introduce children to online help organisations so these can be included in their network
- Encourage children to include trusted staff members on their network.

1.1 | When a child is not believed, they may feel helpless and despondent. The child may believe that 'No-one can do anything to help me' and 'I am to blame', further increasing their vulnerability to abuse.

Children who are in abusive or potentially abusive situations may have a sense of control if they can employ their observation skills, so that they can provide evidence when reporting the situation.

Memory activities are important strategies for the development of observation skills. Remind children of the purpose of these fun activities and stories.

Burningham, J (1980) *The shopping basket*, Random House Children's Books, London

Hutchins, P (1976) *Don't forget the bacon*, Red Fox Book a division of Random House Children's Books, London



1.1 Memory activities

- 1 Discuss with children the situation where an adult doesn't believe a child.
- 2 Ask: 'Why might an adult not believe a child?'
- 3 Ask: 'What can children do to make them more likely to be believed?' (Responses could include: having good observation skills; remembering as much as they can; persisting until someone believes them.)
- 4 Use any of the following suggested activities for children to practise observation skills:
 - Remember the shopping: Children sit in a circle so that they can easily see everyone in the group. One person begins by saying 'I went to the supermarket and in my shopping trolley I put ...'. Children then take it in turns to 'place' something into the 'trolley'. Before they can do this they must name all the items already 'placed' in the 'trolley'. After the activity ask questions such as:
 - What clues can help someone remember things?
 - How important are listening skills in everyday activities?
 - What might happen if someone didn't listen or couldn't remember?
 - Remembering objects:
 - Set out a tray with a small number of interesting objects.
 - Ask children to examine the objects, then cover them with a cloth.
 - Ask children to draw or write what was on the tray.
 - Guess what's different: Play this with the whole group in the following way:
 - Select a child to sit on a chair facing everyone. Children may initially be more comfortable using an adult or a persona doll (RLS 17).
 - Ask everyone to look carefully at what the child is wearing, how the child's hair looks, and the colour of the child's eyes and hair.
 - Ask the child to go around a corner and change one or two things in their appearance.
 - Ask everyone in the group to close their eyes.
 - When the child returns to sit down, everyone opens their eyes.
 - Ask them to take a careful look at the child and suggest what might have changed.
- 5 Use stories such as *Don't forget the bacon* or *The shopping basket* to reinforce the concept of using memory (RLS 14).
- 6 Discuss ways in which children can use their observation skills to help keep them safe.

1.2 Remembering name, address, telephone numbers

- 1 Integrate a literacy activity on letter writing and addressing an envelope.
- 2 Arrange for children to post letters to their home address.
- 3 Rehearse making telephone calls for various purposes.
- 4 Discuss the use of home, public and mobile phones and use a teachable moment (**RLS 13**), such as on an excursion, to reinforce appropriate use of telephones.
- 5 Regularly revisit name, address and telephone numbers to support children in remembering their details.



1.3 Revisiting trusted networks

- 1 Children look at the trusted networks that they developed in Focus Area 2, Topic 4, Activity 4.2: Developing a trusted network (**NNA 9**).
- 2 Revise the term 'trust' and its meaning. Discuss that networks may have changed because:
 - someone may have moved away
 - someone may have behaved in a way that shows they can no longer be trusted.
- 3 Individually, children review their networks and record changes on a new network diagram. Consider using the following questions:
 - What if I have some happy news – would I feel OK about telling this person on my network?
 - What if I have some sad news – would I feel OK about asking this person for help?
 - What if I have warning signs when I am with this person – would I take this person off my network? Should I ask another trusted adult about this?
 - What if a person on the network did something that made me think I couldn't trust the person – would I take this person off my network? Should I ask another trusted adult about this?

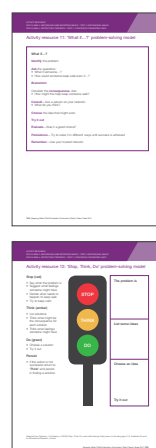
Other suggested activity

Story

- 1 Revisit networks by reading the story *Jasmine's butterflies* (**RLS 14**).
- 2 In the story, Jasmine creates a network to help make her warning signs go away.
- 3 Discuss with children how she knows she is unsafe, the strategies that she uses, and her persistence to make the warning signs go away until she feels safe again.
- 4 Other suitable stories include the *Franklin series*.

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

- 1 Use ²[Activity resource 11: 'What if...?' problem-solving model](#) (**RLS 12**) and modified brainstorming (**RLS 10a**) to practice problem-solving.
- 2 Select a scenario that is appropriate to children's knowledge and context, eg a problem with an angry dog or being lost at the shops.
- 3 Pose the problem and record each response. Encourage children who 'pass' to select an idea that another child has suggested. Emphasise that it is OK to learn from others' ideas. If a suggestion is unsafe or inappropriate ask: 'How might this help keep someone safe?'
- 4 Revisit and rehearse the problem-solving strategy when there are class, group or individual issues (**RLS 13**).
- 5 An alternative problem-solving model is ³[Activity resource 12: 'Stop, Think, Do' problem-solving model](#).



1.2 | Teach children how to use a telephone correctly.



Practise reporting an incident that has caused warning signs.

Arrange for an adult to be an operator to receive calls from the children on an internal phone line and use toy mobile phones for impromptu practice in play situations.

Provide a prompt sheet showing the correct way to use a mobile phone by dialling and texting and place it by the toy phones.

Support parents/carers in teaching children their name, address and telephone numbers by providing them with details on what has been covered in class and the methods used, so that this can be replicated at home.



1.3 | Children may have difficulty telling an adult about abuse. They may feel more comfortable telling a trusted child or young person, who may in turn tell an adult who is known and trusted and who may act to help. Young people can be included on a child's network. A useful checking question is: 'How will this young person help you?'



Online support agencies should be included on children's networks. Spend time outlining the role and purpose of such agencies and rehearsing how children could use them.

Emergency services may be recorded on the network diagram to remind children that emergency service personnel are adults who can be trusted to do something to help make the child feel safe again.

Distinguish between the need to talk with someone to help you feel safe and 'telling tales'.

Bourgeois, P & Clark, B, *Franklin series*, Scholastic



O'Malley, J (2002) *Jasmine's butterflies*, Justine O'Malley, Western Australia

1.4 | Select one model of problem-solving and use it regularly for general class issues. This allows children to become very familiar with the process.

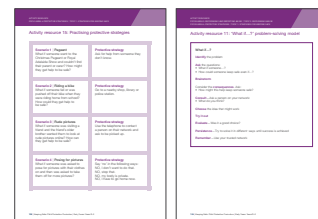


1.5 | Use a different model of problem-solving if necessary.



1.5 'What if...?' scenarios

- 1 Print and cut into cards the four scenarios and protective strategies described in [4Activity resource 15: Practising protective strategies](#).
- 2 Use [2Activity resource 11: 'What if...?' problem-solving model](#) (RLS 12) and modified brainstorming (RLS 10a) to discuss each scenario and to determine which protective strategy is best suited to each scenario.
- 3 Use the notes below to add information about each scenario:
 - **Scenario 1:** Children need to consider that people they don't know (strangers) may be able to help them.
 - **Scenario 2:** There may be a shop, library, post office or local business nearby that could provide help. In the case of seeking help from a private residence, the person seeking help would remain at the door while the occupier calls for help.
 - **Scenario 3:** Revise the concept of an emergency. Ensure children know that ringing the emergency telephone number 000 is only for an emergency.
 - **Scenario 4:** When children are encouraged to be assertive, they may behave in inappropriate ways with their peers, with adults, with educators and with their family. They need to be helped to understand that when they assert their own rights they must also respect the rights of others. You can help parents/carers to understand that children will make mistakes in practising these new skills, and you can provide advice on situations such as when a child says 'no' at bath time.



