KEEPING
SAFE

CHILD PROTECTION CURRICULUM

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YEARS 3 TO 4
(AGES 8 TO 9)

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

THIRD EDITION

Government
of South Australia

Department for Education

FOREWORD FROM THE MINISTER

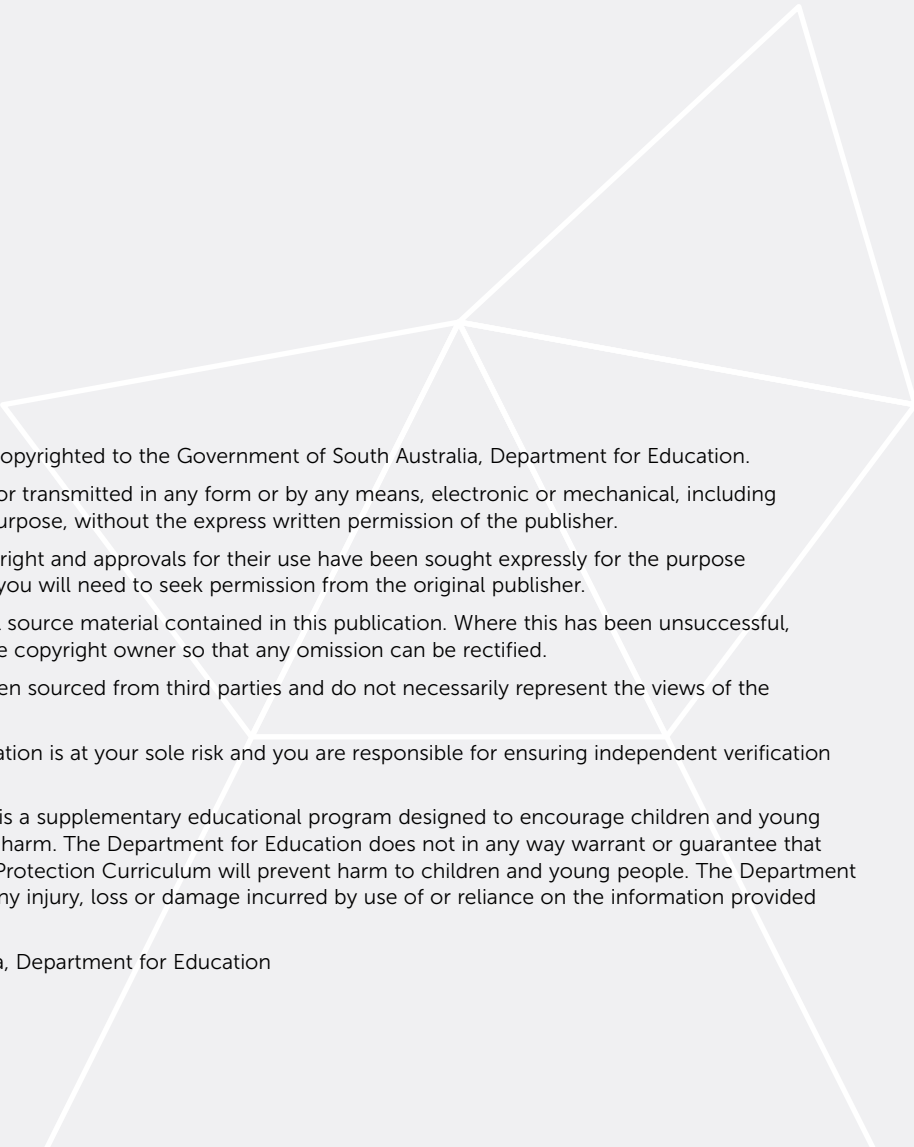All children have the fundamental right to be safe. This is at the centre of the *Keeping Safe: Child Protection Curriculum* – an evidence-based child safety and respectful relationships curriculum for children and young people from birth to year 12.

South Australia has a proud history in the development of child protection education with the implementation of the *Protective Behaviours* program in 1985. Expert advice from child safety academics, education leaders, teachers and other stakeholders led to the creation and subsequent implementation of the Keeping Safe: Child Protection Curriculum in 2008.

Independent evaluation and research recognises the *Keeping Safe: Child Protection Curriculum* for its contemporary and evidence-based content, holistic approach, depth of content and breadth of learning. The curriculum supports a culture of belonging, safety, wellbeing and inclusivity, while focused on the rights of every child.

This edition of the *Keeping Safe: Child Protection Curriculum* continues to provide educators with comprehensive content and advice to develop and support children's knowledge, skills and understanding to recognise and report abuse. The curriculum's sequence of learning has been updated including the addition of birth to age 2, and key concepts strengthened with a particular focus on respectful relationships, consent, domestic and family violence, and online safety to further support children to help keep themselves safe in a global, interconnected world. Academics, subject matter experts, educators and key stakeholders provided valuable advice to ensure this edition maintains its evidence-base and world-leading reputation.

We all have a shared responsibility to promote children's safety. This curriculum supports the important role educators have in empowering children and young people to recognise abuse and unsafe situations, apply strategies to be safe, and to seek help for themselves and others.

Hon Blair Boyer MP
Minister for Education, Training and Skills

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2018

Global edition: Australian and international advice

American International School of Bucharest – Amanda Quigley, Tim Battersby

Coromandel Valley Primary School – Carol Cornish

International School of Zug and Luzern – Colin Walker

Association of Independent Schools Western Australia – Inclusive Education Team

Pechersk School International – Michele Basu

Adventist Schools Victoria – Sandra England

Department for Education – Linda Woolcock

2021

Additional advice

Department for Education – Linda Woolcock, James Castle, Jane Farrelly, Carly Warren, Helen Rawnsley

eSafety Commissioner – Anita L'Enfant

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More than 12,000 educators worldwide were invited to participate in the KS:CPC third edition consultation process.

Thank you to the educators who contributed and those who have provided ongoing feedback since its initial development. Suggestions from the 'KS:CPC Educator course feedback' have been incorporated where possible.

Feedback provided for the *Culturally and linguistically diverse backgrounds support materials* (2014), *Disability and additional needs support materials* (2017) and *Aboriginal support materials* (2018) has also been incorporated.

Expert advisory group

University of South Australia – Dr Lesley-Anne Ey, Associate Professor Elspeth McInnes, Dr Deborah Green, Dr Deb Price

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Curriculum content group

Department for Education expertise across:
- Aboriginal education
- Australian Curriculum
- behaviour and bullying
- child protection
- disability and inclusive practices
- diversity and inclusion
- domestic and family violence
- early years
- English as an additional language or dialect
- flexible learning options
- harmful sexual behaviours
- international education
- online safety
- primary years
- relationships and sexual health
- respectful relationships
- secondary years
- trauma-informed practice
- wellbeing and mental health.

Australian Centre to Counter Child Exploitation

The eSafety Commissioner

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CONTENTS

General introduction

Years 3 to 4 (ages 8 to 9)

INTRODUCTION TO THE KS:CPC

The Keeping Safe: Child Protection Curriculum (KS:CPC) is a child safety and respectful relationships curriculum for children and young people from birth to year 12 (age 17+). As an evidence-based curriculum, it is highly regarded in Australia and worldwide due to its depth of content, breadth of learning and contemporary nature.

The KS:CPC was developed by the Department for Education (department) between 2003 and 2007 in consultation with child protection experts, education leaders, teachers, key stakeholders and other professionals. The curriculum is reviewed and updated regularly to remain contemporary and responsive to emerging evidence.

This third edition maintains the high-quality content established through its South Australian origins and incorporates the broader Australian and international perspectives of the KS:CPC global edition. As a holistic and inclusive curriculum, key content, learning activities and resources from the support materials (Aboriginal; culturally and linguistically diverse; and disability and additional needs) have been incorporated within the year level documents to strengthen teaching and learning for all students. Further information is available on the KS:CPC website.

In the context of the KS:CPC, the following definitions are provided:

- Child safety refers to the rights of all children to be safe and the responsibility of adults to protect them from harm, abuse and neglect. Children must be taught protective strategies and develop the knowledge, skills and understanding to help keep themselves safe.
- Respectful relationships are characterised by reciprocal trust, communication and understanding, where people treat each other with care, empathy and dignity. Each person's rights, feelings, culture, identity and boundaries are valued and their personal growth, choices and safety are supported. Respectful relationships:
  - encompass all types of relationships, including family, peers, adults, partners and acquaintances
  - change according to the context or situation
  - are experienced in various forms, including in-person and online.

Adults have a duty of care to protect children and are responsible for their health, safety and wellbeing. Children and young people need to learn protective strategies, understand their right to be safe and that they are not responsible if they have suffered from abuse or harm.

As educators, it is important to be culturally aware, inclusive and responsive to the needs and abilities of all children and young people. This includes receiving an education free from discrimination; that recognises individual needs and capabilities; values and respects identity and social, linguistic and religious diversity; and in partnership with family and community (Education Council 2020).

Learn more: History of the KS:CPC.

Education Council (2020) *Alice Springs (Mparntwe) education declaration*, Education Services Australia

STRUCTURE OF THE KS:CPC

Rationale

All children have the fundamental right to be safe – to learn, play, grow, live safely and be supported and valued, in accordance with the United Nations Convention on the Rights of the Child (1989).

Keeping all children safe is a global challenge, with millions of children subjected to abuse, neglect, violence and other rights violations each year (UNICEF 2022a). Child abuse impacts all parts of society across economic and social circumstances, culture, religion or ethnicity and it can have immediate and long-term consequences (UNICEF 2022b).

Research indicates that most child abuse and neglect involves someone known to the child or their family (National Office for Child Safety 2021). Furthermore, survivors of abuse reported that they didn't know what abuse was; that the behaviour was wrong; what they could do about it; and that people didn't listen (Attorney-General's Department 2017). Education is paramount in protecting the rights of all children to be safe.

Promoting the safety and wellbeing of children and young people is a shared societal responsibility. Families, communities, governments, schools, businesses and services all have a role in protecting children and young people. While safeguarding policies and practices support organisations' responses to harmful or unsafe situations, child protection education empowers children.

Education must support children's self-efficacy and agency to advocate for their right to be safe. Children need the knowledge, skills and understanding to develop respectful relationships, recognise and report abuse and apply strategies to support their safety and wellbeing – this is the core of the Keeping Safe: Child Protection Curriculum.

Aims

All children and young people, in developmentally appropriate ways, can:

- understand they have the right to be safe
- recognise abuse and unsafe situations
- apply knowledge, skills and understanding to be safe
- seek support for themselves or others.

Themes

The KS:CPC themes focus on the curriculum's core principles and key understandings in child-friendly language.

Theme 1: We all have the right to be safe

- I have the right to be and feel safe.
- I behave and act safely for myself and others.
- I respect and support the rights of others.
- I know that adults have a responsibility to protect and care for children.

Attorney-General's Department (2017) *Royal commission into institutional responses to child sexual abuse: final report*, Commonwealth of Australia

National Office for Child Safety (2021) *National strategy to prevent and respond to child sexual abuse 2021–2030*, Commonwealth of Australia

UNICEF (2022a) Child protection overview, viewed October 2024, https://kscpc.sa.edu.au/e/10115

UNICEF (2022b) Violence against children, viewed October 2024, https://kscpc.sa.edu.au/e/10116

United Nations (1989) Convention on the Rights of the Child, viewed October 2024, https://kscpc.sa.edu.au/e/10061

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

- I have a network of trusted people.
- I will tell people on my trusted network if I feel unsafe.
- I will keep telling until someone listens, I get help and I am safe.

Use the themes to generate discussion and as an ongoing reminder by displaying posters around the centre or school. See the **KS:CPC Posters**.

For children and young people with communication challenges, change the language and mode of delivery to best suit their abilities, eg 'we can help ourselves to be safe by **communicating** with people we trust'.

Additional resources:
- **KS:CPC Framework poster**
- **KS:CPC Framework chart**.

Framework

'**All children have the right to be safe**' is at the centre of the KS:CPC. Through the **teaching and learning** across the 4 focus areas, children and young people develop the **essential knowledge, skills and understanding** to **recognise** abuse and unsafe situations, develop and **apply** strategies to be safe and to seek support and **report** to a trusted source.
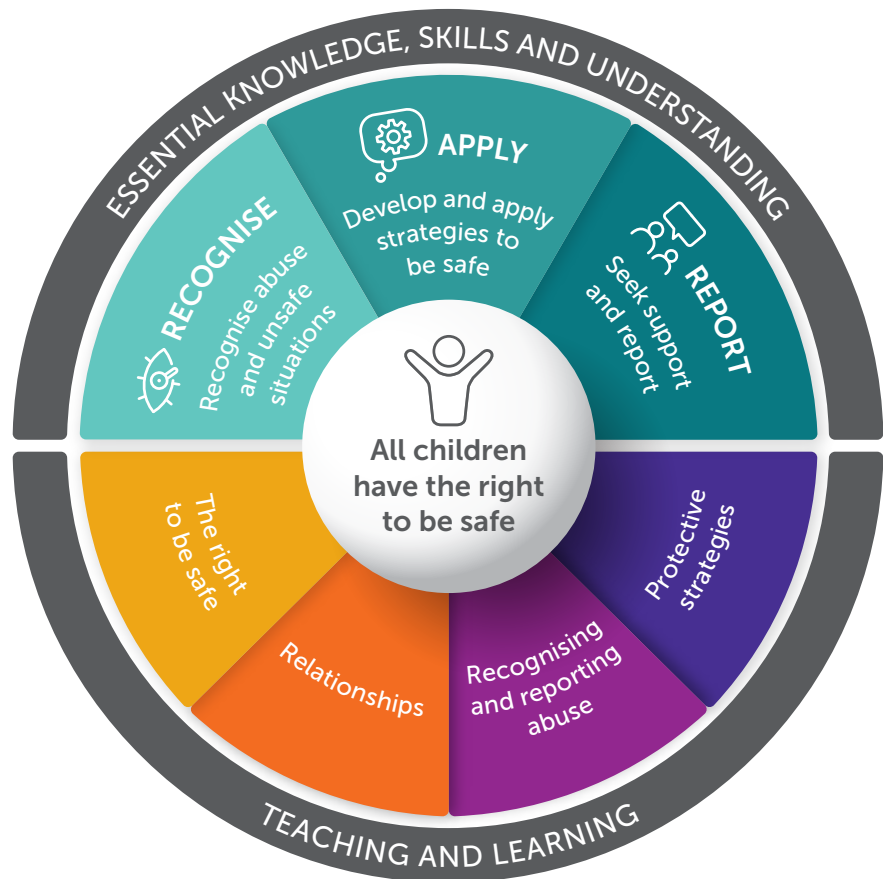
Sequence of learning

The KS:CPC topics are presented sequentially across the 4 focus areas. The learning intentions of the KS:CPC are overarching and holistic; children and young people work towards these learning intentions in ways that are age and developmentally appropriate, as described through the learning activities in each topic from birth to year 12 (age 17+).

FOCUS AREAS	TOPICS	LEARNING INTENTIONS Children and young people gain knowledge, skills and understanding at an age and developmentally appropriate level as follows:
Focus area 1: The right to be safe	**1 Keeping safe**	• Understand how the KS:CPC themes help to keep children and young people safe. • Identify trusted people and support services to seek help from.
	2 Rights and responsibilities	• Know that everyone has rights and understand how rights and responsibilities are interrelated. • Understand privacy, personal space and boundaries. • Understand how gender stereotypes and expectations can impact individuals and society.
	3 Safe and unsafe	• Recognise and describe emotional, physical and external indicators as warning signs of potentially unsafe situations. • Evaluate safe and unsafe situations and describe strategic ways to respond to different contexts, including online. • Understand how managing risk can make situations safer, including online.
Focus area 2: Relationships	**4 Trusted networks**	• Identify and describe the qualities of a trusted person. • Understand how to develop a personalised trusted network. • Identify and know how to access trusted people and support services.
	5 Respectful relationships	• Recognise characteristics of healthy, unhealthy and abusive relationships. • Identify and describe rights and responsibilities in developing and maintaining respectful relationships. • Understand consent and apply strategies to different contexts, including online.
	6 Power in relationships	• Identify and describe positive use and abuse of power and understand the impact on self and others. • Recognise harmful behaviours in relationships, including bullying and domestic and family violence. • Identify and apply strategies to address harmful behaviours.
Focus area 3: Recognising and reporting abuse	**7 Bodily integrity**	• Use the correct names and know the location of sexual body parts. • Understand the whole body is private. • Understand and recognise safe, unsafe and unwanted touch.
	8 Understanding abuse	• Recognise harm, abuse (physical, sexual, emotional) and neglect in different contexts, including online. • Practise and apply strategies for reporting abuse and unsafe situations. • Understand safe upstander behaviours when supporting others.
Focus area 4: Protective strategies	**9 Applying strategies**	• Practise and apply strategies for resilience, persistence and assertiveness in different contexts, including online. • Identify protective strategies to increase safety in preparation for future events or situations.
	10 Seeking support	• Review trusted networks and understand the importance of reviewing them regularly. • Demonstrate ways to seek support from trusted people and support services, including in emergencies.