1.6 | As children begin to develop social relationships with their peers in the school setting, they may find it difficult to be assertive and say 'no' to their friends when asked to make choices that are unsafe or make them feel uncomfortable. Equally, they may feel angry or upset if their friends say 'no' to them.

Children can be helped to understand that when friends say 'no' to them, it is does not necessarily indicate that they are no longer friends. Teachers can provide a positive learning environment that helps develop children's confidence and assertiveness to positively deal with the array of relational issues that will be part of their lives.



1.6 Practising being assertive

- 1 Discuss how people can be assertive without using words. Examples could be:
 - standing tall and square on
 - looking at the other person's face or eyes
 - having a stern expression.
- 2 Working in pairs, children repeat the protective strategy statements from Scenario 4 (see [4Activity resource 15: Practising protective strategies](#)) using an assertive voice and body language.
- 3 Discuss children's responses using questions such as:
 - What sort of body language did you use to say 'no' assertively?
 - How did using body language affect the message? (Response could be: It made the message stronger and clearer.)
 - What tone of voice did you use? (Response could be: Not yelling, but loud and clear.)
 - What is the word that describes saying what we mean in a strong, clear way? (Response should be: Being assertive.)
 - How is being assertive different from being aggressive? (Responses could include: being aggressive is when you act in a forceful or fierce way; being assertive is when you are strong and firm.)



Other suggested activity

Story

Read *Mary Wrightly So Politely* or *Willow's whispers* to further discuss assertive communication.

Bridges, SY (2013) *Mary Wrightly So Politely*, Houghton Mifflin Harcourt Publishing Company, New York
 Button, L (2014), *Willow's whispers*, Kids Can Press



1.7 Role-playing assertive communication

- 1 Use puppets or the freeze frame technique (**RLS 3a**) to role-play situations where children practise assertiveness to keep themselves safe.
- 2 At the end of each frame, children discuss how the participants feel. The situations must be hypothetical.
- 3 Include situations on:
 - teasing
 - exclusion from a peer group
 - name calling
 - bullying
 - inappropriate touching
 - physical aggression
 - yelling.



1.7 | Do not ask children to role-play abusive, bullying or harassing responses.



1.8 Saying 'no'

- 1 Working in pairs, children take turns to role-play (**RLS 3**) an imaginary situation where one partner asks a favour of the other. Children can play a part in selecting suitable situations.
- 2 Children should decline all requests and should help each other to say 'no' firmly and assertively and in different ways such as:
 - thank you for asking me but the answer is no
 - no, I don't feel like it
 - no, my mum wouldn't like it.

1.8 | Children in abusive situations feel powerless and are therefore unlikely to be assertive. However, it is still important to introduce the concept of assertion and to practise the skills.

Consider the developmental level of children in relation to their ability to discriminate between an inappropriate request and the reasonable request of an educator or parent/carer.

Some assertive responses by children can lead to unsafe outcomes.


When children practise assertiveness skills they may use a tone and volume of voice that is not usual in the classroom, particularly if they are trying to attract attention. Discuss these issues with children.




1.9 Choosing strategies to keep safe

- 1 Using the lists of protective strategies developed by children during the activities in this topic, make a large poster that can be added to as more strategies are identified (see the example below).
- 2 Encourage children to use the poster as a checklist when exploring problems.


What could I do?




Say 'Stop' or 'No'




Go to a safe place



Remember my details



Move away



Use my network

Other suggested activities

Staying private online

- 1 Ask why it might be important to be careful when using a webcam on a computer, tablet or phone. Remind children about the meaning of private from Focus Area 3, Topic 1, Activity 1.4: Meaning of private.
- 2 Private also means being sure who you are speaking to and who is watching you when you are on the computer. If you use a webcam, be sure you know who is watching.
- 3 Use resources such as ⁶Hector's World or ⁷Security and privacy for my device.

1.9 | Alongside the rapid growth in handheld internet-enabled devices, there has been a significant increase in downloadable games. Some games simulate gambling and are specifically designed for children. Refer to ⁵Gaming from the eSafety Commissioner.



Andreae, G (2001) *Giraffes can't dance*, Scholastic
 Fox, M (2004) *Possum magic*, Scholastic Australia, Gosford NSW



Key shaped card or wallet card

- 1 Develop a key shaped card or wallet card with protective strategies written on it. Laminate them so that each child has their own set of strategies.
- 2 Include contact details for people on their network.

Websites

- 1 Introduce children to websites such as:
 - ⁸[Bullying No Way!](#)
 - ⁹[Kids Helpline: Kids.](#)
- 2 Children can share information about the website and topics they found on safety.

1.10 Resilience

- 1 Use a book such as *Giraffes can't dance* or *Possum magic* to introduce resilience.
- 2 Brainstorm (**RLS 10**) and create a simple definition of resilience such as 'bouncing back if something goes wrong'.
- 3 Ask: 'Why is resilience important?' and 'how can being resilient help keep you safe?'
- 4 Use other resources to support students in understanding resilience such as:
 - ¹⁰[Educator toolkit and teacher resources](#)
 - ¹¹[Building resilience in children aged 0–12](#)
 - ¹²[Student wellbeing hub.](#)

TOPIC 2: PERSISTENCE

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

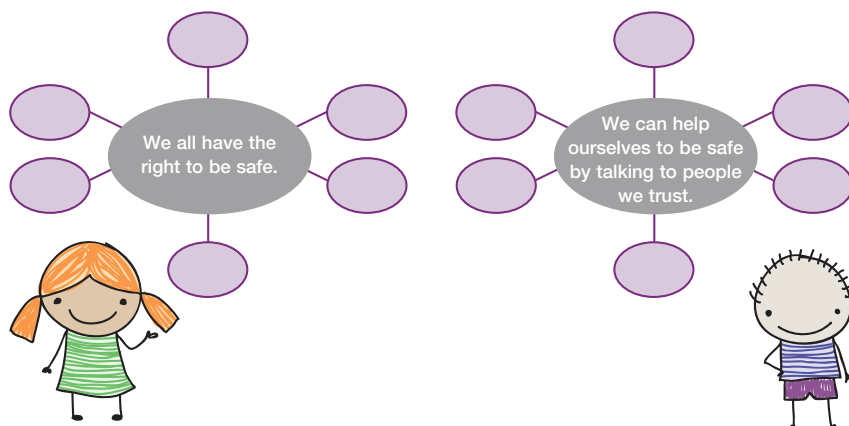
- what persistence is and why it is important
- how to be persistent.

Educators' tips

- Children develop a high self-esteem and the confidence to be persistent when the learning environment is caring and supportive; when it values their ideas, thoughts and experiences; and when it uses approaches and methods that engage children in their learning by recognising their individual abilities, interests and needs.
- Children's learning can benefit from persistence when learning new skills and knowledge. This includes physical activities, social skills, using different technologies, and learning to respect their own rights and those of others.
- Adaptations of learning activities and methods of communication help to meet the diverse needs of children. This gives children confidence and the means to persist in achieving their goals, to interact successfully with their peers in work or play, and to gain the help they need.

2.1 Theme reinforcement

- 1 Review what each KS:CPC Theme means:
 - 'We all have the right to be safe'
 - 'We can help ourselves to be safe by talking to people we trust'.
- 2 Create a mind map for each theme. Children could work in groups. Brainstorm the things we have learnt about each theme and why they are so important.



2.2 Introduction to persistence

- 1 To introduce the protective strategy of persistence expectation (**NNA 10**), read the story *The Lighthouse Keeper's Catastrophe* (**RLS 14**).
- 2 In the story, the lighthouse keeper locks the door key inside the lighthouse, and persists until he and his wife finds a way to get into the lighthouse.
- 3 Read other stories or view DVDs/videos that demonstrate persistence, such as those listed below.
 - Armitage, R & Armitage, D (1986) *The Lighthouse Keeper's Catastrophe*, Andre Deutsch, London
 - Bemelemans, L (1967) *Madeline series*, Bemelemans, Madeline & Bemelemans Marciano, Barbara, Viking Press a division of Penguin Books, New York
 - Eastman, P (1960) *Are you my mother?*, Random House, New York PD Eastman
 - *Henny Penny*: traditional story
 - Lord, P & Park, N (2000) *Chicken run*, DVD, DreamWorks videos, G Rating
 - Stanton, A (2003) *Finding Nemo*, DVD, Pixar Animation Studios, Walt Disney Pictures, Rated G

2.2 | To teach this topic, you might like to choose strategies from *Program Achieve*, particularly the habits of the mind concept and persistence.

Topics related to persistence must refer explicitly to safety and using a network until someone feels safe.

At this stage of development, children do not connect the concept of persistence with being safe. Children may assume that if they've told one adult about a problem that action will be taken or that there is, in fact, no problem and that they are to blame for the abuse.

Additional resource

¹³[You Can Do It! Education: Program Achieve](#)

2.3 | Acknowledge and provide feedback on their attempts to use persistence in children's learning activities to achieve success and quality finished products.

Encourage children to ask for help if needed and to maintain positive interactions with their peers.



2.3 Persistence

1 Discuss what persistence involves. Brainstorm (**RLS 10**) some things that might be achieved with persistence, such as:

- learning to play a musical instrument
- playing a difficult computer game
- craft skills
- sports skills
- riding a bike
- writing a story
- telling until someone feels safe.

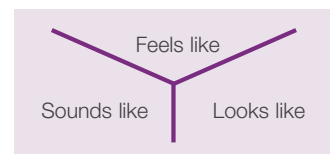


2 Children can draw these activities or cut and paste pictures from magazines to make a class book about persistence.

Other suggested activities

Y chart

Children develop their own Y chart (**RLS 4**) about persistence and make a display in the classroom.



Retelling a story

- 1 Use *The story of the little red engine* or DVDs such as *Chicken run* and *Finding Nemo* as models of persistence.
- 2 Children work in small groups to tell their own versions of the story, describing the persistence strategies used by the characters.
- 3 Scribe the stories, highlighting the protective strategies in a different colour from the rest of the text. Individual stories can be made into books, or can be collected into a class book.

Lord, P & Park, N (2000) *Chicken run*, DVD, DreamWorks videos, G Rating

Ross, D (1942) *The story of the little red engine*, Andre Deutsch Classics

Stanton, A (2003) *Finding Nemo*, DVD, Pixar Animation Studios, Walt Disney Pictures, Rated G



2.4 | At this stage of their development, children need concrete learning experiences to reinforce abstract concepts such as persistence.



2.4 Practising persistence

1 Children role-play persistence expectation (**RLS 3**). Line up children and select one to ask for help. Tell the other children that they must refuse to help, by making excuses, such as:

- I am busy
- I have to go to work
- You're making it up
- I have to get dinner
- You shouldn't talk about rude things.

2 The child asking for help walks along the line and says to each person, 'I've got a problem. Can you help me please?' The last child in the line says, 'Yes, come with me I will get someone to help you'.

Resources and external links

- 1 South Australian Teaching for Effective Learning (TfEL) Framework guide | <http://tiny.cc/TfEL-FrameworkGuide>
- 2 Activity resource 11: 'What if...?' problem-solving model | http://kscpc.2.vu/R-2_Act11
- 3 Activity resource 12: 'Stop, Think, Do' problem-solving model | http://kscpc.2.vu/R-2_Act12
- 4 Activity resource 15: Practising protective strategies | http://kscpc.2.vu/R-2_Act15
- 5 eSafety Commissioner: Gaming | <http://tiny.cc/eSafe-OnlineGaming>
- 6 eSafety Commissioner: Hector's World | <http://tiny.cc/eSafe-HectorsWorld>
- 7 Security and privacy for my device | <http://kscpc.2.vu/SecurityPrivacy>
- 8 Bullying No Way! | <https://bullyingnoway.gov.au>
- 9 Kids Helpline: Kids | <http://tiny.cc/KHL-Kids>
- 10 Educator toolkit and teacher resources | http://kscpc.2.vu/DE_EducatorToolkit
- 11 Beyond Blue: Building resilience in children aged 0–12 | http://kscpc.2.vu/BB_BuildingResilience
- 12 Student wellbeing hub | <https://studentwellbeinghub.edu.au>
- 13 You Can Do It! Education: Program Achieve | <http://kscpc.2.vu/ProgramAchieve>



Activity resources



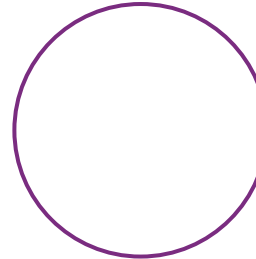

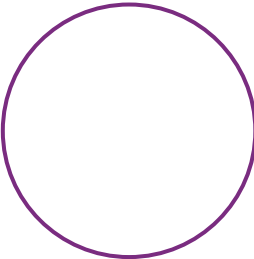
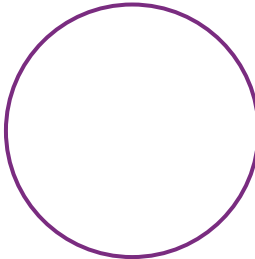


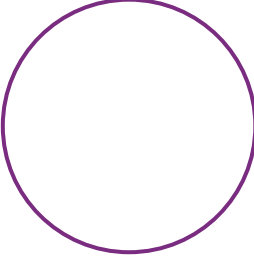
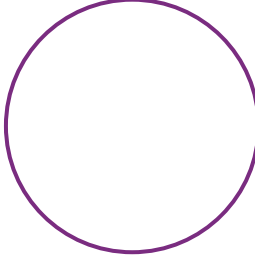
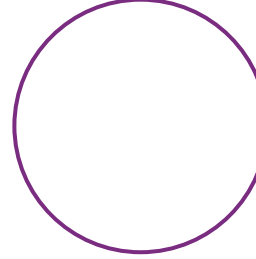
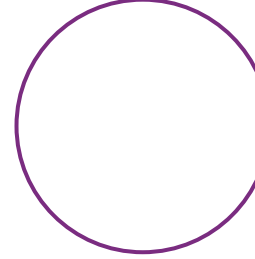
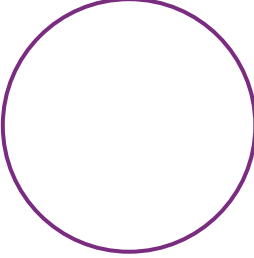
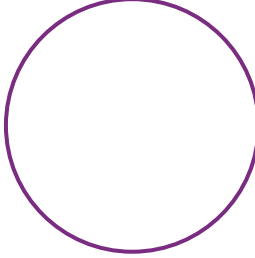