Curriculum documents

The KS:CPC is organised into 7 documents:

- birth to age 5
- foundation to year 2 (ages 5 to 7)
- years 3 to 4 (ages 8 to 9)
- years 5 to 6 (ages 10 to 11)
- years 7 to 8 (ages 12 to 13)
- years 9 to 10 (ages 14 to 15)
- years 11 to 12 (ages 16 to 17+).

There are 3 sections in each document:

1 **General introduction:** the fundamental knowledge and understanding for educators to deliver the KS:CPC.
2 **Learning activities:** arranged by topic within the 4 focus areas.
3 **Activity resources:** support the learning activities.

Focus areas

The essential knowledge, skills and understanding are explored through 4 focus areas at an age and developmentally appropriate level.

Focus area 1: The right to be safe

Children and young people:

- explore the foundations for a safe and inclusive learning environment and identify key support services and trusted people
- learn that all children have rights, including the right to be safe and that they have the responsibility to respect the rights of others
- explore the United Nations Convention on the Rights of the Child (1989), Universal Declaration of Human Rights (United Nations 1948) and other rights' conventions and declarations.
- learn about privacy, personal space and boundaries
- understand the importance of respecting the identity and diversity of self and others and the impact that factors such as gender stereotypes can have regarding safety, identity, opportunities and limitations
- investigate the meaning of safe and unsafe and apply problem-solving strategies in a range of contexts
- understand the connections between feelings and warning signs to recognise and report unsafe situations and practise making informed decisions to assess and mitigate risks.

Focus area 2: Relationships

Children and young people:

- identify common qualities of trustworthy people and explore a wide range of support services
- develop trusted networks and apply help-seeking strategies in different situations
- learn about respectful relationships, including indicators of healthy and unhealthy relationships, and apply knowledge of rights and responsibilities within different relationships
- explore strategies for seeking, giving and denying consent in various contexts. Older students learn about sexual consent and the importance of mutual respect and empathy in reaching, communicating or withholding consent
- explore the positive use and abuse of power within relationships and identify harmful power dynamics and behaviours in various contexts.

United Nations (1989) Convention on the Rights of the Child, viewed October 2024, https://kscpc.sa.edu.au/e/10061

United Nations (1948) Universal Declaration of Human Rights, viewed October 2024, https://kscpc.sa.edu.au/e/10117

Focus area 3: Recognising and reporting abuse

Children and young people:

- build on their understanding of their right to be safe by learning that the whole body is private, the importance of knowing the correct names of body parts and recognising safe, unsafe and unwanted touch
- define abuse and explore ways to recognise and report different forms of harm, abuse and unsafe behaviours, including physical, sexual and emotional abuse, neglect, bullying, domestic and family violence, grooming and online abuse
- explore help-seeking strategies, including how to report abuse and seek support for themselves and others.

Focus area 4: Protective strategies

Children and young people:

- apply problem-solving strategies to safely assess and respond to a wide range of situations and contexts
- learn about assertive communication, saying 'no' and being persistent when seeking support and reporting abuse (keep telling until someone listens)
- review trusted networks and further explore community and online support services
- apply protective strategies to various contexts such as travel and holidays, school and life changes, work and further studies.

KEY INFORMATION FOR EDUCATORS

Educator responsibilities

All children have the fundamental right to be safe – to learn, play, grow, live safely and be supported and valued, under the United Nations Convention on the Rights of the Child (1989). Globally, schools and organisations have different requirements for implementing child protection education along with local laws and policies.

South Australia

The Department for Education's:

- ***Safeguarding children and young people policy*** details the mandated requirements that all children and young people from age 3 to year 12 must access the KS:CPC each year and that it is taught by educators who are trained in its use
- mandatory **Responding to Risks of Harm, Abuse and Neglect – Education and Care (RRHAN-EC) training** must be completed to work or volunteer with children and young people in education and care settings
- ***Protective practices for staff in their interactions with children and young people: guidelines for staff working or volunteering in education and care settings*** provides advice to adults to meet their obligations to safeguard the emotional, physical and sexual wellbeing of children and young people through the establishment of positive, safe and respectful relationships
- **Trauma-informed practice in education (TIPiE)** prioritises the physical, psychological and emotional safety and wellbeing of all children and young people, recognising the detrimental impacts of complex trauma on some. It supports care and education sites in building inclusive environments by enhancing staff understanding and commitment to proactively fostering safety, relationships and regulation.
- ***Curriculum, pedagogy, assessment and reporting: early childhood services to year 12 policy*** identifies the requirements that public education and care sites and services must meet in planning and implementing their curriculum, assessment and reporting practices, including the KS:CPC.

The ***Children and Young People (Safety) Act 2017*** (Government of South Australia) outlines the legislated responsibilities of organisations and individuals to protect children and young people under 18 years of age from abuse.

The **Child safe environments program** (Department of Human Services) supports agencies providing services to children and young people to build and maintain environments that are both child safe and child-friendly.

Other schools and organisations

Educators should refer to their organisation, state or country's safeguarding policies and legal requirements. This could include:

- child protection laws and legislation
- responsibilities for reporting child abuse
- school or centre's policies
- duty of care responsibilities
- curriculum requirements
- child protection education.

Schools and organisations with a KS:CPC licence agreement must comply with the agreement requirements. Educators must complete the KS:CPC Educator course before implementing the KS:CPC.

Additional resources

Australia:

- **Australian child protection legislation** (Australian Institute of Family Studies)
- ***Safe and supported: The national framework for protecting Australia's children 2021–2031*** (Commonwealth of Australia).

International:

- **The international child safeguarding standards** (Keeping Children Safe)
- **Child protection and safeguarding** (Council of International Schools).

United Nations (1989) Convention on the Rights of the Child, viewed October 2024, https://kscpc.sa.edu.au/e/10061

Training

Educators must complete the full day **KS:CPC Educator course** before implementing the KS:CPC. The course provides the strategies and resources to teach children and young people about their right to be safe, relationships, recognising and reporting abuse and protective strategies. Implementation strategies and mapping tools are provided to support whole site implementation.

The **KS:CPC Online update course** is available for staff who have completed the KS:CPC Educator course to refresh their knowledge and understanding.

Refer to **KS:CPC Information for educators**.

Website

https://kscpc.sa.edu.au

Educators must have completed the KS:CPC Educator course to access the website and resources.

The website includes:
- curriculum documents
- curriculum mapping tools
- additional advice and content
- parent and carer resources
- planning and implementation tools
- KS:CPC Online update course.

Child protection

Child protection around the world

Globally, it is estimated that up to one billion children each year are affected by physical, sexual, or emotional violence or neglect (WHO 2022b).

There is a greater impact on academic success and a heightened risk of educational underachievement for children who have been affected by violence. They are more likely to drop out of school and college than children who have not been on the receiving end of violence or abuse (WHO 2022b).

Understanding the issues children and the community face can help prepare educators to implement effective child protection education. Children may be exposed to different types of violence, exploitation and abuse. UNICEF (2012) highlights various issues, including:
- armed violence
- birth registration
- child labour
- child marriage
- child protection and information communication technologies
- child recruitment by armed forces or armed groups
- child trafficking
- children without parental care
- children with disabilities
- family separation in emergencies
- female genital mutilation or cutting
- gender-based violence
- justice for children
- landmines and explosive weapons
- psychosocial support and wellbeing
- sexual violence against children.

UNICEF (2012) Child protection from violence, exploitation and abuse, viewed October 2024, https://kscpc.sa.edu.au/e/10191

World Health Organization (WHO) (2022b) Violence against children, viewed October 2024, https://kscpc.sa.edu.au/e/10193

Children who are abused often experience poor academic results, have lower IQ test scores and lower levels of educational self-efficacy (UNICEF 2014a).

Child protection in Australia

In Australia, while many children grow up in families within a safe, happy and healthy environment, child maltreatment is a significant issue. Approximately 2.5 million Australian adults were impacted by physical and/or sexual abuse during childhood. For more information and statistics see **Australia's children: Child abuse and neglect** (Australian Institute of Health and Welfare).

Commonwealth legislation guides child protection, but state and territory governments are responsible for administering and managing child protection services.

The principles of the United Nations Convention on the Rights of the Child (1989) underpin child protection legislation in Australia and the *Australian Human Rights Commission Act 1986* guides how to uphold the principles (AIFS 2022).

The **Australian child protection legislation** (AIFS) page provides an overview of child protection legislation across state and territory jurisdictions in Australia.

Safe and supported: The national framework for protecting Australia's children 2021–2031 (Commonwealth of Australia) details the rights of all children and young people to grow up safe, connected and supported in their family, community and culture and to grow up in an environment that enables them to reach their full potential.

The *National principles for child safe organisations* (Australian Human Rights Commission) provides 10 principles recommended by the Royal Commission into Institutional Responses to Child Sexual Abuse, with a broader scope beyond sexual abuse to cover other forms of potential harm.

Having a good understanding of the challenges that affect children and the community can better prepare educators for effective implementation of the KS:CPC.

Child protection education

Schools and education organisations have specific child protection or safeguarding policies and requirements for mandatory reporting and duty of care. This includes government and non-government childcare centres, preschools, kindergartens and schools.

To support KS:CPC implementation, consider developing site-specific information, such as:

- overview of the country, state or territory's legislation, standards and requirements
- overview of the site or organisation's duty of care and reporting abuse requirements
- overview of the KS:CPC and requirements for implementation
- connecting the KS:CPC with the site's values and beliefs
- connecting the KS:CPC with other curriculum
- support procedures for students and educators
- strategies and requirements for informing parents, carers and the community.

International schools

Many international schools have site-specific child protection or safeguarding policies detailing educators' duty of care.

When implementing a child protection curriculum, educators should understand the needs of students and the context of families and communities.

Australian Institute of Family Studies (AIFS) (2022) Australian child protection legislation, Australian Government, viewed October 2024, https://kscpc.sa.edu.au/e/10037

UNICEF (2014a) *Hidden in plain sight: a statistical analysis of violence against children*, New York

United Nations (1989) Convention on the Rights of the Child, viewed October 2024, https://kscpc.sa.edu.au/e/10061

Additional resources:
- **Child protection and safeguarding** (Council of International Schools)
- Association of International Schools in Africa (AISA) (2018) *AISA child protection handbook: for teachers, administrators and board members*, version 3, Chanel Worsteling (ed).

Students in international school communities may face increased vulnerability to abuse due to their isolation and limited access to support networks (AISA 2018).

It is important to address key considerations for international school children, such as transience, mobility, maturity, separation, cultural differences and academic expectations.

Learn more: International school context.

Understanding harm, abuse and neglect

Harm can be defined as physical or psychological and can include harm caused by sexual, physical or emotional abuse, or neglect (Government of South Australia 2023).

'Child maltreatment is the abuse and neglect that occurs to children under 18 years of age. It includes all types of physical and/or emotional ill-treatment, sexual abuse, neglect, negligence and commercial or other exploitation, which results in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power' (WHO 2022a).

Types of abuse and neglect

Children can be abused by adults and other children who, by virtue of their age or stage of development, are in a position of responsibility, trust or power over the affected person (AIFS 2018b).

Physical abuse is the intentional use of physical force against a child that causes, or is likely to cause, harm to the child's health, survival, development, or dignity. Much physical violence against children in the home is often inflicted as a form of punishment. This violence may occur as a single incident or be repeated over time (AIFS 2018b).

Psychological or emotional abuse includes any act by a person resulting in a child suffering emotional deprivation or trauma. It can also include children affected by exposure to family violence (AIHW 2023a).

Sexual abuse occurs when someone in a position of power uses that power to involve the child or young person in sexual activity (Department for Child Protection n.d.).

Sexual abuse includes contact and non-contact abuse. Contact abuse involves an individual making physical contact with a child, eg inappropriate touch. Non-contact abuse refers to a child being abused (in person or online) without being touched by the individual (NSPCC n.d.).

Neglect includes supervisory neglect leading to harm or abuse, sexual abuse or exploitation and exposure to or involvement in criminal activities. Physical neglect is characterised by a caregiver's failure to provide basic physical necessities, such as safe, clean and adequate clothing, housing, food and health care. Medical neglect refers to a caregiver's failure to provide appropriate medical care. Emotional neglect is characterised by a lack of caregiver warmth, nurturance, encouragement and support (AIFS 2018b).

Abuse-related trauma

Abuse-related trauma refers to the psychological, neurobiological and emotional impact experienced by individuals subjected to abusive and harmful actions or events. It can result from various forms of abuse.

Children and young people who experience 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 threat to traumatised children and young people and they may respond with hyperarousal (fleeing, anger or anxiety) or hypoarousal (shutting down). It is important to be attuned to the emotional states of children and young people. Support them in feeling confident to identify, name, understand and communicate their feelings in a safe environment.

SOUTH AUSTRALIA

Government of South Australia (2023) *Children and Young People (Safety) Act 2017*, Attorney-General's Department

Australian Institute of Family Studies (AIFS) (2018b) What is child abuse and neglect?, viewed October 2024, https://kscpc.sa.edu.au/e/10194

Australian Institute of Health and Welfare (AIHW) (2023a) Glossary, viewed October 2024, https://kscpc.sa.edu.au/e/10195

Department for Child Protection (n.d.) Indicators of harm or risk to children and young people, viewed October 2024, https://kscpc.sa.edu.au/e/10508

National Society for the Prevention of Cruelty to Children (NSPCC) (n.d.) Sexual abuse, viewed October 2024, https://kscpc.sa.edu.au/e/10218

World Health Organization (WHO) (2022a) Child maltreatment, viewed October 2024, https://kscpc.sa.edu.au/e/10192

Grooming

Grooming refers to deliberate actions with the aim of befriending and influencing a child (or members of the child's family), with the objective of sexually abusing the child. These actions aim to establish an emotional connection, gain the child's trust (or the trust of their family members), lower the child's (or family's) defences and target the intended individual.

Grooming involves psychological manipulation that is often subtle, prolonged, planned, controlling and premeditated.

Vulnerable children may be seen as easy targets to manipulate due to their age, disability, emotional deprivation, isolation or disadvantage (National Office for Child Safety 2021).

Online grooming refers to establishing and building a relationship with a child using the internet or other digital technologies to facilitate sexual contact with that child, either physically or online (National Office for Child Safety 2021).

Harmful sexual behaviour

Sexual behaviour occurs on a continuum from developmentally appropriate to harmful and may happen in person or online. Sexual behaviour can be self-directed or occur with other children and young people or adults.

Sexual behaviour is likely developmentally appropriate when it is typical for a child or young person's age and/or developmental ability; occurs between equals in age, size and developmental ability; is mutual and consensual; or is curious and exploratory.

Sexual behaviour is likely to be harmful if it is inappropriate for a child or young person's age and/or stage of developmental ability or if there is a significant difference between the age, developmental ability or power of those involved. It is likely to be harmful if it is secretive, excessive or compulsive or involves manipulation, bribery, trickery, coercion, threats, force or aggression. Harmful sexual behaviour includes children and young people viewing child exploitation material. Younger children viewing sexual images or adult pornography is also harmful. Sexually aggressive and/or illegal adult pornography is harmful for children and young people of any age.

Child exploitation material includes content where a child or young person under 18 (or who looks under 18) is depicted in a sexual way, involved in a sexual act or showing sexual body parts.

(Department for Education 2022a)

KS:CPC connections

All children and young people have the right to be safe from all forms of harm, abuse and neglect, to be cared for and respected and to know they are never responsible if harm, abuse or neglect occurs. The KS:CPC provides children and young people with opportunities to develop the knowledge, skills and understanding about their rights, warning signs, how to recognise unsafe situations, abuse, healthy and unhealthy relationships and positive use of power. Problem-solving skills and strategies for help-seeking, accessing support services and reporting are explored.

Find opportunities to embed respectful relationship concepts across subjects and learning areas. For Australian educators, connections can be made between the KS:CPC, **Early Years Learning Framework** and the **Australian Curriculum**. Also refer to **Australian Curriculum: Respectful relationships**.

Learn more: Harm, abuse and neglect.

SOUTH AUSTRALIA

Department for Education (2019) *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 Education (2022a) *Sexual behaviour in children and young people: procedure and guideline*, Government of South Australia

Department for Education (2024) **Trauma-informed practice in education**, Government of South Australia

National Office for Child Safety (2021) *National strategy to prevent and respond to child sexual abuse 2021–2030*, Commonwealth of Australia

Domestic and family violence

Domestic violence refers to acts of violence that occur in domestic settings between 2 people who are, or were, in an intimate relationship. Family violence is a broader term than domestic violence, as it refers not only to violence between intimate partners but also to violence between family members (Our Watch 2021). Domestic and family violence can include physical, sexual, emotional, psychological and financial abuse, coercive control and stalking.