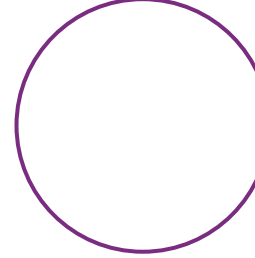
1	Feelings vocabulary	94
2	Feeling faces	95
3	Body outline	96
4	Warning signs	97
5	Relationships circle	98
6	Fair and unfair activity cards	99
7	Wall of trust	100
8	Trust tree	101
9	Contacting adults on my network	102
10	Network letter	103
11	'What if...?' problem-solving model	104
12	'Stop, Think, Do' problem-solving model	105
13	Secrets cards	106
14	Chart for secrets cards	107
15	Practising protective strategies	108

Activity resource 1: Feelings vocabulary

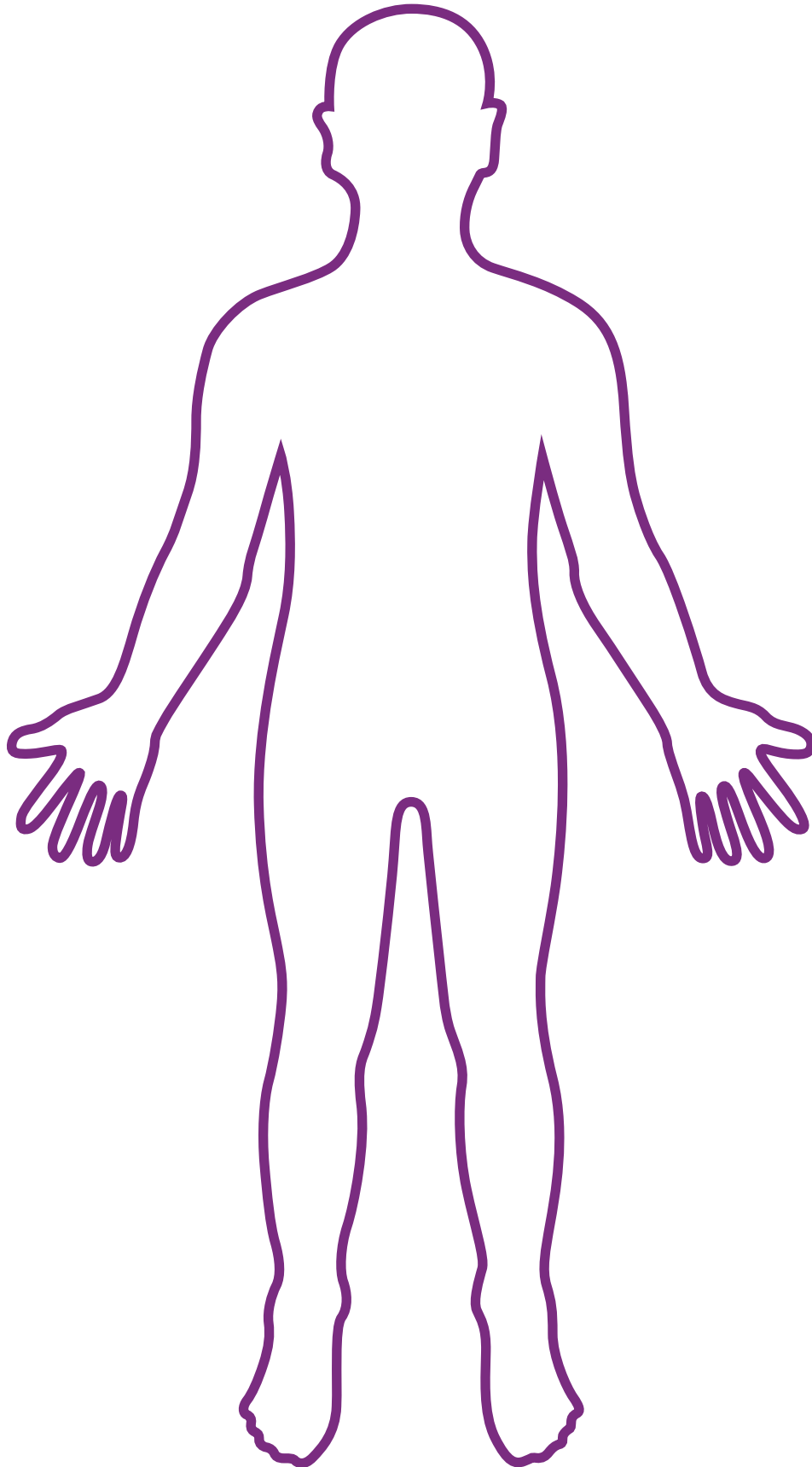
This resource is for educator reference only.

Abandoned	Destructive	Happy	Low	Proud	Threatened
Affectionate	Determined	Hateful	Lucky	Pushy	Trapped
Agitated	Different	Healthy	Mad	Quarrelsome	Troubled
Agonised	Distracted	Helpful	Marvellous	Refreshed	Uneasy
Amused	Disturbed	Helpless	Mean	Rejected	Unhealthy
Angry	Dumb	Homesick	Miserable	Relaxed	Upset
Annoyed	Eager	Horrible	Moody	Relieved	Vain
Anxious	Empty	Hurt	Nasty	Reluctant	Violent
Ashamed	Energetic	Ignored	Naughty	Restless	Weary
Bad	Envious	Impressed	Nervous	Rewarded	Weepy
Bitter	Excited	Insecure	Nice	Sad	Wonderful
Blue	Exhausted	Inspired	Numb	Satisfied	Worried
Bored	Fascinated	Intolerant	Nutty	Scared	Yucky
Brave	Fearful	Isolated	Obsessed	Secure	Zany
Calm	Fed-up	Jealous	Odd	Shocked	Zesty
Capable	Foolish	Jittery	Outraged	Silly	
Cheated	Free	Joyful	Overlooked	Sneaky	
Cheerful	Frightened	Joyous	Pained	Spiteful	
Clever	Frustrated	Jumpy	Panicked	Startled	
Competitive	Furious	Keen	Peaceful	Stupid	
Confused	Glad	Kind	Petrified	Talkative	
Cruel	Gloomy	Lazy	Picked on	Tender	
Crushed	Good	Left out	Pleasant	Tense	
Daring	Greedy	Lonely	Pleased	Terrible	
Delighted	Guilty	Lousy	Pressured	Terrified	

Activity resource 2: Feeling faces

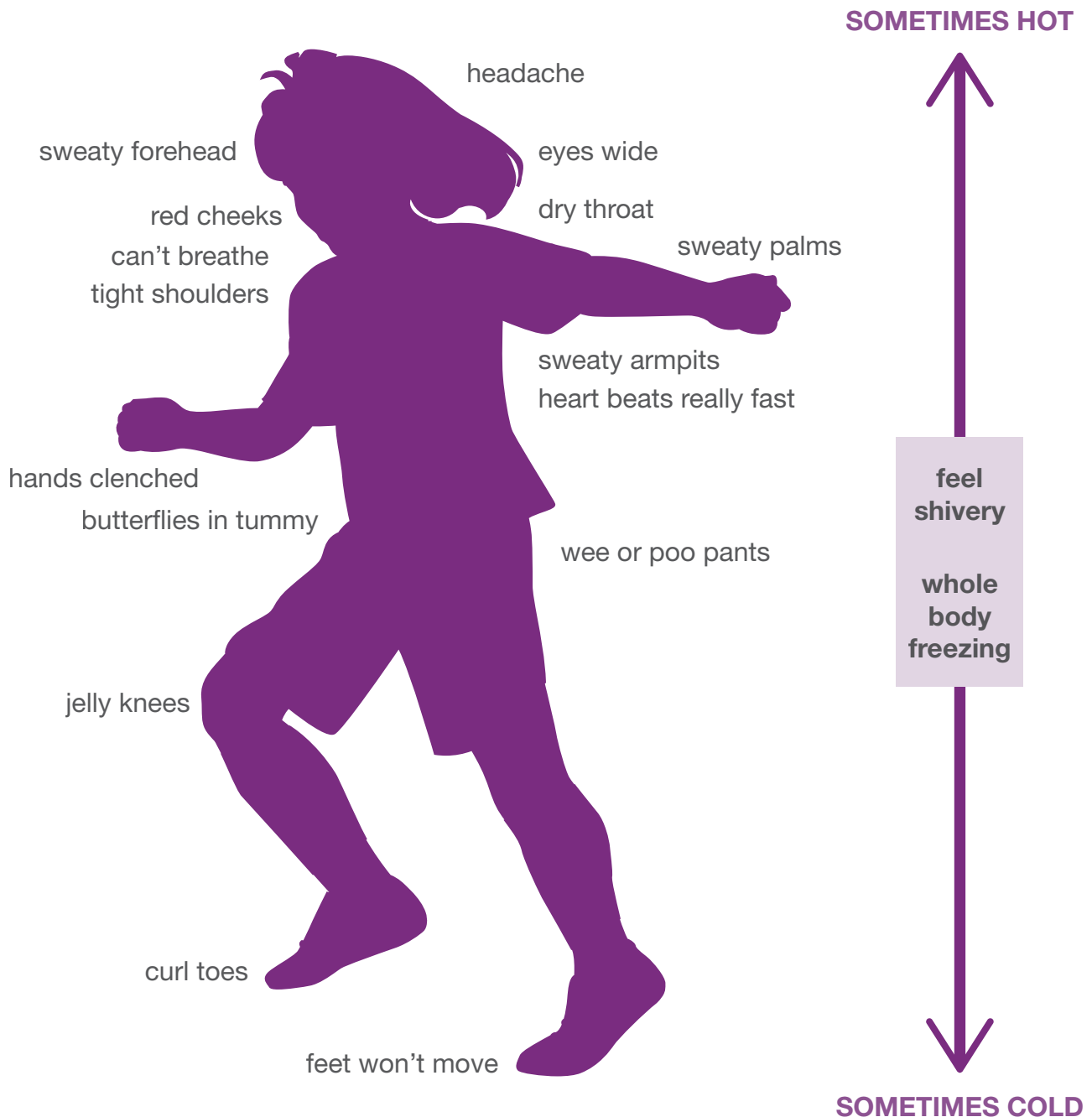
			
Happy	Cross	Excited	Sad
			
Bored	Embarrassed	Angry	Loving
			
Scared	Worried	Frustrated	Confused
			
Upset	Ashamed	OK	Hurt

Activity resource 3: Body outline

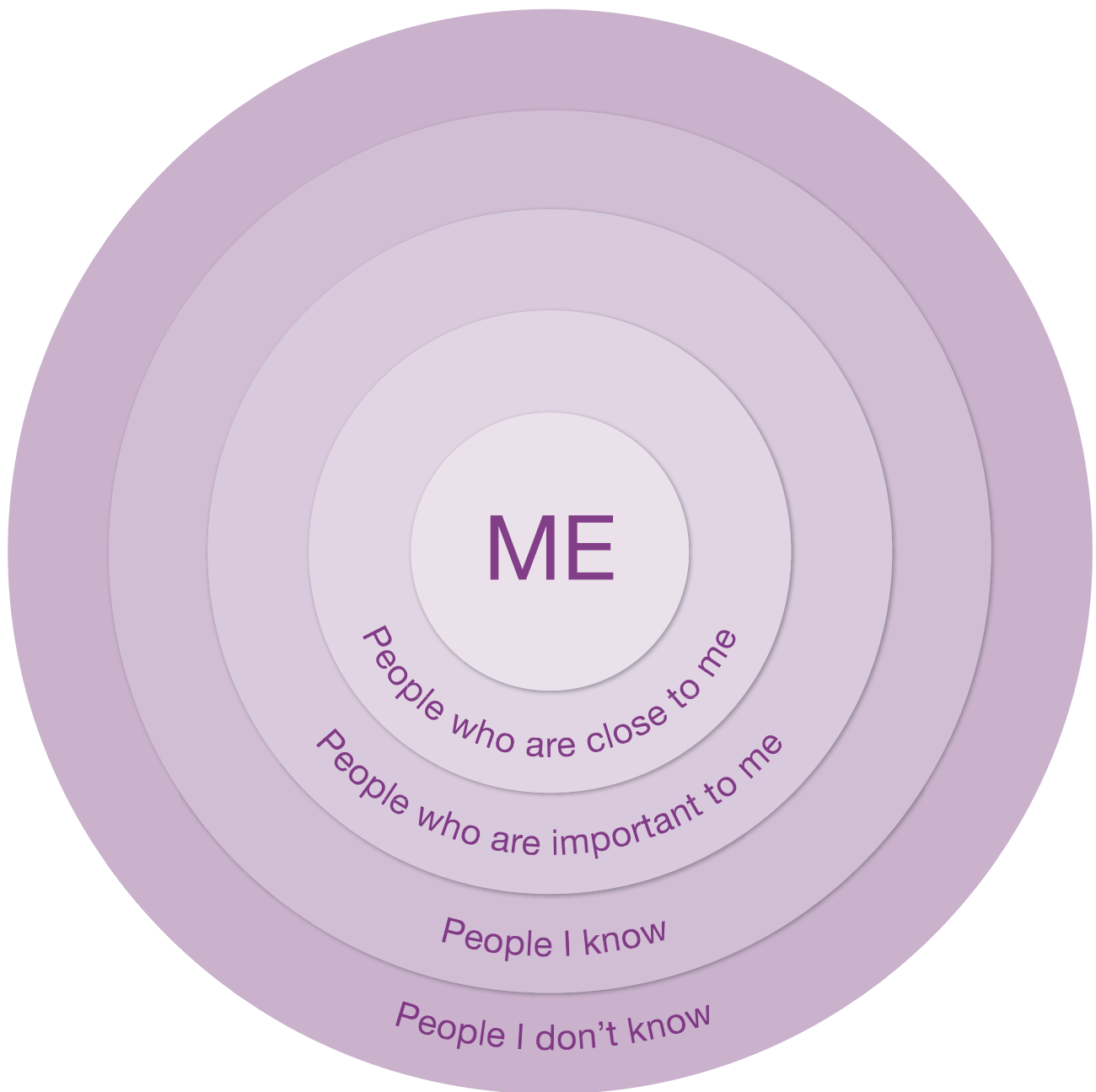


Activity resource 4: Warning signs

This resource is for educator reference only. Children should develop personal examples of their own warning signs. Some children may not have warning signs.