Domestic and family violence occurs across all socio-economic and demographic groups. While every experience of family, domestic or sexual violence is personal and different, it is most commonly perpetrated by men against women. Some groups, including children, are more vulnerable than others because they are at greater risk or because the impacts and outcomes of violence can be more serious or long-lasting (AIHW 2023b).

For children and young people, the effects of experiencing or being exposed to domestic and family violence can be traumatising, ongoing and long-lasting. Effects can impact every aspect of their lives, including physical and mental health, development, wellbeing, behaviours, relationships, feelings and emotions, education, learning, cognition and housing outcomes (1800RESPECT; AIHW 2023b; ANROWS 2018).

Our Watch (2021) emphasises gender equality and actions to address the drivers of gender-based violence, such as challenging the condoning of violence against women, promoting women's independence and decision-making, challenging gender stereotypes and roles, strengthening positive, equal and respectful relationships and promoting and normalising gender equality in public and private life.

The *Australian National plan to end violence against women and children 2022–2032* (Department of Social Services 2022) highlights the importance of respectful relationships and consent education in schools, preventing gender-based violence and addressing the safety and needs of children and young people.

KS:CPC connections

The KS:CPC addresses domestic and family violence through topics that focus on children's and young people's right to be safe, understanding respectful relationships, recognising unsafe situations and abuse, bystander and upstander behaviour and strategies for help-seeking and reporting.

Find opportunities to embed respectful relationship concepts across subjects and learning areas. For Australian educators, connections can be made between the KS:CPC, **Early Years Learning Framework** and the **Australian Curriculum**. Also refer to **Australian Curriculum: Respectful relationships**.

Learn more: Domestic and family violence.

Bullying

While most children and young people behave in safe, respectful and inclusive ways, some engage in challenging, complex or unsafe behaviours, which can change over time.

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm (definition for Australian schools).

Bullying can cause physical and psychological harm, such as injuries, depression, anxiety, isolation, changes in sleep and eating patterns, health complaints, loss of interest in activities and going to school and decreased academic achievement. Bullying can have long-term and short-term negative effects, impacting everyone involved, including bystanders (Department for Education n.d.; Stopbullying.gov 2021).

SOUTH AUSTRALIA

Department for Education (n.d.) **Bullying prevention requirements**, Government of South Australia

Australian Institute of Health and Welfare (AIHW) (2023b) Family, domestic and sexual violence, viewed October 2024, https://kscpc.sa.edu.au/e/10069

Australia's National Research Organisation for Women's Safety (ANROWS) (2018) *Research summary: the impacts of domestic and family violence on children* (2nd ed), Sydney: NSW

Department of Social Services (2022) *National plan to end violence against women and children 2022–2032*, Commonwealth of Australia

Our Watch (2021) *Change the story: A shared framework for the primary prevention of violence against women in Australia* (2nd ed), Melbourne: Australia

Stopbullying.gov (2021) Effects of bullying, viewed October 2024, https://kscpc.sa.edu.au/e/10198

1800RESPECT: How domestic violence affects children, viewed October 2024, https://kscpc.sa.edu.au/e/10189

There are 4 main types of bullying:

- **Physical** – such as hitting, pushing, shoving, intimidating or otherwise physically hurting another person, damaging or stealing their belongings and threats of violence.
- **Verbal and written** – such as name-calling, insults, taunting, intimidation, threats, sarcastic remarks and put-downs.
- **Social** (including relational or emotional bullying) – such as social exclusion and isolation, lying, spreading rumours, unkind facial expressions or body language, mean and condescending looks, playing jokes to embarrass and humiliate, mimicking and damaging someone's reputation or social relationships.
- **Cyberbullying** – any form of bullying that occurs online or via digital technologies. Verbal and social bullying can be cyberbullying when it happens online. Cyberbullying often occurs in addition to in-person bullying.

(Department for Education n.d.)

KS:CPC connections

The KS:CPC addresses bullying through topics about the right to be safe, respectful relationships, rights and responsibilities, recognising and reporting abuse and strategies to address abuse, including bystander and upstander behaviour. There is a strong focus on understanding the characteristics of bullying, discrimination, harassment and racism and strategies to respond, seek help and report inappropriate behaviour towards self and others.

Find opportunities to embed respectful relationship concepts across subjects and learning areas. For Australian educators, connections can be made between the KS:CPC, **Early Years Learning Framework** and the **Australian Curriculum**. Also refer to **Australian Curriculum: Respectful relationships**.

Learn more: Bullying.

Bodily integrity, touch and consent

Bodily integrity and autonomy

Bodily integrity refers to someone's right not to be touched without their consent and to be free from acts of abuse or harm against their body. Children with disability and those who are very young are especially vulnerable to violations of bodily integrity, as they may be unable to speak up for or defend themselves and give or deny consent (CRIN n.d.).

Bodily autonomy refers to everyone's right to determine what happens to their body and the choices they make. It is about agency and everyone being free to make decisions about their own body.

Parts of the body

Knowing and using the correct names of body parts can enhance children's self-confidence and body image, help them accurately describe a situation or concern and give them the ability to communicate assertively (Matthews 2017). It is critical when children disclose abuse because disclosures using incorrect terminology may not be understood or followed up (Kenny et al 2008). Research suggests that sexual offenders are less likely to target children who use the correct names (Elliott et al 1995).

Names of body parts referred to in the KS:CPC include **anus**, **bottom**, **breasts**, **chest**, **mouth**, **nipples**, **penis**, **testes**, **vagina** and **vulva**. Some resources refer to these body parts collectively as 'private body parts' or 'sexual body parts', however the KS:CPC focuses on the whole body being private. This emphasises that **no one has the right to touch anyone's body without their consent**, including someone touching any part of someone else's body inappropriately or sexually; either between an adult and a child or between children.

When referring to body parts, the KS:CPC focuses on their names and locations, not their function. Use language such as 'most males' or 'most females' to ensure inclusivity and safety, acknowledging the diversity of human biology and gender.

SOUTH AUSTRALIA

Department for Education (n.d.) **Bullying prevention requirements**, Government of South Australia

Child Rights International Network (CRIN) (n.d.) Bodily integrity, viewed October 2024, https://kscpc.sa.edu.au/e/10199

Elliott M, Browne K and Kilcoyne J (1995) Child sexual abuse prevention: what offenders tell us, *Child Abuse & Neglect*, 19 (5), 579–594

Kenny MC, Capri V, Thakkar-Kolar RR, Ryan EE, Runyon MK (2008) Child sexual abuse: From prevention to self-protection, *Child Abuse Review*, 17, 36–54

Matthews D (2017) Call children's private body parts what they are, *Psychology Today*, viewed October 2024, https://kscpc.sa.edu.au/e/10200

Touch

Touch is an important part of sensory communication, social interaction and wellbeing and it is vital to children's and young people's social, cognitive and physical development (Cekaite and Bergnehr 2018). Children and young people need to recognise different types of touch, know their rights and responsibilities and ways to respond to and report unsafe situations, including being touched inappropriately or without consent. They need to understand that everyone has the right to decide who can touch their body, where and in what way (UNESCO 2018).

Educators should avoid using language such as 'good' and 'bad' touch as these terms can be absolute and judgemental, focusing on an external evaluation rather than an internal feeling (Shinde 2019).

The KS:CPC refers to 3 types of touch – safe, unsafe and unwanted. When discussing types of touch as part of the KS:CPC learning activities, the context, intent, relationship and consent must be considered. Children and young people need to recognise types of touch for safety, to build and maintain respectful relationships, and to recognise and report abuse or unsafe situations.

Individual perceptions, experiences and touch preferences can vary between people and change over time.

1 **Safe touch** refers to physical contact that is:
   • appropriate, consensual, respectful and safe; and,
   • not intended to harm.
   Safe touch may include touch that is uncomfortable but necessary for health and safety reasons.

2 **Unsafe touch** refers to physical contact that is:
   • inappropriate, non-consensual, disrespectful, unsafe or unlawful; and/or,
   • confusing, distressing or threatening; and/or,
   • harmful or abusive.
   All children and young people must report unsafe touch or touch they are unsure about to a trusted adult or appropriate support service.

3 **Unwanted touch** refers to physical contact that is:
   • unwelcome or makes the person feel uncomfortable; and,
   • not necessary; and,
   • not intended to harm.
   Children and young people should be supported to develop and apply strategies to respond to unwanted touch.

Consent

Consent is agreeing to something with informed decision-making, ability or capacity. Consent should be taught from a young age in an age and developmentally appropriate way.

Consent education is essential for building healthy and respectful relationships, positive sexual health and protecting vulnerable children and young people from harm (IPPF 2015). It is about acknowledging and respecting everyone's right to be safe; understanding responsibilities and personal boundaries; making informed decisions; knowing how to seek, give and deny consent; assessing risks; developing protective strategies; and reporting unsafe situations.

Sexual consent is '… a free, voluntary and informed agreement between people to participate in a sexual act. This agreement is only present when these people mutually and genuinely want to engage in that sexual act, and actively ensure their partner does too.' In healthy intimate relationships, reaching, communicating or withholding consent are key skills based on mutual respect and empathy (Department of Social Services 2023).

Sexual activity without consent is sexual assault or rape, is against the law (refer to local laws) and causes harm. Young people need to know and understand the relevant laws and how to respond to and report unsafe situations. Laws related to sexual consent and sexual assault will vary between locations (states, territories, countries). These laws are established to protect children and young people from exploitation and other harms and to preserve their right to privacy and healthy sexual development (AIFS 2021).

Australian Institute of Family Studies (AIFS) (2021) Age of consent laws in Australia, viewed October 2024, https://kscpc.sa.edu.au/e/10201

Cekaite A and Bergnehr D (2018) Affectionate touch and care: embodied intimacy, compassion and control in early childhood education, *European Early Childhood Education Research Journal*, 26 (6), 940–955

Department of Social Services (2023) *The Commonwealth Consent Policy Framework: Promoting healthy sexual relationships and consent among young people*, Commonwealth of Australia

International Planned Parenthood Federation (IPPF) (2015) *Teaching about consent and healthy boundaries – a guide for educators*, London: United Kingdom

Shinde S (2019) A plea to use terms 'safe touch' and 'unsafe touch' instead of 'good touch' and 'bad touch' in personal safety education, *Institutionalised Children Explorations and Beyond*, 6 (1), 86–88

United Nations Educational, Scientific and Cultural Organization (UNESCO) (2018) *International technical guidance on sexuality education: an evidence-informed approach*, Paris: France

The Commonwealth Consent Policy Framework: Promoting healthy sexual relationships and consent among young people (Department of Social Services 2023) provides detailed information about 5 core concepts of sexual consent:

- free and voluntary
- specific and informed
- affirmative and communicated
- ongoing and mutual
- reflects capacity.

A shared vision of consent practice is provided through 10 principles about ways to promote healthy, consensual and safe sexual relationships.

KS:CPC connections

The KS:CPC addresses bodily integrity, touch and consent through topics about rights, the whole body being private, the correct names of body parts and safe, unsafe and unwanted touch. Children and young people learn to identify healthy and unhealthy behaviour within relationships and strategies to seek, give or deny consent in different situations. Older students learn about sexual consent and the importance of mutual respect and empathy in reaching, communicating or withholding consent. Various support services, help-seeking and reporting strategies are explored.

Find opportunities to embed consent and respectful relationship concepts across subjects and learning areas. Connections can be made between the KS:CPC and topics about consent, privacy and bodily integrity from the *International technical guidance on sexuality education: An evidence-informed approach* (UNESCO).

For Australian educators, connections can be made between the KS:CPC, **Early Years Learning Framework** and the **Australian Curriculum**. Also refer to **Australian Curriculum: Respectful relationships**.

Learn more: Bodily integrity, touch and consent.

Online safety

Information and communication technologies are used worldwide, with social networking, entertainment and education being popular online activities for children and young people. This increasingly exposes them to an open and collaborative online culture, where they can access information, develop friendships and relationships and create and share content (AIFS 2018a).

The challenge is to provide children and young people with the knowledge, skills and understanding to engage in online environments safely, identify and avoid risks and become responsible and respectful digital citizens.

Online safety, and more specifically, child online protection, features in many United Nations and multilateral forums focusing on building capacity and supporting countries to introduce legislation, national strategies and implement prevention programs (eSafety Commissioner 2022).

There is strong evidence that online safety education can increase the safety and wellbeing of children and young people and reduce cyberbullying (WHO 2022c).

Image-based abuse

Image-based abuse is when someone shares, or threatens to share, an intimate image or video of a person without their consent. The person may or may not be aware that the image or video was taken or may have provided permission for the image or video, but not for it to be shared with others (eSafety Commissioner 2024a). With the rapid advances in artificial intelligence (AI) and machine learning, image, video and sound files can be generated to create realistic content called 'deepfakes', that are difficult to detect (eSafety Commissioner 2020).

An intimate image includes images or videos of sexual body parts, private activities such as using the toilet, showering and bathing, engaging in an act normally done privately, or showing a person without their religious or cultural attire if typically worn in public (eSafety Commissioner 2024a).

Australian Institute of Family Studies (AIFS) (2018a) Online safety, viewed October 2024, https://kscpc.sa.edu.au/e/10202

eSafety Commissioner (2022) *Australia's eSafety strategy 2022–2025*, Australian Government

eSafety Commissioner (2020) *Deepfake trends and challenges – position statement*, Australian Government

eSafety Commissioner (2024a) FAQ about image-based abuse, viewed October 2024, https://kscpc.sa.edu.au/e/10226

World Health Organization (WHO) (2022c) *What works to prevent online violence against children?*, Violence Prevention Unit, Geneva

Sextortion

Research indicates an ever-increasing number of child sexual exploitation reports received each year (ACCCE n.d.-a). Sexual extortion or sextortion is a form of blackmail where someone threatens to share intimate images of a person unless they give in to their demands, eg money, more intimate images or sexual favours (eSafety Commissioner 2024b).

Exposure to adult pornography

Adult pornography refers to sexually explicit material involving adults that is intended to sexually arouse the audience (Our Watch 2020).

Online adult pornography may be accessed accidentally by children, which can be confusing, distressing and harmful. Young people may be more curious and actively seek adult pornography online. The exposure to graphic or violent images and the portrayal of gender-based abuse can result in misleading messages about intimate relationships (eSafety Commissioner 2023).

Child sexual abuse material

Child sexual abuse material (or 'child exploitation material') is content that depicts a person under 18 (or who looks under 18) in a sexual way, involved in sexual activity, or showing their sexual body parts (genital area, anal area or breasts). These images are against the law (Australia), even if they have been created by the child or young person themselves (Department for Education 2022a, ACCCE n.d.-b).

Cyberbullying

Cyberbullying is when someone uses online content or communication to humiliate, harass, intimidate or threaten someone. It can take many forms, such as excluding or ignoring someone, posting mean comments or messages, tricking or humiliating them through fake accounts, or sharing a photo or video that will make them feel threatened and unsafe (eSafety Commissioner 2024c).

In-person bullying and online cyberbullying often happen alongside each other. However, cyberbullying leaves a digital footprint and can be used as evidence to help stop abuse. Both can cause mental harm, where the person may feel they cannot stop it from happening, leading to potential physical suffering (UNICEF 2023).

> ### KS:CPC connections
>
> The KS:CPC addresses online safety throughout the curriculum, focusing on situations from an in-person and online context. Some key concepts include (at an age and developmentally appropriate level), digital citizenship, privacy and security, relationships and dating, consent, social media, gaming, mobile phones and other devices, cyberbullying, grooming, image-based abuse, exposure to pornography, sextortion and the law.
>
> Find opportunities to explore online situations across subjects and learning areas. For Australian educators, connections can be made between the KS:CPC, **Early Years Learning Framework** and the **Australian Curriculum**. Also refer to **Australian Curriculum: Online safety**.

Learn more: Online safety.

Student diversity

Whilst child abuse and neglect can occur across all socio-economic and cultural groups, several factors can contribute to some groups of children and young people being at greater risk of harm, abuse or neglect. These include:

- children under 4 years old or adolescents to age 18
- children and young people from culturally or linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander, Indigenous and First Nations children and young people

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Department for Education (2022a) *Sexual behaviour in children and young people: procedure and guideline*, Government of South Australia

Australian Centre to Counter Child Exploitation (ACCCE) (n.d.-a) Research and statistics, viewed October 2024, https://kscpc.sa.edu.au/e/10205

Australian Centre to Counter Child Exploitation (ACCCE) (n.d.-b) *Terminology and definitions of online child sexual exploitation*, viewed October 2024, https://kscpc.sa.edu.au/a/10880

eSafety Commissioner (2024c) Cyberbullying, viewed October 2024, https://kscpc.sa.edu.au/e/10208

eSafety Commissioner (2024b) Deal with sexual extortion, viewed October 2024, https://kscpc.sa.edu.au/e/10206

eSafety Commissioner (2023) *Accidental, unsolicited and in your face. Young people's encounters with online pornography: a matter*, https://kscpc.sa.edu.au/e/10209

Our Watch (2020) *Background paper: Pornography, young people, and preventing violence against women*

UNICEF (2023) Cyberbullying: What is it and how to stop it, viewed October 2024, https://kscpc.sa.edu.au/e/10210

- children and young people who are homeless, transient, or living in out-of-home care
- children and young people with disability
- children and young people who are gender questioning or identify as LGBITQA+
- children and young people with mental health challenges
- children and young people with families experiencing other adversities such as mental and physical health, social, relationship, community, environmental and societal issues.

(WHO 2022a; Department for Education 2022b)

Aboriginal peoples

Aboriginal peoples, as the first peoples of Australia, hold a unique place in history, with a great diversity of cultures, languages, kinship structures and ways of life (AHRC 2012).

The United Nations Convention on the Rights of the Child (1989) includes articles that define every child's civil, political, economic, social and cultural rights, regardless of race, religion or abilities (Save the Children n.d.).

The United Nations Declaration on the Rights of Indigenous Peoples (2007) provides the minimum standards for the survival, dignity and wellbeing of the world's Indigenous peoples and elaborates on their existing human rights and freedoms.

Aboriginal children and young people should have access to high-quality and inclusive education, free from discrimination, that values and respects cultural, social, linguistic and religious diversity (Education Council 2020).

KS:CPC connections

The KS:CPC provides strengths-based activities and resources to support Aboriginal children and young people. This includes opportunities to connect with culture, identity, family, community and Country.

For Australian educators, connections can be made between the KS:CPC, **Early Years Learning Framework** and the **Australian Curriculum**, for example:

- the **Australian Curriculum: Intercultural understanding** general capability, which 'involves students developing the knowledge and skills needed to reflect on culture and cultural diversity, engage with cultural and linguistic diversity and navigate intercultural contexts' (ACARA n.d.-b)
- the **Australian Curriculum: Aboriginal and Torres Strait Islander histories and cultures** cross-curriculum priority, which 'provides Aboriginal and Torres Strait Islander students with the ability to see themselves, their identities and cultures reflected in the curriculum; and allows all students to engage in reconciliation, respect and recognition of the world's oldest continuous living cultures' (ACARA n.d.-c).

Learn more: Aboriginal peoples.

Cultural and linguistic diversity

Cultural and linguistic diversity (CALD) broadly refers to communities with diverse languages, ethnic backgrounds, nationalities, traditions, societal structures and religions (ECCV 2012).

Children and young people have the right to enjoy their own culture, religion and language, free from discrimination and abuse (United Nations 1989). They have the right to the dignity and diversity of their culture, tradition, history and aspirations (United Nations 2007).

By promoting intercultural understanding, children and young people learn to value cultural perspectives and practices and to support them in becoming responsible local and global citizens (ACARA n.d.-b).

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Department for Education (2022b) *Safeguarding children and young people policy*, Government of South Australia

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The term 'Aboriginal' refers to people who identify as Aboriginal or Torres Strait Islander, or both Aboriginal and Torres Strait Islander.

Australian Curriculum, Assessment and Reporting Authority (ACARA) (n.d.-c) Aboriginal and Torres Strait Islander histories and cultures, viewed October 2024, https://kscpc.sa.edu.au/e/10056

Australian Curriculum, Assessment and Reporting Authority (ACARA) (n.d.-b) Intercultural understanding, viewed October 2024, https://kscpc.sa.edu.au/e/10057

Australian Human Rights Commission (AHRC) (2012) 2012 Face the facts – chapter 1, viewed October 2024, https://kscpc.sa.edu.au/e/10211

Education Council (2020) *Alice Springs (Mparntwe) education declaration*, Education Services Australia

Ethnic Communities' Council of Victoria (ECCV) (2012) Glossary of terms, viewed October 2024, https://kscpc.sa.edu.au/e/10212

Save the Children (n.d.) UN Convention on the Rights of the Child (UNCRC), viewed October 2024, https://kscpc.sa.edu.au/e/10219

United Nations (1989) Convention on the Rights of the Child, viewed October 2024, https://kscpc.sa.edu.au/e/10061

United Nations (2007) United Nations Declaration on the Rights of Indigenous Peoples, viewed October 2024, https://kscpc.sa.edu.au/e/10062

World Health Organization (WHO) (2022a) Child maltreatment, viewed October 2024, https://kscpc.sa.edu.au/e/10192

Educators can support intercultural understanding by establishing a safe and positive learning environment that fosters inclusion and diversity, is free from discrimination and provides opportunities for children and young people to learn about cultural diversity (OECD 2018).

KS:CPC connections

The KS:CPC provides strengths-based activities and resources to support CALD children and young people.

For Australian educators, connections can be made between the KS:CPC, **Early Years Learning Framework** and the **Australian Curriculum**, for example:

- the **Australian Curriculum: EAL/D students**, which supports students for whom English is an additional language or dialect to access the Australian Curriculum (ACARA n.d.-d)
- the **Australian Curriculum: Intercultural understanding** general capability, which 'involves students developing the knowledge and skills needed to reflect on culture and cultural diversity, engage with cultural and linguistic diversity and navigate intercultural contexts' (ACARA n.d.-b)
- the **Australian Curriculum: Aboriginal and Torres Strait Islander histories and cultures** cross-curriculum priority, which 'provides Aboriginal and Torres Strait Islander students with the ability to see themselves, their identities and cultures reflected in the curriculum; and allows all students to engage in reconciliation, respect and recognition of the world's oldest continuous living cultures' (ACARA n.d.-c).

Learn more: Cultural and linguistic diversity.

Disability and additional needs

Disability can encompass a range of conditions, including the loss or impairment of bodily or mental functions, diseases, malfunctions, malformations, learning differences, cognitive disorders, and conditions affecting perception, emotions, or behaviour (Australian Government 2005).

'Additional needs' is a broader term that is inclusive and supportive of children with challenges that impact their learning, such as behavioural, social, emotional and mental health difficulties or those in complex or vulnerable circumstances.

Children and young people with disability should be treated with dignity, receive suitable resources for their health and needs, be supported to be active participants in the community, free from discrimination and abuse (United Nations 1989), with a life that ensures dignity and promotes self-reliance (United Nations 2006).

Children and young people with disability have the right to access and participate in education that provides them with opportunities to develop to their fullest potential (Department for Education 2023) with access to curriculum on the same basis as students without disability (ACARA n.d.-e).

KS:CPC connections

Where required, adapt the KS:CPC to support the diverse needs of children and young people. Educators should work closely with parents, carers and support staff to discuss and develop individualised learning, applying similar strategies used to deliver other learning areas.

Many concepts may need deconstruction, scaffolding, contextualising and explicit delivery. Identifying and expressing feelings and warning signs may be more complex, highlighting the importance of understanding body language and reactions through observation. Trusted networks may be more complex due to the additional people that support the child or young person.

SOUTH AUSTRALIA

Department for Education (2023) *Children and students with disability policy*, Government of South Australia

Australian Curriculum, Assessment and Reporting Authority (ACARA) (n.d.-c) Aboriginal and Torres Strait Islander histories and cultures, viewed October 2024, https://kscpc.sa.edu.au/e/10056

Australian Curriculum, Assessment and Reporting Authority (ACARA) (n.d.-b) Intercultural understanding, viewed October 2024, https://kscpc.sa.edu.au/e/10057

Australian Curriculum, Assessment and Reporting Authority (ACARA) (n.d.-d) EAL/D students, viewed October 2024, https://kscpc.sa.edu.au/e/10059

Australian Curriculum, Assessment and Reporting Authority (ACARA) (n.d.-e) Meeting the needs of students with disability, viewed October 2024, https://kscpc.sa.edu.au/e/10064

Australian Government (2005) *Disability Standards for Education 2005*, Attorney-General's Department

OECD (2018) Preparing our youth for an inclusive and sustainable world: the OECD PISA global competence framework

United Nations (2006) Convention on the Rights of Persons with Disabilities, viewed October 2024, https://kscpc.sa.edu.au/e/10063

United Nations (1989) Convention on the Rights of the Child, viewed October 2024, https://kscpc.sa.edu.au/e/10061

The KS:CPC provides various inclusive and strengths-based activities and resources to support children and young people with disability and additional needs.

For Australian educators, connections can be made between the KS:CPC, **Early Years Learning Framework** and the **Australian Curriculum**. Also refer to **Australian Curriculum: Meeting the needs of students with disability**.

Learn more: Disability and additional needs.

Gender diversity, intersex and sexual diversity

'Equality and freedom from discrimination are fundamental human rights that belong to all people irrespective of sexual orientation, gender identity or because they are intersex' (AHRC 2014).

Educators need to understand gender diversity, intersex and sexual diversity and the issues that may face these population groups. Teaching and learning must be inclusive and relevant to the lived experiences of all children and young people and support their right to be safe (Department for Education 2024a).

Gender diverse, intersex and sexually diverse children and young people report experiencing high levels of verbal and physical biphobic, homophobic, interphobic and transphobic abuse in the community, with a notable percentage reporting that this has occurred within the education environment (Hill et al 2021). This can significantly affect their wellbeing, attendance and educational outcomes.

There is a strong correlation between abuse and increased rates of anxiety, depression and 'risky' behaviours, including self-harm and suicide (Department for Education 2024b). Some children and young people may feel unsafe seeking support or reporting abuse if they have to disclose aspects of their identity. Ensure relevant and appropriate support services are available to all children and young people.

Gender diversity is 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, genderqueer or gender questioning. It refers to people whose gender expression or identity differs from the gender identity associated with the sex assigned to them at birth or society's expectations. The person may identify as neither male nor female or as both.

Intersex is an umbrella term for people born with sex characteristics (hormonal, genetic and reproductive) that do not fit medical norms for female or male bodies. Intersex variations are natural manifestations of human bodily diversity.

Sexual diversity refers to a diverse range of sexualities, identities and romantic or sexual attractions. This term includes those who may identify as same-sex attracted, lesbian, gay and bisexual.

(Department for Education 2024b)

KS:CPC connections

Ensure positive representation of gender diversity, intersex and sexual diversity throughout the curriculum, including within the context of rights and responsibilities, respectful relationships, gender stereotypes, parts of the body and accessing support. Using inclusive and acceptable terminology empowers individuals and allows visibility of important issues (Department for Education 2023b). Examples include ensuring diversity is represented within activities, scenarios and resources (eg books, videos, websites); using language such as 'body parts that most females/males have include...' when discussing parts of the body; and using respectful and appropriate language and pronouns that consider cultural perspectives.

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Department for Education (2024a) *Gender diverse and intersex children and young people support procedure*, Government of South Australia

Department for Education (2024b) *Supporting gender diverse, intersex and sexually diverse children and young people policy*, Government of South Australia

Australian Human Rights Commission (AHRC) (2014) *Face the facts: lesbian, gay, bisexual, trans and intersex people*, Sydney: NSW

Hill AO, Lyons A, Jones J, McGowan I, Carman M, Parsons M, Power J and Bourne A (2021) *Writing themselves in 4: The health and wellbeing of LGBTQA+ young people in Australia*, National report, monograph series number 124, Melbourne: Australian Research Centre in Sex, Health and Society, La Trobe University

For Australian educators, connections can be made between the KS:CPC, **Early Years Learning Framework** and the **Australian Curriculum**, for example:

- as part of the **Early Years Learning Framework**, children develop knowledgeable and confident self-identities and a positive sense of self-worth (Outcome 1: Children have a strong sense of identity)
- the **Australian Curriculum: Personal and social capability** provides a foundation for students to understand themselves and others and navigate their relationships, lives, work and learning
- through the **Australian Curriculum: Health and Physical Education learning area**, students explore their identity and understand influences that form their sense of identity. Also, refer to 'Meeting the needs of diverse learners' the Health and Physical Education key considerations.

Learn more: Gender diversity, intersex and sexual diversity.

Student wellbeing

'Wellbeing is a critical part of how young people learn and grow. Research shows that children's wellbeing affects their ability to engage with their education. It is also a lifelong outcome of learning – those who engage more with education are more likely to experience greater wellbeing as adults' (Department for Education 2016).

Student wellbeing and positive psychological characteristics are associated with improved outcomes, academic achievement, fewer risky behaviours and better physical health in adulthood (AITSL 2022).

Social and emotional learning (SEL) is important in building children's and young people's confidence, relationships, communication skills, academic achievements, resilience and persistence (AIHW 2022).

CASEL (n.d.-b) identifies the 5 core competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making. SEL provides opportunities for children and young people to practise skills such as cooperation, managing conflict, making friends, coping, being resilient and recognising and managing feelings.

KS:CPC connections

Wellbeing, positive psychology and SEL can be incorporated through a child safety focus, for example:

- **self-awareness, self-management and social awareness** – feelings, emotions, empathy, identity, respecting others, assertiveness, resilience and persistence
- **relationship skills** – healthy and unhealthy relationships, power in relationships, rights and responsibilities in relationships, recognising unsafe situations, strategies to address unsafe situations and seeking help
- **responsible decision-making** – problem-solving, including assessing different solutions and paths, decision-making, analysing and mitigating risks and unsafe situations.

Find opportunities to explore wellbeing and SEL concepts across subjects and learning areas. For Australian educators, connections can be made between the KS:CPC, **Early Years Learning Framework** and the **Australian Curriculum**.

SOUTH AUSTRALIA

Department for Education (2016) *Wellbeing for learning and life: a framework for building resilience and wellbeing in children and young people*, Government of South Australia

Australian Institute for Teaching and School Leadership (AITSL) (2022) Spotlight: wellbeing in Australian schools, viewed October 2024, https://kscpc.sa.edu.au/e/10213

Australian Institute of Health and Welfare (AIHW) (2022) Australia's children: Social and emotional wellbeing, Australian Government, viewed October 2024, https://kscpc.sa.edu.au/e/10399

Collaborative for Academic, Social, and Emotional Learning (CASEL) (n.d.-b) Fundamentals of SEL, viewed October 2024, https://kscpc.sa.edu.au/e/10214

IMPLEMENTING THE KS:CPC

Effective implementation

Summary of recommended implementation strategies:

- The KS:CPC is implemented every year with all children and young people.
- The 4 focus areas are implemented sequentially each year (see **KS:CPC Sample planning guides**).
- Use a whole site approach and site implementation plan that describes what is taught, when and by whom (see **KS:CPC Resources – Planning and implementation**).
- Identify key leadership staff and educators to lead the planning and support for implementation.
- Make connections between the KS:CPC and the site's policies and procedures, eg child protection and safeguarding, behaviour, online safety and wellbeing.
- Ensure all educators who are implementing the KS:CPC have completed the required training.
- Partner with parents, carers and community by keeping them informed (see **KS:CPC Resources – Parents and carers**).
- Use the KS:CPC flexibly to be responsive to relevant situations.
- Ensure the use of non-negotiable aspects.
- Adapt learning activities and resources to meet the needs of students, families and communities to make the KS:CPC relevant and accessible.
- Consider using various recommended learning strategies.
- Promote student voice and agency.
- Make connections between learning areas, subjects and KS:CPC content to support and reinforce student learning.
- Monitor student learning through anecdotal evidence, discussions, examples of student work, consolidation and reflection activities.

Respectful relationships

Respectful relationships education should encompass:

- sustainable, whole-school approaches
- a critical and transformative approach to power, inequality and violence
- a developmentally appropriate approach to consent, decision-making, communication and behaviour
- an intersectional and inclusive lens
- culturally safe, trauma-informed learning environments
- evidence-based teaching and learning and continuous improvement.

(Department of Education 2024)

A whole site approach

In this context, 'site' includes all education institutions such as childcare centres, preschools, kindergartens and schools.

A whole site approach is the most effective way of planning and implementing the KS:CPC. It reinforces everyone's responsibility to ensure the safety of all children and young people.

Department of Education (2024) Respectful Relationships Education Framework, Australian Government, viewed October 2024, https://kscpc.sa.edu.au/e/10757

Research indicates that whole site approaches and interventions yield the most successful outcomes when integrated into daily practice and school culture (Goldberg et al 2018). Preventative education should be linked with policies and pastoral support and integrated within the broader curriculum (PSHE Association 2016). A whole site approach has been associated with considerable improvements in student health, safety, wellbeing and functioning (WHO and UNESCO 2021).

A whole site approach includes 4 key elements – planning, staff, students and community.

The school community actively partners in keeping children safe through KS:CPC information and support beyond the school.

A whole site planning approach to KS:CPC implementation that connects with school policies, procedures, processes and curriculum.

Students have the knowledge, skills and understanding to recognise abuse and unsafe situations, apply strategies to be safe and to seek support and report.

Staff are engaged, involved, empowered and supported with KS:CPC implementation (discussions, role-modelling, resources, training).