Activity resource 5: Relationships circle



Activity resource 6: Fair and unfair activity cards

Slippery dip scenario

Some junior primary children are lined up to go down the slippery dip. Someone new comes along and wants to have a turn. The children let them in.

Returning the ball scenario

A group of Year 2 children are shooting for goals on the netball court. Their ball bounces into some older children's game. One of the older children calls out, 'Here it is!' and gently rolls the ball back.

A cricket game scenario

It is cricket season and all the children are keen to play. When the Years 1 and 2 children get to the cricket pitch first at recess, some older children tell them to 'Go away!' The older children say that because they are older and better players they should be able to play on the cricket pitch.

At the canteen scenario

Two Reception children regularly go to the canteen at lunchtime in the hot weather for an ice block. Several older children hang around the canteen and ask the younger children to buy them an ice block or to give them their change.

Taking pens and pencils scenario

A Year 1 child takes other children's pens and pencils without asking.

Activity resource 7: Wall of trust

Name _____

These things have helped build my trust in _____
(Person who might be on my network)

Activity resource 8: Trust tree

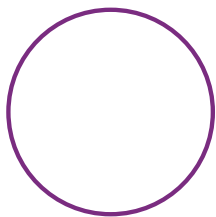


Trust tree

Activity resource 9: Contacting adults on my network

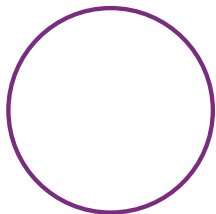
Name _____

Draw the face of the adult network person in the circle. You may need to consult with parents/carers.



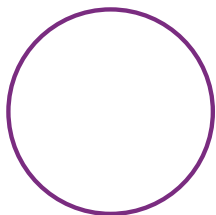
Network member's name

Phone number



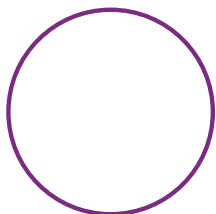
Network member's name

Phone number



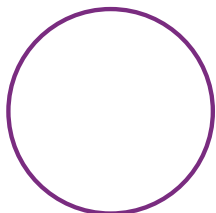
Network member's name

Phone number



Network member's name

Phone number



Network member's name

Phone number



In an emergency contact 000 for police/ambulance/fire.

Activity resource 10: Network letter

This is an example letter only. Educators are encouraged to develop a suitable letter for their site and context.

Dear parent/carer

Our class has been learning about personal safety. The Keeping Safe: Child Protection Curriculum is based on two important themes:

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

In our lessons we are developing a network of trusted people and online information/support links for students to talk to when they need help.

Trusted people on a network will:

- help children when they are unsafe
- listen to them when they have warning signs that won't go away
- believe that it is a problem
- do something to help children be safe.

Enclosed with this letter is your child's network. Please talk to your child about the people on their network. If you are concerned about any of the people on the network, or people who have been omitted, it is important to remember that it is the child's selection.

We suggest that it is important to review networks regularly with your child as members of the network may change for a variety of reasons.

Please feel free to discuss any part of the Keeping Safe: Child Protection Curriculum with myself or the principal. Contact details are below:

[contact details]

Regards,

Activity resource 11: ‘What if...?’ problem-solving model

What if...?

Identify the problem

Ask the questions:

- What if someone...?
- How could someone keep safe even if...?

Brainstorm

Consider the **consequences**. Ask:

- How might this help keep someone safe?

Consult—Ask a person on your network:

- What do you think?

Choose the idea that might work

Try it out

Evaluate—Was it a good choice?

Persistence—Try to solve it in *different* ways until success is achieved

Remember—Use your trusted network

Activity resource 12: '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 13: Secrets cards

1

Mum and dad find out that mum is going to have a baby. Everyone is very happy. They don't want anyone to know yet. They have told their children not to tell anyone until just before the baby is born.

2

The music teacher at school is leaving. Everyone will miss him. The class is planning a farewell party for him. They don't want him to find out yet.

3

A boy stays over at his friend's house. The older brother asks the boys to have a bath with him. He tells the boys that if they tell anyone, they will be bashed up.

4

The family has a party. The girl's uncle asks her to come outside to look at some toys in his shed. He tries to touch her bottom and when she says 'No' he says he will give her a special toy and makes her promise not to tell.

5

A child from the class is sick. Everyone in the class makes them a card and the teacher sends it in the mail. The teacher tells all of the children in the class not to tell the sick child if they see them before they get the card.

6

A girl accidentally breaks a window. Her mum is angry and hits her with a belt. Her mum tells her not to tell anyone else or she might be taken away.

Activity resource 14: 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 15: Practising protective strategies

Scenario 1 | Pageant

What if someone went to the Christmas Pageant or Royal Adelaide Show and couldn't find their parent or carer? How might they get help to be safe?

Protective strategy

Ask for help from someone they don't know.

Scenario 2 | Riding a bike

What if someone fell or was pushed off their bike when they were riding home from school? How could they get help to be safe?

Protective strategy

Go to a nearby shop, library or police station.

Scenario 3 | Rude pictures

What if someone was visiting a friend and the friend's older brother wanted them to look at rude pictures online? How can they get help to be safe?

Protective strategy

Use the telephone to contact a person on their network and ask to be picked up.

Scenario 4 | Posing for pictures

What if someone was asked to pose for pictures with their clothes on and then was asked to take them off for more pictures?

Protective strategy

Say 'no' in the following ways:
NO, I don't want to do that.
NO, stop that.
NO, my body is private.
NO, I have to go home now.

Appendices: Information and resources

Appendix 1: Curriculum mapping tools	110
Appendix 2: Sample planning guides	111
Appendix 3: Whole site planning	112
Appendix 4: Aboriginal and Torres Strait Islander	113
Appendix 5: Culturally and linguistically diverse backgrounds	115
Appendix 6: Disability and additional needs	116
Appendix 7: History of the KS:CPC	117
Appendix 8: Bullying, harassment and discrimination	118
Appendix 9: Online safety	119
Appendix 10: Domestic and family violence	121
Appendix 11: Help seeking	122
Appendix 12: Parents/carers	123
Appendix 13: Problematic sexual behaviour	124
Appendix 14: Sexual and gender diversity	125
Appendix 15: Types of abuse and abuse-related trauma	126
Appendix 16: Wellbeing and positive psychology	128
Resources and external links	129

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](#)

Appendix 2: Sample planning guides

Ages 3–5: Sample planning guide

¹⁵[Ages 3–5: Sample planning guide \(PDF\)](#)

¹⁶[Ages 3–5: Sample planning guide \(Word\)](#)

OVERVIEW | EARLY YEARS: YEARS 3-5

KSCPC Sample planning guide: Ages 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 [Appendix 2: Sample planning guides](#)

Topic	Topic 1: Planning and Preparation	Topic 2: Planning and Preparation	Topic 3: Planning and Preparation	Topic 4: Planning and Preparation
Topic 1: Planning and Preparation	1.1 Planning and Preparation	1.2 Planning and Preparation	1.3 Planning and Preparation	1.4 Planning and Preparation
Topic 2: Planning and Preparation	2.1 Planning and Preparation	2.2 Planning and Preparation	2.3 Planning and Preparation	2.4 Planning and Preparation
Topic 3: Planning and Preparation	3.1 Planning and Preparation	3.2 Planning and Preparation	3.3 Planning and Preparation	3.4 Planning and Preparation
Topic 4: Planning and Preparation	4.1 Planning and Preparation	4.2 Planning and Preparation	4.3 Planning and Preparation	4.4 Planning and Preparation