KEEPING SAFE CHILD PROTECTION CURRICULUM

COMMUNITY · PLANNING · STUDENTS · STAFF

The **KS:CPC Whole site implementation guide** provides the processes within the 4 key elements to support a holistic and effective implementation plan, including:

1 **planning**:
- KS:CPC whole site plan development
- connection with policies, procedures, plans and curriculum
- KS:CPC leadership team driving the process
- monitoring and reviewing implementation
- evidence of student learning
- resources

2 **staff**:
- KS:CPC training status
- implementation status and processes for support
- KS:CPC discussion, communication and language

3 **students**:
- voice and agency, such as surveys, engagement and learning styles
- KS:CPC knowledge, skills and understanding
- KS:CPC application

4 **community**:
- parent and carer communication
- local community communication.

The **KS:CPC Site implementation rubric** (SIR) provides a performance continuum against the 4 key elements and the evidence indicators.

Use the SIR to provide a snapshot of the site's KS:CPC implementation level. Plan the strategies required to progress students' learning and educators' capacity to deliver the KS:CPC effectively.

Curriculum implementation (Australia)

The KS:CPC content can be aligned with curriculum learning areas; however, activities may need to be adapted to ensure the learning intentions of both are met. Regardless of content connections, opportunities can be identified to incorporate and/or support the knowledge, skills and understanding of the KS:CPC across the learning areas.

The **KS:CPC Curriculum mapping tools** can provide a starting point by connecting learning area concepts with the curriculum.

Goldberg J, Sklad M, Elfrinki T, Schreurs K, Bohlmeijer E and Clarke A (2018) Effectiveness of interventions adopting a whole school approach to enhancing social and emotional development: a meta-analysis, *European Journal of Psychology of Education*, 34:755–782

PSHE Association (2016) *Key principles of effective prevention education*, Child Exploitation and Online Protection Centre (CEOP), London: UK

World Health Organization (WHO) and the United Nations Educational, Scientific and Cultural Organization (UNESCO) (2021) *Making every school a health-promoting school: global standards and indicators*, Education 2030

Early years

Early Years Learning Framework (EYLF)

Belonging, being and becoming: the early years learning framework for Australia (Australian Government Department of Education) describes the principles, practices and learning outcomes essential to support and enhance young children's learning from birth to 5 years of age and during their transition to school. The 5 learning outcomes provide a strong foundation for KS:CPC implementation through:

- a strong sense of identity
- connection with and contributing to the world
- having a strong sense of wellbeing
- being confident and involved learners
- being effective communicators.

National Quality Framework

The **National Quality Framework** (Australian Children's Education and Care Quality Authority) provides a consistent approach to regulation, assessment and quality improvement for early childhood education, care and outside school hours care services across Australia. The National Quality Standards sets the benchmark through the quality areas. The areas with strong alignment to the KS:CPC include:

- Quality area 1: Educational program and practice, eg learning opportunities, routines, intentional teaching, purposeful play
- Quality area 2: Children's health and safety, eg wellbeing, safe practices, child protection
- Quality area 3: Physical environment, eg exploration, play-based learning, safe environments
- Quality area 4: Staffing arrangements, eg collaborative, supportive and respectful relationships
- Quality area 5: Relationships with children, eg responsive, meaningful, trusting and respectful relationships
- Quality area 6: Collaborative partnerships with families and communities, eg informing, engaging and collaborative relationships.

Primary and secondary years

Australian Curriculum

From foundation to year 12, the **Australian Curriculum** provides teachers, parents and carers, students and the community with a clear understanding of what students should learn, regardless of where they live or which school they attend in Australia.

The **Australian Curriculum: Curriculum connections** show the interrelationships across the dimensions of the Australian Curriculum on various themes and provide multiple pathways to search, access and organise the content. Refer to the respectful relationships, online safety and mental health and wellbeing curriculum connections.

The **Australian Curriculum: General capabilities** are addressed explicitly in the content of the learning areas. This includes literacy; numeracy; information and communication technology (ICT); critical and creative thinking; personal and social capability; ethical understanding; and intercultural understanding.

There are opportunities to connect KS:CPC content to the Australian Curriculum learning areas; however, learning may need to be adapted to ensure the learning intentions of both are met. Regardless of content connections, opportunities can be identified to incorporate and/or support the knowledge, skills and understanding of the KS:CPC across all learning areas and through the general capabilities and cross-curriculum priorities.

SOUTH AUSTRALIA

The following Department for Education resources support implementation in the early years:
- *Reflect Respect Relate*
- preschool curriculum resources
- preschool leading practice papers.

SOUTH AUSTRALIA

The Department for Education's ***Curriculum, pedagogy, assessment and reporting: early childhood services to year 12 policy*** provides the requirements for preschools and schools along with the Teaching for Effective Learning Framework, SACE and AITSL.

Some suggested learning area connections include:

- Health and Physical Education: safety, health, wellbeing, respectful relationships, consent, identity, body and protective strategies
- English: analysing and/or creating texts, discussions and debates and research
- Humanities and Social Sciences: laws, decision-making, equality, diversity, identity, belonging and rights
- Technologies: online safety, digital citizenship
- The Arts: creative presentations through drawing, painting, media, drama, singing
- Mathematics: data, statistics, probability, graphs, tables and problem-solving.

Senior secondary

For senior secondary students, the KS:CPC is deliverable in various ways, such as:

- pastoral care
- home group
- flexible learning programs
- vocational education
- learning areas (see above).

Refer to the **Australian Curriculum: Senior secondary curriculum**.

Curriculum implementation (international schools)

The international school curriculum will vary worldwide, with many schools using the International Baccalaureate (IB) framework.

The KS:CPC content can be aligned with curriculum learning areas; however, activities may need to be adapted to ensure the learning intentions of both are met. Regardless of content connections, opportunities can be identified to incorporate and/or support the knowledge, skills and understanding of the KS:CPC across the learning areas. The **KS:CPC Curriculum mapping tools** can provide a starting point by matching learning area concepts with the school curriculum.

International Baccalaureate

Schools may find that some KS:CPC topics are outside the **International Baccalaureate** framework. Finding connections may be useful in enhancing students' learning and providing a more seamless approach. Incorporating the IB principles using inquiry, action and reflection is one way to ensure connections are made with the KS:CPC.

Teachers implementing the KS:CPC and IB have provided the following advice:

- The KS:CPC incorporates into the primary years program (PYP) units of inquiry.
- In the middle years and high school program, the KS:CPC is delivered during dedicated personal and social health education lessons.
- Some health topics from the KS:CPC are written for the middle years program (MYP).
- The KS:CPC is mapped against PYP IB units of inquiry predominantly from Focus area 1: The right to be safe and Focus area 2: Relationships. The other areas are covered through stand-alone lessons. Teachers develop a classroom agreement with students based on the principles of the IB learner profile – inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

Refer to the **KS:CPC International Baccalaureate mapping tools** (PYP and MYP).

Considerations

Some KS:CPC concepts may be challenging depending on cultural or religious beliefs, or laws of the country. Educators must understand the community context and identify potential challenges and strategies to address sensitivities.

Cross-cultural kids

Cross-cultural kids (CCK) refers to children who have lived in or interacted with 2 or more cultural environments for a significant period during their developmental years.

The CCK model includes groups such as:

- traditional third culture kids – who move to another culture due to a parent's career choice
- bi/multi-cultural and/or bi/multi-racial children – who were born to parents from at least 2 cultures or races
- children of immigrants – whose parents have made a permanent move to a new country
- children of refugees – whose parents are living outside their original country due to circumstances such as war, violence, famine, natural disasters
- children of minorities – whose parents are not from the majority race or ethnicity of the country in which they live
- international adoptees – children adopted by parents from another country not of the child's birth
- domestic third culture kids – whose parents have moved among various subcultures within the child's home country.

(Pollock and Van Reken 2002)

Pollock D and Van Reken RE (2002) *Third culture kids: growing up among worlds*, John Murray Press, Great Britain

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Refer to **Learn more: International school context** for details about:

- strategies for implementation
- characteristics and attributes of international school children
- characteristics of cross-cultural kids
- characteristics of international school families
- culture of communities
- curriculum considerations.

Conditions for learning

Children and young people bring a range of abilities, experiences and cultural contexts to the learning environment. To create safe conditions for learning, educators should consider the physical, social and emotional aspects whilst providing supportive, engaging and rigorous learning.

A sense of belonging is essential for children and young people to feel accepted, respected, included and valued. This can influence their overall wellbeing, behaviour, relationships and engagement in the learning experiences. There are strong connections between optimism, self-efficacy, self-esteem, self-concept, sociability and a potential reduction in mental health issues (Allen 2019).

Educators can support children and young people to become lifelong learners, build confidence, form and maintain healthy relationships, be informed decision-makers, understand their responsibilities as global citizens and have a positive sense of belonging (Education Council 2020).

Student voice and agency

The United Nations Convention on the Rights of the Child (1989) reinforces children's right to say what they think should happen when adults are making decisions that affect them; to have the right to freedom of expression; and to seek, receive and impart information and ideas of all kinds.

Children and young people should be seen as active agents in their own learning and wellbeing, through authentic participation using their social and emotional skills to be respectful, resilient and safe (Education Council 2020).

Use strategies to promote genuine and authentic participation focused on intentional and purposeful engagement, with opportunities to share their perspectives, be involved in decision-making and lead and initiate action (CASEL n.d.-a).

When planning and implementing the KS:CPC, strategies to promote student voice and agency will depend on the topic, complexities and sensitivities.

The following suggested strategies provide opportunities for students to lead the learning and share their knowledge:

- **Know, want, learn** – students share what they already know about the topic (including their strengths and preferences), what they want to know and what they have learned.
- **Surveys** – provide opportunities for students to share their opinions and suggestions. Focus on whole site perspectives and topics about wellbeing, safety and relationships.
- **Brainstorming** – provides opportunities for students to discuss and share information, analyse and problem-solve.
- **Jigsaw** – encourages participation and cooperative learning. Provide opportunities for feedback.
- **Research** – individually or in pairs, students research a topic, collect data (if relevant) and present back to the group. Ensure instructions are guided and focused for safe learning.
- **Resources** – students develop resources for the school and/or community, such as posters about safety, help-seeking or support services.

Allen K (2019) 5 ways to boost students' sense of school belonging, Monash University, viewed October 2024, https://kscpc.sa.edu.au/e/10215

Collaborative for Academic, Social, and Emotional Learning (CASEL) (n.d.-a) Elevate student voice, viewed October 2024, https://kscpc.sa.edu.au/e/10216

Education Council (2020) *Alice Springs (Mparntwe) education declaration*, Education Services Australia

United Nations (1989) Convention on the Rights of the Child, viewed October 2024, https://kscpc.sa.edu.au/e/10061

Non-negotiable aspects

The 8 non-negotiable aspects support educators in implementing the KS:CPC safely and effectively to children and young people. The non-negotiable aspects are referenced within learning activities using the acronym 'NNA' and the corresponding reference number, eg 'NNA 1'.

When applying the NNAs, consider the diversity and needs of children and young people, and the widely varying cognitive, communicative, physical and social skills and abilities.

1 | Parent and carer communication

Parents and carers should be kept fully informed about teaching and learning within the KS:CPC and be given opportunities to access and seek additional information. Ensure information about the KS:CPC is available to parents and carers so they can support their child's learning about safety and respectful relationships.

Establishing positive communication strategies in a culturally responsive way with parents, carers and communities is essential. Seek advice from communities, bilingual support staff, Aboriginal educators, Anangu educators (South Australia), student wellbeing leaders, or safeguarding leads. Consider the different family structures in some cultures and the varying responsibilities of family members.

Various resources are available to support communication at **KS:CPC Resources – Parents and carers** (for educators), or **KS:CPC Information for parents and carers** (for parents, carers and communities).

2 | Selecting and using resources

Resources can support teaching and learning and the exploration of varying perspectives and how they are portrayed. The term 'resources' refers to a wide range of assets used to support and enhance teaching and learning activities, including text, image, digital, and human resources (eg guest speakers).

Resources should be reviewed, selected and used in ways that consider:
- the wellbeing of children and young people
- the educational value
- student agency and voice
- diversity and inclusivity
- equity and accessibility
- parent, carer and community input
- legal and policy requirements.

Some films, DVDs, videos, television programs and computer games have classifications that help determine their suitability for specific age groups. However, educators must preview all videos and other resources to assess their suitability for the student cohort and ensure group norms (NNA 3) have been established.

Using or viewing selected resources in their entirety does not always provide an educational advantage. Careful consideration must be given to resources' emotionally powerful messages and the student's previous experiences. Ensure resources are accessible and adapted as required and allow students to leave the room with the support of a trusted adult if needed.

When selecting, using and reviewing resources relating to Aboriginal cultures:
- liaise with peoples and community
- embrace cultural perspectives
- promote respectful representation
- respect cultural protocols (refer to **Aboriginal and Torres Strait Islander protocols for libraries, archives and information services**)

SOUTH AUSTRALIA

Department for Education preschools and schools are not required to seek permission from parents and carers for their children to access the curriculum under the *Education and Children's Services Act 2019* (Government of South Australia).

Requests from parents and carers to withdraw their children from the KS:CPC are to be dealt with cautiously. Seek advice from the site leadership and/or department staff.

SOUTH AUSTRALIA

Educators should refer to the Department for Education's resources:
- *Selecting and using resources for educational purposes guideline*
- *Social media policy*
- *Responding to online safety incidents in South Australian schools*
- *Consent to publish images and creative work of students and the community.*

- identify and respect cultural sensitivities, eg showing images, videos or recordings of deceased persons may cause distress
- communicate with parents, carers and community.

Digital resources

Educators face a perpetual challenge in navigating the rapidly changing world of digital technology. With digital resources readily accessible to children and young people, it is crucial to make balanced and purposeful decisions when selecting and using them to support the development of digital literacy and promote academic integrity.

External agencies and guest speakers

Guest speakers such as local experts, community agencies or service providers can contribute to students' educational experiences. When selecting a speaker, choose carefully to maintain the integrity of the topic, connections with the KS:CPC and a balanced view. The speaker should enhance the teaching and learning experience and not be used to replace KS:CPC activities that are delivered by an educator who has completed the required training.

When considering the needs of students with disability and additional needs, ensure the guest speaker:

- understands the level of receptive language and literacy skills
- understands the level of expressive language, communication skills, sign language and augmentative communication methods
- uses appropriate questioning strategies and responses.

3 | Group norms

Group norms are a set of terms or conditions the group or class creates to foster and maintain a safe and inclusive learning environment. Group norms must be established as part of teaching and learning within the KS:CPC and regularly revisited.

The KS:CPC recommends the following group norms:

1 **Respect** other peoples' ideas and opinions:
- Fosters effective communication and interpersonal relationships.
- Values other peoples' thoughts, opinions, viewpoints, perspectives and beliefs that may differ from your own.
- People feel more comfortable to express their ideas and engage in meaningful conversations.
- Encourages a combination of ideas without judgement but with constructive feedback.

2 **Take turns** where only one person speaks at a time:
- Allows each person to have an equal opportunity to participate.
- Everyone has an opportunity for their voice to be heard.
- Contributions are acknowledged without individuals dominating the conversation.
- Promotes fairness, inclusivity and cooperation.

3 **Listen** actively and respectfully to each other:
- Creates a supportive and respectful environment.
- Requires full attention to the speaker without interruption.
- Demonstrates a genuine interest in the speaker's thoughts and feelings through engagement and empathy.
- Shows good communication skills by concentrating, understanding, responding and remembering what others say.

4 **Confidential** information and discussions stay within the trusted environment:
- Confidential or sensitive information stays within the group, is private and is not shared outside of the group without explicit permission. For example, if someone gets upset, reacts emotionally or provides information that could make them feel vulnerable.
- This does not include information where a student wishes to make a disclosure to a trusted adult.

SOUTH AUSTRALIA

When engaging an external agency or guest speaker, ensure:

- the presentation content is reviewed before delivery and is age and developmentally appropriate
- a teacher is present throughout the presentation
- parents and carers are provided with information about the presentation content.

Refer to the Department for Education **External provider checklist** and *Selecting and using resources for educational purposes guideline*.

- Regarding information such as sharing names and personal or sensitive stories, educators should use protective interrupting (NNA 5).
- Confidentiality is critical to building trust and maintaining a safe environment for open communication and collaboration.
- Helps group members feel comfortable and confident to participate in group discussions.
- Fosters a sense of unity among the group.
- Students are encouraged to talk about KS:CPC content outside of the group where it is respectful and supportive.

5 **Right to pass** without explanation:
- Provides students with a choice to refrain from answering questions they feel uncomfortable with.
- Acknowledges that people have different preferences, comfort levels, beliefs and priorities and not everyone may feel comfortable or willing to share.
- Should occur without negative consequences, coercion or judgement.
- Where appropriate and safe, provide the 'right to leave' as an option. This will require clear guidelines as part of group norms and a supervised, safe place for students to go to.

6 **One step removed** without personal connections (see NNA 4):
- Helps maintain confidentiality when discussing child safety topics, scenarios and stories.
- Reduces the possibility of triggering traumatic memories or emotional responses.
- Encourages deeper conversations when referring to a character rather than oneself.
- Provides opportunities to target specific topics more safely.

4 | One step removed

One step removed is a strategy that removes the personal connection to a scenario or story to maintain the confidentiality and safety of the person or people involved, other students and the educator. Talking in 'third-person' is an example of one step removed.

Educators can model one step removed language with students so they understand the concept and purpose. Use scenarios that could apply to any person in any situation rather than specific instances. Students can use this strategy in a safe and non-threatening way to gather information about something that concerns them or is personal to them without disclosing it in a public forum.

For some students with disability and additional needs, using third-person scenarios for discussion may be problematic. Some students with Autism Spectrum Disorder may have difficulty with '**theory of mind**' and may be unable to engage with a scenario related to another person. Likewise, students with global developmental delay or intellectual disability may not understand the concept of one step removed (Briggs 1995). Educators know the capabilities of their students and the most effective way to share information.

Some options for ensuring content and scenarios are one step removed 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.

Briggs F (1995) *Developing personal safety skills in children with disabilities*, Jessica Kingsley Publishers: London

5 | Protective interrupting

Protective interrupting aims to prevent students from disclosing information in a public environment in front of their peers and in situations that may increase their vulnerability. More broadly, protective interrupting refers to any action taken to interrupt or stop a personal or sensitive conversation.

A public disclosure may place the student and/or other students at risk, particularly if information is shared across the school community or during criminal proceedings.

The educator should be alert to any situation where a student may be about to make a disclosure. Ensure the student knows their information is important and encourage them to meet as soon as possible. Ensure they have the option to speak to another trusted adult. Some students may have difficulty retaining information due to their age, needs or ability, so alternatives may be required to allow the student to disclose immediately.

The following provides scenarios between educators (E) and students (S) during class discussions:

S My mum called me stupid and called me names.	
E I'm sorry to hear that. Can you tell me more about that later? What are some good things to say to other people?	The educator acknowledges they heard the story, affirms the student's feelings and indicates they will follow up on the disclosure. The educator does not want to explore this in front of other students, nor do they want to focus on the negative things to say to others, so redirects the focus to positive comments.
S I had a bad dream last night. Someone hit my mum.	The educator is alerted to the possible disclosure of a traumatic event.
E Yes, that does sound like a bad dream. Would you like to tell me more at recess time? Now, it's time to move on to the next task. Can everyone...	The educator acknowledges they heard the story but does not overreact or make a judgement and organises to follow up on the disclosure with the student as soon as possible. The educator deflects the conversation. Students who have experienced trauma may not cope with listening to the trauma of others, while those who haven't experienced trauma may encounter distress from listening to others talk about their traumatic experiences.

In responding, the educator can reinforce the relationship with the student and respond to them or encourage them to talk with someone on their trusted network. This may provide an opening for disclosure of the reason for the distress (eg traumatic family circumstances, relationship issues with peers, or feeling inadequate with the lesson's subject matter). If handled sensitively, the educator's response to the disclosure can provide safety and understanding.

For strategies on how to respond to students and suggestions for using open ended questions, refer to **Responding to a child or young person about harm** (Government of South Australia).

6 | Strengths-based approach

A strengths-based approach focuses on students' strengths, knowledge, abilities, interests and capabilities. The approach facilitates personal growth, development and positive outcomes and encourages high expectations of their capacities rather than focusing on what they don't know or can't do.

There are numerous benefits to using a strength-based approach, such as:

- valuing students as individuals with their own strengths, capabilities and resources, eg promoting student voice and agency
- enhancing greater self-awareness and appreciation of students' abilities, leading to improved self-confidence and motivation
- building resilience by emphasising students' capabilities to overcome challenges and find solutions based on their existing skills and resources
- increasing engagement and satisfaction with tasks
- fostering effective teamwork and collaboration by recognising and complementing everyone's strengths and skills.

When using a strengths-based approach to address issues within the KS:CPC, focus on students' positive qualities, skills and abilities. Model and encourage using safe language that is respectful, inclusive and culturally responsive, which enhances self-worth, communication and relationships.

7 | Developing trusted networks

Students need to understand the common qualities of a trusted person to help them develop a trusted network. Students also need to know that these qualities do not guarantee that the person won't break their trust. Therefore, they must know how to recognise when trust is broken, revisit their trusted network regularly and report unsafe situations or abuse.

Developing a trusted network may be more complex in some cultures and locations due to isolation, language and communication barriers, disabilities or specific needs.

Family systems in Aboriginal cultures often extend beyond Western understandings of the immediate family group regarding responsibility and care for children. This may result in a broader network of trusted people and should be approached positively.

Students should be encouraged to include trusted people from their family and education site and at least one support service when developing a trusted network. Contact details should include the network person's or support service's name and how to contact them.

Trusted networks could be created using different formats or kept on devices, such as:

- network shape, eg tree, wall, train, circle
- network card for a wallet, purse, diary, school bag
- lotus diagram
- mobile phone or other personal device.

Consider using visuals for younger children and those that are culturally and linguistically diverse, have English as an additional language or dialect, or have communication difficulties.

Students should practise using their trusted network and review it regularly.

Learn more: Trust and networks.

8 | Closing the session

The purpose of 'closing the session' is to end all learning activities positively and to inform students about how to access additional information.

Students may react and respond in different ways when learning about concepts of safety, particularly those of a sensitive nature. It is important to monitor this, allow adequate time for follow-up questions and aim to close each session positively. Use culturally appropriate strategies where relevant, such as connecting with identity, culture and community.

Strategies will vary depending on the age and development of students. Suggested ways for closing the session include:

- acknowledge that the session involved discussing sensitive content
- review support services
- explain the content of upcoming sessions
- reinforce the educator's availability to meet and discuss the content
- physical activity or a game
- relaxation or mindfulness activity
- brain break activity
- music or a fictional story.

Recommended learning strategies

The 17 recommended learning strategies (RLS) support the delivery of the KS:CPC. The recommended learning strategies are referenced within learning activities using the acronym 'RLS' and the corresponding reference number, eg 'RLS 3'.

Consider the appropriate use of recommended learning strategies and adapt, if necessary, to be culturally relevant.

Encourage students to provide perspectives on different strategies to enhance participation and engagement.

Additional resources:

- **Digital learning selector** (NSW Department of Education)
- **Project Zero thinking routines** (The Educators' Playground).

1 | Critical literacy

Students critique and analyse the media they consume. They are encouraged to question media authorship and purpose, position and power, and stereotyping and appropriateness.

Throughout the KS:CPC, educators will use fiction and nonfiction content to reinforce the themes and intended learning. Print and online media (including social media) need to be approached from a critical literacy perspective, whereby students are encouraged to understand how texts and media may 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 a student's understanding of internet protocols.

2 | Jigsaw

The jigsaw strategy is an effective way of navigating and sharing complex or large amounts of information.

The educator divides the information into several smaller sections, assigning students one aspect of the topic. Each group learns about and becomes an 'expert' on their section through discussion or further research. Each group reports back to the class about their section using various forms, such as oral presentations, written reports or short films.

3 | KWL chart

The KWL chart is a graphic organiser and learning tool that helps students organise and reflect on their knowledge about a particular topic. The chart is in 3 parts:

- K – What I KNOW about the topic: students write down everything they already know about the topic. This step helps activate prior knowledge and build connections to the new information they will encounter.
- W – What I WANT to know more about the topic: students list what they are curious about or would like to know more about the topic. This can help guide their inquiry and focus their research.
- L – What I LEARNED about the topic: students record the new information and knowledge gained. This can include answers to the questions posed in the 'What I want to know' and any additional insights or facts that were discovered.

4 | Lotus diagram

A lotus diagram is an organisational tool for analysing and/or separating a complex topic into manageable sections.

The lotus diagram contains 9 equal-sized squares, each divided into 9 smaller squares. The topic is written in the central square (eg 'My network'). In the 8 smaller squares surrounding the topic, categories, sub-topics or potential solutions are recorded and then transferred to the central square of the 8 larger outer
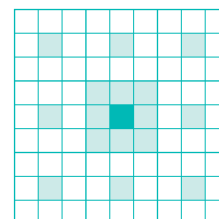
squares. Each category, sub-topic or potential solution is then explored further, with up to 8 ideas recorded for each.

The **Activity resource: Lotus diagram** provides a blank template.

5 | Mind mapping

Mind mapping encourages students to record their learning visually. The process establishes connections and helps students understand relationships between concepts and ideas. Mind maps can create a picture of students' understanding at a point in time or can evolve throughout the learning. Mind maps are personal representations and can be used by educators to establish a student's level of knowledge, skills and understanding.

Mind mapping begins with a key concept, such as safety, placed in the centre. Students identify and record words, phrases or concepts and connect them using lines or arrows to establish relationships.

Mind map example

6 | Mindfulness

Mindfulness is '… awareness that arises through paying attention, on purpose, in the present moment and non-judgementally' (Kabat-Zinn 2010).

Practising mindfulness has been shown to improve memory function and increase children's and young people's capacity for metacognition, a strategy recognised for improving self-questioning, problem-solving and study skills.

When choosing a method for teaching mindfulness, consider the age and stage of the learners. Younger children will need shorter sessions based on concrete experiences with less time spent on debriefing. Older children or young people will respond to a greater focus on metacognition, allowing them to examine their thoughts to become more aware of their thinking patterns.

Mindfulness can include:

• focused breathing

• walking

• relaxation

• listening to calming music

• light exercises or yoga.

(Department for Education 2019)

SOUTH AUSTRALIA

Department for Education (2019) **Paying attention 1: Mindfulness**, Government of South Australia

Kabat-Zinn J (2010) *Life is right now – Jon Kabat-Zinn on mindfulness*, viewed October 2024, https://kscpc.sa.edu.au/e/10222

7 | Persona dolls

Persona dolls can be any dolls as long as they can be given a 'persona'. Building histories and stories of persona dolls can support educators in challenging social inequalities positively. Provide inclusive and diverse dolls with various physical characteristics such as clothes, skin tone, hair texture and colour. Avoid using persona dolls to illustrate scenarios about abuse.

Persona dolls help children express their thoughts, think critically, challenge unfair treatment, develop empathy and celebrate identity. They can also help children problem-solve to understand what is fair and unfair.
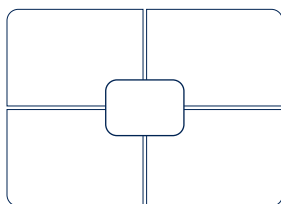
8 | Placemat

A placemat resource promotes collaboration, critical thinking, and communication skills whilst encouraging individual ideas and sharing with others. Students work in small groups using the placemat diagram to develop or deepen awareness of the topic through defining, describing and researching information.

The topic is written in the centre and each section of the placemat can be used to write, draw or use symbols to show ideas and information about the topic. Students can complete each section as a class or divide the sections and research in pairs or small groups.

The **Activity resource: Placemat** provides a blank template.

9 | Problem-solving

Effective problem-solving helps overcome obstacles and promotes critical thinking, decision-making, innovation, creativity, confidence and satisfaction and can reduce anxiety.

There are 5 key steps to effective problem-solving:

1 Identify the problem

2 Consider options to resolve the problem

3 Consider the potential outcomes for each option

4 Choose the most suitable option

5 Evaluate how it went.

Use a variety of scenarios and problem-solving models for students to practise strategies for resolving different problems in various contexts and situations.

A range of problem-solving templates are available:

- **Activity resource: POOCH problem-solving model**
- **Activity resource: Stop, think, do problem-solving model**
- **Activity resource: Think, feel, act, persist problem-solving model**
- **Activity resource: Trust, talk, take control problem-solving model**
- **Activity resource: What if...? problem-solving model**.

10 | Relationships circle

The relationships circle includes all relationships and social structures. It can be applied to relationships from the early years to adulthood to develop the concepts of trust and safe networks. The relationships circle can include several relationship categories, depending on the student's developmental level.
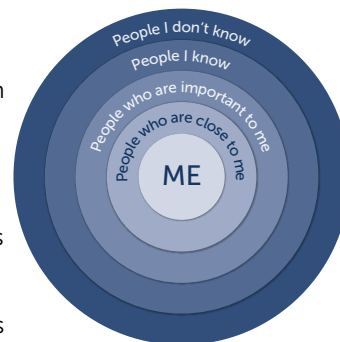
Using the relationships circle to discuss the types of touch associated with all relationships is not recommended, as this may suggest that people in certain relationships have the right to touch them in specific ways.

The **Activity resource: Relationships circle** provides a blank template.

11 | Role-play

Role-plays provide students with opportunities to take on specific roles or characters in relevant situations or scenarios within the safety of the learning environment. They can enhance learning and engagement while developing communication, problem-solving, critical thinking, empathy and help-seeking skills.

If role-plays are used to explore unsafe situations, only the development and application of safe strategies should be role-played. Unsafe or abusive behaviours and situations must not be role-played.

Ensure the role-play occurs in a supportive learning environment with the following reminders and suggestions:

- revisit group norms (NNA 3)
- apply one step removed (NNA 4) and protective interrupting (NNA 5)
- allow time to discuss, improve, and repeat role-plays
- avoid judging students' actions as right or wrong; focus on alternatives and/or consequences of these actions for discussion
- allocate the role of 'observer' to some students, who focus on one person within the role-play and provide observations in the discussion after the role-play
- allow adequate time for feedback where discussions could focus on responses to open-ended questions about feelings, attitudes, consequences, and alternative outcomes.

12 | Songs and stories

Songs and stories are powerful resources for promoting engagement, memory retention, language development, cultural diversity, imagination, creativity, expression, social skills and confidence.

Throughout the KS:CPC, songs and stories are used to explore various topics and concepts to help students understand, using one step removed (NNA 4).

13 | Teachable moments

Teachable moments provide opportunities for spontaneous and contextual learning. For example, when reading a picture book or novel that depicts a character experiencing a difficult situation, there is an opportunity for further exploration. Ask questions such as: How were they feeling?; Did they have warning signs?; Was it risky or unsafe?; Did they ask for consent before touching?; Who should they talk to?; How could their friends have helped them?

As a teachable moment can be unplanned, ensure the learning environment is safe and inclusive by applying the non-negotiable aspects.

14 | Think, pair, share

Think, pair, share is a collaborative strategy where students think individually about a topic, then work with another student to discuss it further, solve a problem or generate ideas and then share their knowledge with the class.

A method to help with pairing students is by setting up 2 concentric circles. In pairs, students discuss a topic with their partners. After a set time, they find a new partner to discuss the same or a new topic. Continue swapping pairs until adequate discussion has occurred. Alternatively, set up 2 concentric circles, with the inner circle looking outwards facing another student in the outer circle. One circle then rotates at the end of a discussion to form new pairs.

15 | Values continuum

The educator prepares 3 signs:

- agree or thumbs up
- disagree or thumbs down
- unsure or thumbs horizontal.

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 each statement. They discuss 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 and may go to the 'unsure' sign and reconsider their opinion after discussion.

Consider asking students to move to the sign they believe most people their age would go to when using some statements. This one step removed (NNA 4) strategy may make students feel more comfortable moving to the sign they want to.

16 | Visual communication

Visual communication is conveying ideas and information creatively using drawings, illustrations, artwork, graphics, videos, images, charts and other visual aids.

Visual communication can enhance students' learning experiences, engagement, comprehension and accessibility. However, educators must preview all videos and other resources to assess their suitability for the student cohort and ensure group norms (NNA 3) have been established.

Use various options when presenting concepts, such as videos, which can be highly engaging and can be paused at key points for discussion.

Encourage students to use various mediums when presenting information, such as:

- drawing pictures to represent information or a story. Written text can be added or scribed for children who need support
- digital images, where students source suitable images to relay the information or take their own images with a digital camera
- videos or film-making where students create their own video to present information.

17 | Y chart, X chart

Y and X charts provide a model for students to analyse a topic by identifying what it 'looks like', 'feels like' and 'sounds like'. The X chart also includes 'thinks like'.

Students record their responses individually, in pairs or as a small group. Responses can be written, drawn or scribed. The **Activity resource: Y chart** and **Activity resource: X chart** provide blank templates.

Y chart

Looks like

Sounds like   Feels like

X chart

Looks like

Sounds like   Feels like

Thinks like
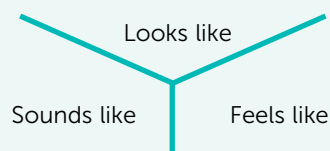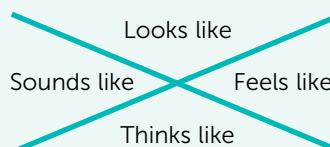
Frequently asked questions

Q Who is the KS:CPC for?

A All children from birth to year 12 (age 17+).

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

A The KS:CPC is designed to be delivered by teachers as a shared responsibility across the site.

Q How often should I teach the KS:CPC?

A The KS:CPC should be delivered every year and throughout the 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 topics should be covered?