18 | Keeping Safe: Child Protection Curriculum | Early Years: Years 3-5

Years 6–9: Sample planning guide

²¹[Years 6–9: Sample planning guide \(PDF\)](#)

²²[Years 6–9: Sample planning guide \(Word\)](#)

OVERVIEW | MIDDLE YEARS: YEARS 6-9

KSCPC Sample planning guide: Years 6-9

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

Topic	Topic 1: Planning and Preparation	Topic 2: Planning and Preparation	Topic 3: Planning and Preparation	Topic 4: Planning and Preparation
Topic 1: Planning and Preparation	1.1 Planning and Preparation	1.2 Planning and Preparation	1.3 Planning and Preparation	1.4 Planning and Preparation
Topic 2: Planning and Preparation	2.1 Planning and Preparation	2.2 Planning and Preparation	2.3 Planning and Preparation	2.4 Planning and Preparation
Topic 3: Planning and Preparation	3.1 Planning and Preparation	3.2 Planning and Preparation	3.3 Planning and Preparation	3.4 Planning and Preparation
Topic 4: Planning and Preparation	4.1 Planning and Preparation	4.2 Planning and Preparation	4.3 Planning and Preparation	4.4 Planning and Preparation

20 | Keeping Safe: Child Protection Curriculum | Middle Years: Years 6-9

Years R–2: Sample planning guide

¹⁷[Years R–2: Sample planning guide \(PDF\)](#)

¹⁸[Years R–2: Sample planning guide \(Word\)](#)

OVERVIEW | EARLY YEARS: YEARS R-2

KSCPC Sample planning guide: Years R-2

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 [Appendix 2: Sample planning guides](#)

Topic	Topic 1: Planning and Preparation	Topic 2: Planning and Preparation	Topic 3: Planning and Preparation	Topic 4: Planning and Preparation
Topic 1: Planning and Preparation	1.1 Planning and Preparation	1.2 Planning and Preparation	1.3 Planning and Preparation	1.4 Planning and Preparation
Topic 2: Planning and Preparation	2.1 Planning and Preparation	2.2 Planning and Preparation	2.3 Planning and Preparation	2.4 Planning and Preparation
Topic 3: Planning and Preparation	3.1 Planning and Preparation	3.2 Planning and Preparation	3.3 Planning and Preparation	3.4 Planning and Preparation
Topic 4: Planning and Preparation	4.1 Planning and Preparation	4.2 Planning and Preparation	4.3 Planning and Preparation	4.4 Planning and Preparation

18 | Keeping Safe: Child Protection Curriculum | Early Years: Years R-2

Years 10–12: Sample planning guide

²³[Years 10–12: Sample planning guide \(PDF\)](#)

²⁴[Years 10–12: Sample planning guide \(Word\)](#)

OVERVIEW | SENIOR YEARS: YEARS 10-12

KSCPC Sample planning guide: Years 10-12

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 [Appendix 2: Sample planning guides](#)

Topic	Topic 1: Planning and Preparation	Topic 2: Planning and Preparation	Topic 3: Planning and Preparation	Topic 4: Planning and Preparation
Topic 1: Planning and Preparation	1.1 Planning and Preparation	1.2 Planning and Preparation	1.3 Planning and Preparation	1.4 Planning and Preparation
Topic 2: Planning and Preparation	2.1 Planning and Preparation	2.2 Planning and Preparation	2.3 Planning and Preparation	2.4 Planning and Preparation
Topic 3: Planning and Preparation	3.1 Planning and Preparation	3.2 Planning and Preparation	3.3 Planning and Preparation	3.4 Planning and Preparation
Topic 4: Planning and Preparation	4.1 Planning and Preparation	4.2 Planning and Preparation	4.3 Planning and Preparation	4.4 Planning and Preparation

18 | Keeping Safe: Child Protection Curriculum | Senior Years: Years 10-12

Years 3–5: Sample planning guide

¹⁹[Years 3–5: Sample planning guide \(PDF\)](#)

²⁰[Years 3–5: Sample planning guide \(Word\)](#)

OVERVIEW | PRIMARY YEARS: YEARS 3-5

KSCPC 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 [Appendix 2: Sample planning guides](#)

Topic	Topic 1: Planning and Preparation	Topic 2: Planning and Preparation	Topic 3: Planning and Preparation	Topic 4: Planning and Preparation
Topic 1: Planning and Preparation	1.1 Planning and Preparation	1.2 Planning and Preparation	1.3 Planning and Preparation	1.4 Planning and Preparation
Topic 2: Planning and Preparation	2.1 Planning and Preparation	2.2 Planning and Preparation	2.3 Planning and Preparation	2.4 Planning and Preparation
Topic 3: Planning and Preparation	3.1 Planning and Preparation	3.2 Planning and Preparation	3.3 Planning and Preparation	3.4 Planning and Preparation
Topic 4: Planning and Preparation	4.1 Planning and Preparation	4.2 Planning and Preparation	4.3 Planning and Preparation	4.4 Planning and Preparation

18 | Keeping Safe: Child Protection Curriculum | Primary Years: Years 3-5

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 ⁶²*KS:CPC Parent information in multiple languages*

Department for Education ⁵⁷*KS: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