A All topics should be covered across each focus area every year, with activities distributed across the year level band of the document. For example, all concepts covered over the 2 year band of the years 3 to 4 document. Use the **KS:CPC Sample planning guides**.

Q Can I mix the learning activities around?

A The focus areas are sequential, from Focus area 1: The right to be safe and work through to Focus area 4: Protective strategies. However, there are flexibilities for issues requiring immediate action and teachable moments.

Q Can I teach a single focus area in one year and another the next year?

A Every year, students need to access learning from all topics within each of the 4 focus areas.

Q How can I keep track of what's taught across year level bands within one document?

A Use the **KS:CPC Sample planning guides** to develop a multi-year level plan ensuring that all concepts are covered. A whole site plan will support this.

Sites may also consider using a learner management system as a tracking option.

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 **KS:CPC Whole site implementation guide**).

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

A Develop a whole site plan (see the **KS:CPC Whole site implementation guide**). Choose ways that best suit the structure of the school, eg pastoral care, home group, across learning areas and connect with current school programs, wellbeing and SEL. Refer to the **KS:CPC Curriculum mapping tools**.

Q Are there any additional resources?

A The KS:CPC website provides curriculum mapping tools, overview charts, planning tools, parent and carer resources, posters and online update course. See **KS:CPC Resources**.

Q Is parent or carer permission required before students access the KS:CPC?

A For South Australian Department for Education sites, permission is not required under the South Australia *Education and Children's Services Act 2019*. Refer to page 34 for more information.

For all other sites or organisations, this decision must be made before implementing the KS:CPC. Check with senior leadership or the KS:CPC contact person at your site or organisation.

Q How can I keep parents and carers informed?

A Provide information such as the KS:CPC fact sheets, concept summaries, information flyer (in multiple languages), parent and carer letter, newsletter articles, reporting examples or consider conducting an information session. See **KS:CPC Resources – Parents and carers**.

RESOURCE LINKS

Aboriginal and Torres Strait Islander protocols for libraries, archives and information services | **https://kscpc.sa.edu.au/e/10402**

Activity resource: Lotus diagram | **https://kscpc.sa.edu.au/a/10108**

Activity resource: Placemat | **https://kscpc.sa.edu.au/a/10109**

Activity resource: POOCH problem-solving model | **https://kscpc.sa.edu.au/a/10113**

Activity resource: Relationships circle | **https://kscpc.sa.edu.au/a/10111**

Activity resource: Stop, think, do problem-solving model | **https://kscpc.sa.edu.au/a/10114**

Activity resource: Think, feel, act, persist problem-solving model | **https://kscpc.sa.edu.au/a/10030**

Activity resource: Trust, talk, take control problem-solving model | **https://kscpc.sa.edu.au/a/11016**

Activity resource: What if...? problem-solving model | **https://kscpc.sa.edu.au/a/10112**

Activity resource: X chart | **https://kscpc.sa.edu.au/a/10106**

Activity resource: Y chart | **https://kscpc.sa.edu.au/a/10104**

AISA child protection handbook: for teachers, administrators and board members | **https://kscpc.sa.edu.au/d/10396**

Australian child protection legislation | **https://kscpc.sa.edu.au/e/10037**

Australian Curriculum | **https://kscpc.sa.edu.au/e/10085**

Australian Curriculum: Aboriginal and Torres Strait Islander histories and cultures | **https://kscpc.sa.edu.au/e/10056**

Australian Curriculum: Curriculum connections | **https://kscpc.sa.edu.au/e/10086**

Australian Curriculum: EAL/D students | **https://kscpc.sa.edu.au/e/10059**

Australian Curriculum: General capabilities | **https://kscpc.sa.edu.au/e/10241**

Australian Curriculum: Health and Physical Education learning area | **https://kscpc.sa.edu.au/e/10409**

Australian Curriculum: Intercultural understanding | **https://kscpc.sa.edu.au/e/10057**

Australian Curriculum: Meeting the needs of students with disability | **https://kscpc.sa.edu.au/e/10064**

Australian Curriculum: Online safety | **https://kscpc.sa.edu.au/e/10054**

Australian Curriculum: Personal and social capability | **https://kscpc.sa.edu.au/e/10067**

Australian Curriculum: Respectful relationships | **https://kscpc.sa.edu.au/e/10049**

Australian Curriculum: Senior secondary curriculum | **https://kscpc.sa.edu.au/e/10087**

Australia's children: Child abuse and neglect | **https://kscpc.sa.edu.au/e/10052**

Belonging, being and becoming: the early years learning framework for Australia | **https://kscpc.sa.edu.au/e/10080**

Bullying prevention requirements | **https://kscpc.sa.edu.au/d/10197**

Child protection and safeguarding | **https://kscpc.sa.edu.au/e/10217**

Child safe environments program | **https://kscpc.sa.edu.au/e/10656**

Children and students with disability policy | **https://kscpc.sa.edu.au/d/10397**

Children and Young People (Safety) Act 2017 | **https://kscpc.sa.edu.au/e/10033**

Consent to publish images and creative work of students and the community | **https://kscpc.sa.edu.au/d/10022**

Curriculum, pedagogy, assessment and reporting: early childhood services to year 12 policy | **https://kscpc.sa.edu.au/d/10088**

Digital learning selector | **https://kscpc.sa.edu.au/e/10025**

Early Years Learning Framework | **https://kscpc.sa.edu.au/e/10080**

Education and Children's Services Act 2019 | **https://kscpc.sa.edu.au/e/10401**

External provider checklist | **https://kscpc.sa.edu.au/d/10698**

Gender diverse and intersex children and young people support procedure | **https://kscpc.sa.edu.au/d/10398**

International Baccalaureate | **https://kscpc.sa.edu.au/e/10221**

International technical guidance on sexuality education: An evidence-informed approach | **https://kscpc.sa.edu.au/e/10053**

KS:CPC Curriculum mapping tools | **https://kscpc.sa.edu.au/d/10178**

KS:CPC Educator course | **https://kscpc.sa.edu.au/d/10043**

KS:CPC Framework chart | **https://kscpc.sa.edu.au/d/10395**

KS:CPC Framework poster | **https://kscpc.sa.edu.au/d/10394**

KS:CPC Information for educators | **https://kscpc.sa.edu.au/d/10017**

KS:CPC Information for parents and carers | **https://kscpc.sa.edu.au/d/10016**

KS:CPC International Baccalaureate mapping tools | **https://kscpc.sa.edu.au/d/10089**

KS:CPC Online update course | **https://kscpc.sa.edu.au/d/10225**

KS:CPC Posters | **https://kscpc.sa.edu.au/a/10179**

KS:CPC Resources | **https://kscpc.sa.edu.au/d/10190**

KS:CPC Resources – Parents and carers | **https://kscpc.sa.edu.au/d/10188**

KS:CPC Resources – Planning and implementation | **https://kscpc.sa.edu.au/d/10291**

KS:CPC Sample planning guides | **https://kscpc.sa.edu.au/d/10177**

KS:CPC Site implementation rubric | **https://kscpc.sa.edu.au/d/10079**

KS:CPC Whole site implementation guide | **https://kscpc.sa.edu.au/d/10077**

Learn more: Aboriginal peoples | **https://kscpc.sa.edu.au/d/10055**

Learn more: Bodily integrity, touch and consent | **https://kscpc.sa.edu.au/d/10071**

Learn more: Bullying | **https://kscpc.sa.edu.au/d/10068**

Learn more: Cultural and linguistic diversity | **https://kscpc.sa.edu.au/d/10060**

Learn more: Disability and additional needs | **https://kscpc.sa.edu.au/d/10065**

Learn more: Domestic and family violence | **https://kscpc.sa.edu.au/d/10070**

Learn more: Gender diversity, intersex and sexual diversity | **https://kscpc.sa.edu.au/d/10066**

Learn more: Harm, abuse and neglect | **https://kscpc.sa.edu.au/d/10072**

Learn more: History of the KS:CPC | **https://kscpc.sa.edu.au/d/10046**

Learn more: International school context | **https://kscpc.sa.edu.au/d/10041**

Learn more: Online safety | **https://kscpc.sa.edu.au/d/10074**

Learn more: Trust and networks | **https://kscpc.sa.edu.au/d/10004**

National principles for child safe organisations | **https://kscpc.sa.edu.au/e/10045**

National strategy to prevent and respond to child sexual abuse 2021–2030 | **https://kscpc.sa.edu.au/e/11097**

National Quality Framework | **https://kscpc.sa.edu.au/e/10084**

Paying attention 1: Mindfulness | **https://kscpc.sa.edu.au/d/10346**

Preschool curriculum resources | **https://kscpc.sa.edu.au/d/10082**

Preschool leading practice papers | **https://kscpc.sa.edu.au/d/10083**

Project Zero thinking routines | **https://kscpc.sa.edu.au/e/10026**

Protective practices for staff in their interactions with children and young people: guidelines for staff working or volunteering in education or care settings | **https://kscpc.sa.edu.au/d/10224**

Reflect Respect Relate | **https://kscpc.sa.edu.au/d/10081**

Responding to a child or young person about harm | **https://kscpc.sa.edu.au/e/10236**

Responding to online safety incidents in South Australian schools | **https://kscpc.sa.edu.au/d/10021**

Responding to Risks of Harm, Abuse and Neglect – Education and Care (RRHAN-EC) | **https://kscpc.sa.edu.au/d/10034**

Safe and supported: The national framework for protecting Australia's children 2021–2031 | **https://kscpc.sa.edu.au/e/10042**

Safeguarding children and young people policy | **https://kscpc.sa.edu.au/d/10032**

Selecting and using resources for educational purposes guideline | **https://kscpc.sa.edu.au/d/10018**

Sexual behaviour in children and young people: procedure and guideline | **https://kscpc.sa.edu.au/d/10425**

Social media policy | **https://kscpc.sa.edu.au/d/10019**

Supporting gender diverse, intersex and sexually diverse children and young people policy | **https://kscpc.sa.edu.au/d/10411**

The Commonwealth Consent Policy Framework: Promoting healthy sexual relationships and consent among young people | **https://kscpc.sa.edu.au/e/10509**

The international child safeguarding standards | **https://kscpc.sa.edu.au/e/10024**

Theory of mind | **https://kscpc.sa.edu.au/e/10023**

Trauma-informed practice in education (TIPiE) | **https://kscpc.sa.edu.au/e/10647**

Wellbeing for learning and life: a framework for building resilience and wellbeing in children and young people | **https://kscpc.sa.edu.au/d/10412**

OVERVIEW

Years 3 to 4 (ages 8 to 9) learning activities

Focus area 1: The right to be safe	Focus area 2: Relationships	Focus area 3: Recognising and reporting abuse	Focus area 4: Protective strategies
Topic 1: Keeping safe 1.1 Themes for keeping safe 1.2 Group norms 1.3 Establishing a trusted network	**Topic 4: Trusted networks** 4.1 Qualities of trust 4.2 Trust games 4.3 Talking to people we trust 4.4 My trusted network	**Topic 7: Bodily integrity** 7.1 Parts of the body 7.2 Types of touch 7.3 Right to say no! 7.4 Unwanted touch 7.5 Safe touch for health and safety	**Topic 9: Applying strategies** 9.1 Assertiveness 9.2 Assertiveness in action 9.3 Persistence and being heard 9.4 Practising persistence 9.5 Exploring resilience 9.6 Observational skills 9.7 Practising problem-solving 9.8 Problem-solving strategies 9.9 Be kind online 9.10 Safe online behaviour 9.11 Staying safe beyond school
Topic 2: Rights and responsibilities 2.1 Understanding rights and responsibilities 2.2 Rights for everyone 2.3 Personal space 2.4 Exploring privacy 2.5 Identity web 2.6 Exploring gender stereotypes	**Topic 5: Respectful relationships** 5.1 Relationships and respect 5.2 Relationships circle 5.3 Behaviours in relationships 5.4 Online relationships 5.5 Understanding consent 5.6 Characteristics of consent	**Topic 8: Understanding abuse** 8.1 Abuse and rights 8.2 Investigating types of abuse 8.3 Recognising emotional abuse 8.4 Recognising physical abuse 8.5 Exploring neglect 8.6 Doesn't matter who it is 8.7 Secrets, threats and abuse 8.8 When home feels unsafe 8.9 Recognising unsafe environments 8.10 Recognising safe and unsafe secrets 8.11 Secrets must always be told 8.12 Tricks, threats and bribes 8.13 Recognising manipulation 8.14 Investigating online abuse	**Topic 10: Seeking support** 10.1 Network review 10.2 Exploring support services 10.3 Emergency situations
Topic 3: Safe and unsafe 3.1 Exploring feelings 3.2 Feelings of characters 3.3 Understanding feelings 3.4 Identifying warning signs 3.5 Understanding safe and unsafe 3.6 Safety promotion 3.7 Online communication 3.8 Identifying risk 3.9 Assessing online risks 3.10 A timeline of independence	**Topic 6: Power in relationships** 6.1 Defining power 6.2 Exploring power 6.3 Power dilemmas 6.4 Fairness and empathy 6.5 Bullying behaviour 6.6 Cyberbullying 6.7 Bullying as an abuse of power		

Planning

When planning for KS:CPC implementation, considerations include:

- Sequence of learning: the 4 focus areas are designed to be delivered sequentially over the school year (or modified time period), with learning activities building on prior knowledge.
- Learning activities: the **KS:CPC Sample planning guides** provide a suggested way of distributing learning activities across multiple year levels. This can be achieved by aligning the 4 focus areas to 4 school terms or sequentially as needed. Some learning activities should be repeated each year.
- Prior knowledge: students' level of understanding for each topic or concept should be established to identify where and how learning may need to be differentiated. Learning activities from other KS:CPC year level documents may need to be used and/or modified to achieve the learning intentions.
- Differentiated learning: provide modified options that cater for the needs and abilities of all students. Find opportunities to include the KS:CPC as part of individual learning plans for students with disability and additional needs.
- Resources: a range of resources (eg books, videos, online content) are referenced from various sources and are provided as suggestions to support the learning intentions. Educators should use discretion when selecting and using resources (NNA 2) to ensure they are suitable for their students. If a suggested resource is not suitable or is unavailable, use alternative resources that support the learning.

For information about implementing the KS:CPC, including recommendations for establishing a whole site approach, refer to page 29.

The **KS:CPC Resources** provide a range of planning and mapping tools.

Curriculum connections

Australian Curriculum

The KS:CPC content can be aligned to Australian Curriculum learning areas; however, activities may need to be adapted to ensure the learning intentions of both are met. Opportunities can be identified to incorporate and/or support the knowledge, skills and understanding of the KS:CPC across all learning areas and through the general capabilities and cross-curriculum priorities.

Refer to the following:
- **KS:CPC Australian Curriculum mapping tools**
- **Australian Curriculum: General capabilities**
- **Australian Curriculum: Cross-curriculum priorities**
- **Australian Curriculum: Student diversity**
- **Australian Curriculum: Curriculum connections**.

International Baccalaureate

Make connections through the central idea by aligning the lines of inquiry with KS:CPC concepts such as safety, wellbeing, rights, identity, relationships, online safety, risks and problem-solving.

Refer to the **KS:CPC International Baccalaureate mapping tools**.

Student diversity

A range of resources and information is available to support inclusion and learning across the focus areas:
- **Learn more: Aboriginal peoples**
- **Learn more: Cultural and linguistic diversity**
- **Learn more: Disability and additional needs**
- **Learn more: Gender stereotypes**.

KS:CPC Sample planning guide years 3 to 4 (ages 8 to 9)

The sample planning guide provides a suggested way of distributing the learning activities across multiple year levels. For other year levels, see the **KS:CPC Sample planning guides**.