⁶⁷*Survivors 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-IntDisabilitySxltY>
- 75 Better Health Channel: Disability and sexuality | <http://tiny.cc/BHC-PhysDisabilitySxltY>
- 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>
- 140 Youth Law Australia: Cyberbullying | http://kscpc.2.vu/YLA_Cyberbullying
- 141 Australian Federal Police: ThinkUKnow: Managing your reputation fact sheet | <http://tiny.cc/ThinkUKnw-ManagingRepFS>
- 142 Behind the news: Digital Footprint | http://kscpc.2.vu/BTN_DigitalFootprint
- 143 eSafety Commissioner: Tagged | <http://tiny.cc/eSafe-Tagged>
- 144 eSafety Commissioner: Your digital reputation | <http://tiny.cc/eSafe-DigitalReputation>
- 145 Australian Federal Police: ThinkUKnow: Get help | http://kscpc.2.vu/TUK_ReportCybercrime
- 146 Crime involving electronic evidence (e-crime) | http://kscpc.2.vu/DE_E-Crime
- 147 Making our sites safer: Guidelines for site leaders | <http://tiny.cc/MakingOurSitesSafer>
- 148 eSafety Commissioner: Illegal and harmful content | <http://tiny.cc/eSafe-OffensiveContent>
- 149 eSafety Commissioner: What's the law in my state or territory? | http://kscpc.2.vu/eSafety_StateLaws
- 150 Legal Services Commission of South Australia: Porn and sexual photos and film | <http://tiny.cc/LSCSA-Pornography>
- 151 Youth Law Australia: Internet, phones and technology | http://kscpc.2.vu/YLA_InternetTech
- 152 Australian Federal Police: ThinkUKnow: Online grooming | http://kscpc.2.vu/TUK_OnlineGrooming
- 153 Department of Education and Training (Victoria): Bully Stoppers: Sexting | <http://tiny.cc/BullyStoppers-Sexting>
- 154 eSafety Commissioner: Sending nudes and sexting | <http://tiny.cc/eSafe-Sexting>
- 155 Kids Helpline: Sexting | <http://tiny.cc/KHL-TeensSexting>
- 156 Raising children network (Australia): Pornography: talking about it with children 5-8 years | http://kscpc.2.vu/RCN_Talking5-8
- 157 Raising children network (Australia): Pornography: talking about it with children 9-11 years | http://kscpc.2.vu/RCN_Talking9-11
- 158 Raising children network (Australia): Pornography: talking about it with teenagers 12-18 years | http://kscpc.2.vu/RCN_TalkingTeens
- 159 Department of Education and Training (Victoria): Bully Stoppers: Social media | <http://tiny.cc/BullyStoppers-SocialMedia>
- 160 eSafety Commissioner: Gaming | <http://tiny.cc/eSafe-OnlineGaming>
- 161 eSafety Commissioner: Online dating | <http://kscpc.2.vu/OnlineDating>
- 162 eSafety Commissioner: The eSafety Guide | <http://kscpc.2.vu/eSafetyGuide>
- 163 eSafety Commissioner: Use social media and online chat | <http://tiny.cc/eSafe-SocialNetworking>
- 164 AIHW: *Family, domestic and sexual violence in Australia: continuing the national story* (2019) | <http://kscpc.2.vu/ViolenceAustralia>
- 165 Australian Bureau of Statistics: Personal Safety Australia (2017) | <http://kscpc.2.vu/PersonalSafety>
- 166 ANROWS: *Research summary: The impacts of domestic and family violence on children* (2018) | <http://kscpc.2.vu/ResearchViolence>
- 167 1800RESPECT: Domestic and family violence and children | <http://tiny.cc/1800RESPECT-Children>
- 168 Campo, M (2015) *Children's exposure to domestic and family violence Key issues and responses* | <http://kscpc.2.vu/ExposureViolence>
- 169 1800RESPECT | <http://1800respect.org.au/>
- 170 Kids Helpline | <https://kidshelpline.com.au>
- 171 MensLine Australia | <http://mensline.org.au>
- 172 Our Watch | <http://ourwatch.org.au>
- 173 White Ribbon Australia | <http://whiteribbon.org.au>
- 174 Beyond Blue | <http://beyondblue.org.au>
- 175 Child and Family Health | <http://cyh.com.au>
- 176 Drug and Alcohol Services South Australia | <http://tiny.cc/DASSA>
- 177 Headspace | <http://headspace.org.au>
- 178 Lifeline Australia | <https://lifeline.org.au>
- 179 Metropolitan Youth Health | <http://tiny.cc/MetropolitanYouthHealth>
- 180 QLife | <https://qlife.org.au>
- 181 ReachOut | <http://au.reachout.com>
- 182 Relationships Australia SA | <http://rasa.org.au>
- 183 SHINE SA | <https://shinesa.org.au>
- 184 South Australia Police | <https://www.police.sa.gov.au>
- 185 Suicide Call Back Service | <https://suicidecallbackservice.org.au>
- 186 Yarrow Place Rape and Sexual Assault Service | <http://yarrowplace.sa.gov.au>
- 187 KS:CPC Parent/carer reporting suite | <http://tiny.cc/KSCPC-ParentCarerSuite>
- 188 *Wise up to sexual abuse: A guide for parents and carers* | <http://tiny.cc/WiseUpGuide>
- 189 Bullying No Way! Fact sheets for families | <http://tiny.cc/BNW-ParentCarer>
- 190 Bullying and harassment information, advice and helplines | <http://tiny.cc/SAGov-BullyingHarassment>
- 191 Australian Federal Police: ThinkUKnow: For parents and carers | http://kscpc.2.vu/ThinkUKnow_Parents
- 192 eSafety Commissioner: eSafetyparents | <http://tiny.cc/eSafe-iParent>
- 193 Raising Children Network: Internet safety: children and pre-teens | <http://tiny.cc/RCN-InternetSafety>
- 194 *Talk soon. Talk often: A guide for parents talking to their kids about sex* | <http://tiny.cc/TalkSoonTalkOften>
- 195 SHINE SA: Parents & Caregivers | <http://tiny.cc/SHINESA-ParentsCaregivers>
- 196 Bully Stoppers: Parents | <http://tiny.cc/BullyStoppers-Parents>
- 197 Parenting SA | <http://parenting.sa.gov.au>
- 198 Kids Helpline: Info for parents | <http://tiny.cc/KHL-Parents>
- 199 Raising Children Network: the Australian parenting website | <http://raisingchildren.net.au>
- 200 *Responding to problem sexual behaviour in children and young people: Guidelines for staff in education and care settings* | <http://tiny.cc/RespondingPSBGuidelines>
- 201 Implementing the KS:CPC in a site managing significant problem sexual behaviours | <http://kscpc.2.vu/ManagingPSB>
- 202 True Relationships & Reproductive Health: Traffic Lights | <http://kscpc.2.vu/TrueTrafficLights>
- 203 Dealing with personal information on governing councils | http://kscpc.2.vu/DE_PersonalInformation
- 204 Incident and response scenarios – a staff discussion exercise | http://kscpc.2.vu/DE_IncidentScenarios

- 205 Responding to problem sexual behaviour | http://kscpc.2.vu/DE_RespondingPSB
- 206 Information sharing guidelines | <http://tiny.cc/DCP-SharingGuidelines>
- 207 Australian Human Rights Commission: Face the facts: Lesbian, Gay, Bisexual, Trans and Intersex People | <http://tiny.cc/AHRC-LGBTI-Facts>
- 208 Australian Human Rights Commission: Lesbian, Gay, Bisexual, Trans and Intersex Equality | <http://tiny.cc/AHRC-LGBTI-Equality>
- 209 Gender and sexual diversity | http://kscpc.2.vu/DE_AntiBullying
- 210 Supporting gender diverse, intersex and sexually diverse children and young people policy | http://kscpc.2.vu/DE_SupportingDiversity
- 211 Gender diverse and intersex children and young people support procedure | http://kscpc.2.vu/DE_DiversityProcedure
- 212 Kids Helpline: Gender Identity | <http://tiny.cc/KHL-TeensIdentity>
- 213 Minus18 | <https://minus18.org.au>
- 214 SHINE SA: Sexual and gender diversity | http://kscpc.2.vu/Shine_SGD
- 215 Australian Childhood Foundation Resources | <http://tiny.cc/ACF-Resources>
- 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>
- 219 Bravehearts | <https://bravehearts.org.au>
- 220 Indicators of abuse or neglect | <http://tiny.cc/DCP-Indicators>
- 221 Trauma-informed practice in education | <http://kscpc.2.vu/TraumaInformedPractice>
- 222 *Effects of child abuse and neglect for children and adolescents* | <http://tiny.cc/EffectsChildAbuse>
- 223 National Association for Prevention of Child Abuse and Neglect | <http://napcan.org.au>
- 224 Bounce back! | <http://bounceback.com.au>
- 225 Educator toolkit and teacher resources | http://kscpc.2.vu/DE_EducatorToolkit
- 226 Growing with Gratitude | <http://growingwithgratitude.com.au>
- 227 Raising Children Network: Confidence in teenagers | http://kscpc.2.vu/RCN_ConfidenceTeens
- 228 ReachOut: Building a positive learning environment through positive psychology | <http://kscpc.2.vu/PositivePsychology>
- 229 The Resilience Doughnut | <http://theresiliencedoughnut.com.au>