FOCUS AREAS	TOPICS		YEAR 3		YEAR 4	
Focus area 1: The right to be safe	1	**Keeping safe**	1.1	Themes for keeping safe	1.1	Themes for keeping safe
			1.2	Group norms	1.2	Group norms
			1.3	Establishing a trusted network	1.3	Establishing a trusted network
	2	**Rights and responsibilities**	2.1	Understanding rights and responsibilities	2.2	Rights for everyone
			2.3	Personal space	2.4	Exploring privacy
			2.5	Identity web	2.6	Exploring gender stereotypes
	3	**Safe and unsafe**	3.1	Exploring feelings	3.2	Feelings of characters
			3.3	Understanding feelings	3.4	Identifying warning signs
			3.4	Identifying warning signs	3.5	Understanding safe and unsafe
			3.5	Understanding safe and unsafe	3.6	Safety promotion
			3.7	Online communication	3.8	Identifying risk
			3.8	Identifying risk	3.9	Assessing online risks
					3.10	A timeline of independence
Focus area 2: Relationships	4	**Trusted networks**	4.1	Qualities of trust	4.1	Qualities of trust
			4.2	Trust games	4.3	Talking to people we trust
			4.3	Talking to people we trust	4.4	My trusted network
			4.4	My trusted network		
	5	**Respectful relationships**	5.1	Relationships and respect	5.1	Relationships and respect
			5.2	Relationships circle	5.3	Behaviours in relationships
			5.3	Behaviours in relationships	5.4	Online relationships
			5.5	Understanding consent	5.6	Characteristics of consent
	6	**Power in relationships**	6.1	Defining power	6.2	Exploring power
			6.3	Power dilemmas	6.3	Power dilemmas
			6.4	Fairness and empathy	6.6	Cyberbullying
			6.5	Bullying behaviour	6.7	Bullying as an abuse of power
Focus area 3: Recognising and reporting abuse	7	**Bodily integrity**	7.1	Parts of the body	7.2	Types of touch
			7.3	Right to say no!	7.3	Right to say no!
			7.5	Safe touch for heath and safety	7.4	Unwanted touch
	8	**Understanding abuse**	8.1	Abuse and rights	8.2	Investigating types of abuse
			8.3	Recognising emotional abuse	8.4	Recognising physical abuse
			8.5	Exploring neglect	8.7	Secrets, threats and abuse
			8.6	Doesn't matter who it is	8.9	Recognising unsafe environments
			8.8	When home feels unsafe	8.11	Secrets must always be told
			8.10	Recognising safe and unsafe secrets	8.12	Tricks, threats and bribes
			8.13	Recognising manipulation	8.14	Investigating online abuse
Focus area 4: Protective strategies	9	**Applying strategies**	9.1	Assertiveness	9.2	Assertiveness in action
			9.3	Persistence and being heard	9.4	Practising persistence
			9.5	Exploring resilience	9.5	Exploring resilience
			9.6	Observational skills	9.6	Observational skills
			9.7	Practising problem-solving	9.8	Problem-solving strategies
			9.9	Be kind online	9.10	Safe online behaviour
			9.11	Staying safe beyond school	9.11	Staying safe beyond school
	10	**Seeking support**	10.1	Network review	10.1	Network review
			10.2	Exploring support services	10.2	Exploring support services
			10.3	Emergency situations	10.3	Emergency situations

RESOURCE LINKS

Australian Curriculum: Cross-curriculum priorities | **https://kscpc.sa.edu.au/e/10086**

Australian Curriculum: Curriculum connections | **https://kscpc.sa.edu.au/e/10092**

Australian Curriculum: General capabilities | **https://kscpc.sa.edu.au/e/10241**

Australian Curriculum: Student diversity | **https://kscpc.sa.edu.au/e/10091**

KS:CPC Australian Curriculum mapping tools | **https://kscpc.sa.edu.au/d/10036**

KS:CPC International Baccalaureate mapping tools | **https://kscpc.sa.edu.au/d/10089**

KS:CPC Resources | **https://kscpc.sa.edu.au/d/10190**

KS:CPC Sample planning guides | **https://kscpc.sa.edu.au/d/10177**

Learn more: Aboriginal peoples | **https://kscpc.sa.edu.au/d/10055**

Learn more: Cultural and linguistic diversity | **https://kscpc.sa.edu.au/d/10060**

Learn more: Disability and additional needs | **https://kscpc.sa.edu.au/d/10065**

Learn more: Gender stereotypes | **https://kscpc.sa.edu.au/d/10008**

LEARNING ACTIVITIES
Focus area 1:
The right to be safe

Focus area learning intentions

The following learning intentions describe what children and young people should know, understand and be able to do.

FOCUS AREAS	TOPICS	LEARNING INTENTIONS Children and young people gain knowledge, skills and understanding at an age and developmentally appropriate level as follows:
Focus area 1: The right to be safe	**1 Keeping safe**	• Understand how the KS:CPC themes help to keep children and young people safe. • Identify trusted people and support services to seek help from.
	2 Rights and responsibilities	• Know that everyone has rights and understand how rights and responsibilities are interrelated. • Understand privacy, personal space and boundaries. • Understand how gender stereotypes and expectations can impact individuals and society.
	3 Safe and unsafe	• Recognise and describe emotional, physical and external indicators as warning signs of potentially unsafe situations. • Evaluate safe and unsafe situations and describe strategic ways to respond to different contexts, including online. • Understand how managing risk can make situations safer, including online.

Key vocabulary

Focus area 1: The right to be safe uses the following key vocabulary:

- boundaries
- choices
- feelings
- gender stereotypes
- identity
- network
- online
- personal space
- positive
- private
- public
- respect
- responsibilities
- rights
- risks
- safe
- shame
- trust
- unsafe
- warning signs.

Optional prior knowledge check

1 Discuss the upcoming topics with students.

2 Provide each student with a copy of **Activity resource: KWL chart** (RLS 3) where they record what they:
- **know** about the topics
- **want** to know more about the topics.

3 At the end of the topic or focus area, students complete the chart by recording what they **learned** about the topics.

1

Topic 1: Keeping safe

Learning intentions

- Understand how the KS:CPC themes help to keep children and young people safe.
- Identify trusted people and support services to seek help from.

Educator tips

- Group norms should be established at the beginning of the year and revisited when appropriate or required.
- Unpack each group norm through shared discussions with students. For more information, see group norms (NNA 3).
- The common qualities of a trusted person can change and should only be used as a holistic guide, not a checklist. The common qualities of an untrustworthy person can be quite powerful in assessing when trust is broken. Students need to understand that a trusted person's common qualities also apply to them in supporting others.
- At the beginning of every year (or academic year), it is essential for students to establish their trusted network (NNA 7), including the support options available at the school. This provides students with immediate information should they need support during their transition into the learning environment, particularly if they are in a new class, with a new teacher and students, or in a different location. Networks and help-seeking strategies will be further explored and strengthened throughout the KS:CPC, as the year progresses.
- Understand that family structures and kinship in Aboriginal communities can include parents, carers, extended families, Elders and community members, all involved in a child's education. Consult with Aboriginal support staff about relevant networks and links to community resources (Australia).

Learn more: Trust and networks.

1.1 Themes for keeping safe

1 Show students the 2 KS:CPC themes and ask what each theme means:
  - we all have the right to be safe
  - we can help ourselves to be safe by talking to people we trust.

2 Explain that the themes are a key part of learning about keeping ourselves safe and they will be explored in a range of contexts, including at school, at home and online.

3 Brainstorm the outcomes for students if the 2 themes are present and observed, for example:
  - theme 1 – children are safe (responses could include: their essential needs are met, eg shelter, food, hygiene, education; they feel happy, safe and loved; they are free to explore their environment and take safe risks)
  - theme 2 – children talk to people they trust (responses could include: they feel supported in everything they do; they talk to trusted people, including adults and peers, for insight, support and advice; they know that adults are available to help them to be safe and they will be listened to and believed).

4 Reinforce the key messages:
  - Everyone has the right to be safe. It is an adult responsibility to keep children safe.
  - If children feel unsafe, they should talk to a trusted adult or someone on their trusted network. They should keep telling until someone listens, helps them and they are safe.

1.1 | Students may be familiar with the 2 themes, however reviewing them will help consolidate their understanding.
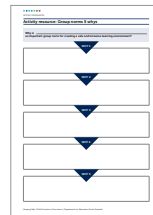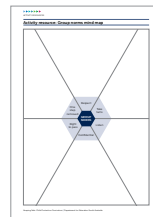
For students with language difficulties or who are non-verbal, consider adapting theme 2 to 'we can help ourselves to be safe by **communicating** with people we trust'.

1.2 Groups norms

1 Explain the purpose of having group norms (NNA 3) to create a safe and inclusive learning environment for everyone.

2 Discuss group norms with students through any suitable method. Some examples include:

- **Brainstorm**
  - Students share ideas about the key requirements for creating a safe and inclusive learning environment.
  - Write the recommended group norms on the board (respect, take turns, listen, confidential, right to pass, one step removed) and match the brainstormed suggestions where they most appropriately fit.
  - Unpack each group norm and ask students, 'What could each group norm look like in the classroom?'
  - Display the group norms in a suitable format (eg classroom poster; front page of students' workbooks) for future reference during activities.

- **Mind map** (RLS 5)
  - In groups, students create a mind map using **Activity resource: Group norms mind map**.
  - Students discuss what each group norm means, looks like and sounds like, writing their responses into each section as they go.
  - Share back with the class and create a combined group norm mind map for display.

- **5 whys**
  - Organise students into pairs or small groups and provide them with a copy of **Activity resource: Group norms 5 whys**. Assign each pair or small group with one of the recommended group norms. At the top, students write their group norm in the question box.
  - Explain the task by reading the question: 'Why is … an important group norm for creating a safe and inclusive learning environment?' Students write an answer in the first 'why', which prompts an answer for the second 'why' and so on to the fifth 'why'.
  - Share back with the class and create a display for future reference.

- **Posters**
  - Students create group norm posters individually or in pairs. Use various mediums, such as coloured pencils, paints, collage or digital art.
  - For a class display, students could work in pairs or small groups and complete sections of a large poster. The pieces could be divided into the group norm headings, with a brief statement and a picture and added to the class display.
  - Share back with the class and display for future reference.

1.3 Establishing a trusted network

1 Explain the importance of having a network of trusted adults to talk to and seek support from.

2 Provide groups of students with a large sheet of paper to record common qualities of trusted people.

3 Students share back with the class. Facilitate further discussion about the 'common qualities of a trusted person'. Refer to **Learn more: Trust and networks** for more information.

4 Explain the purpose of establishing a trusted network (NNA 7) of people to talk to when someone needs help or support. Networks should include a wide range of people they know and relevant support services.

1.2 | Group norms are agreed upon by the group or class to create and maintain a safe and inclusive learning environment.

Recommended group norms include:
- **respect** other people's ideas and opinions
- **take turns** where only one person speaks at a time
- **listen** actively and respectfully to each other
- **confidential** information and discussions stay within the trusted environment
- **right to pass** in the trusted environment without explanation
- **one step removed** (NNA 4) strategy to remove personal connections.

For more information, see group norms (NNA 3) on page 35.

Definition:
Trusted network is a group of people that a person feels they can rely on to provide help and support.

1.3 | Ensure the school has processes in place for students to report issues or seek support. For example:
- posters around the school with contact names or locations. Use the **KS:CPC Posters** or create a school poster
- a form for students to report issues that's available in the classroom, around the school (next to the poster) or at the front office. Completed forms could be placed in a secure box. See the example **Share my concerns**
- a phone is available for students to contact a support service, eg Kids Helpline (Australia) 1800 55 1800.

1.3 | For students with disability or additional needs, adapt the network if required using the most suitable tool for each student. This might include an audio recording, photos, digital device, symbols, etc.

5 Brainstorm situations when students may seek help or support within the school context. Ensure responses are one step removed (NNA 4) and use protective interrupting (NNA 5) where needed.

6 Provide each student with suggestions about who they can talk to at the school if they feel unsafe or need support. Use the **KS:CPC Posters** or create a class poster with the names of key contact people at the school, eg class teacher, student wellbeing leader, safeguarding lead and school leaders.

7 Explain processes the school has established for students to report issues. Provide examples of how a student could report, such as:
- ask the teacher to talk to them privately
- write down concerns privately and provide them to one of the key contact people at the school or use a form such as **Share my concerns**
- use a designated phone to contact a support service.

8 Students should include at least 1 support service on their network where possible. At this early stage of network development, educators can provide the most relevant support service for the location, eg Kids Helpline (Australia).

9 Provide each student with a piece of A6 or A5 card folded in half to use as a network support card to be completed individually. Ask students to:
- Label their card with a title such as 'My network' and think about the people they would trust to talk with if they felt unsafe, unsure about something or needed advice about a situation. Consider people both inside and outside of school.
- On the inside of the card, record the names of 2 to 3 people. Add their phone numbers or contact information. If the person is from the school, their room or location could be recorded, eg room 5 or front office.
- Add relevant support services, such as:
  - Kids Helpline (Australia), phone 1800 55 1800
  - Emergency services (000 in Australia).

10 Students can decorate and personalise their cards. Suggest a personal and handy location for the card to be stored, such as their diary, bag, wallet or purse.

11 Reinforce the importance of talking to a trusted adult if they feel unsafe, even if they can't locate their network card.

Topic 2: Rights and responsibilities

Learning intentions

- Know that everyone has rights and understand how rights and responsibilities are interrelated.
- Understand privacy, personal space and boundaries.
- Understand how gender stereotypes and expectations can impact individuals and society.

Educator tips

- Find opportunities to explore rights and responsibilities in all facets of learning and everyday situations.
- When discussing parts of the body, the KS:CPC focuses on the whole body being private where **no one has the right to touch anyone's body without their consent**. This includes touching sexual body parts and any part of the body in an inappropriate or sexual way, adult to child or between children.
- Understanding personal space and boundaries supports children and young people's social and emotional development. This plays a significant role in establishing healthy relationships, fostering self-respect and respecting the boundaries of others.
- Understanding identity and gender stereotypes is crucial for promoting rights, self-worth, equality and inclusivity, where children and young people are safe to be themselves.

Learn more: Bodily integrity, touch and consent.

Learn more: Gender stereotypes.

Learn more: Rights, responsibilities and relationships.

2.1 Understanding rights and responsibilities

1 Show the first KS:CPC theme, 'We all have the right to be safe' and ask students what it means to them.

2 Ask, 'What does it mean to have rights?' Students at this age are likely to talk about 'rights' in terms of right and wrong or rules. Alternatively, replace 'rights' with 'need' and ask, 'What do children and young people need?'

3 Explain that with all rights, there are responsibilities. Responsibilities are the things people do to be responsible, reliable, helpful and trustworthy. Being responsible shows how people are accountable for their actions and choices.

4 Choose from the following options:
- **Brainstorm**
  - Students divide a piece of paper into 2 columns with the headings 'Rights' and 'Responsibilities'.
  - In small groups, students discuss what children and young people need and record their responses under 'Rights'.
  - Students provide an example of a responsibility that aligns with each of the rights and record their responses next to the corresponding right.
  - Discuss as a class and create a joint list of rights and responsibilities using responses from each group.

- **Matching cards**
  - Explain that the card game is based on the United Nations Convention on the Rights of the Child and that these rights belong to every child in the world.
  - Use the **Rights and responsibilities matching cards** (Australian Taxation Office) or create your own. Provide each student with a card.
  - Students then find others with the matching rights or responsibilities card and stand together at the edge of the room.
  - After all cards have been matched, each pair reads their right and responsibility to the class.

5 Reinforce that all children have the right to be safe. Although children can use skills and strategies to help keep themselves and others safe, it is an adult's responsibility to protect them. If a child or young person does not feel safe or does not feel like their rights are being respected and protected, then they should talk to a trusted adult.

2.2 Rights for everyone

1 Introduce Article 1 of the Universal Declaration of Human Rights (UDHR) by reading the statement: 'All human beings are born free and equal in dignity and rights.' Consider adapting the text so that it is accessible to and understood by students, for example, 'All human beings are born free and equal'. Ask students, 'What does it mean to be free and equal?'

2 Read *We are all born free: the Universal Declaration of Human Rights in pictures* (Amnesty International 2015), which includes illustrations for each of the 30 UDHR articles. Use the video ***Everybody – We are all born free*** (Amnesty International USA) to support the book or as an alternative.

3 Ask students, 'Why do these rights exist?'

4 As a class, use a mind map (RLS 5) to summarise students' understanding of the UDHR from the book or video. Use headings such as 'Human rights', 'Rights for everyone' or 'All human beings are born free and equal' as the starting point for the mind map.

> Human rights

5 Students individually choose and visually represent one aspect that resonates with them from the class mind map.

6 Students present their visual representations to the class, explaining what they chose and how they represented it. Consider combining students' work into a slideshow or book for presentation to the school or community.

7 Provide opportunities for students to discuss what they would do if their rights were compromised or they felt unsafe. Remind students about talking to a trusted adult, someone on their network or a support service.

2.3 Personal space

1 Explain that personal space is the area around someone that is comfortable and appropriate for other people to be in. Everyone should respect each other's personal space and boundaries.

2 Ask students:
- What are some examples of situations where people might invade your personal space in a public environment? (Responses could include: lining up at the canteen or an event; playing sports; being in a small room with many people.)
- How might someone feel if they are in a crowded situation? (Responses could include: uncomfortable; squashed; unsafe.)
- What can people do to respect each other's personal space? (Responses could include: move further away; ask the person to step back; talk to a trusted adult if they feel unsafe.)

Amnesty International (2015) *We are all born free: the Universal Declaration of Human Rights in pictures*, Quarto UK

Disability and additional needs

Adults may need to enter a student's personal space when providing personal care and mobility support. Use verbal and non-verbal communication, including body language, gestures, facial expressions and visuals to convey the intention.

Additional resource: ***Autism and personal space: Animated social stories for children with autism*** (Autismworks).

3 Students play 'Freeze' – a movement game on a court or large space, using the following process:
- Inform students that the game requires them to move around in different ways, eg slowly, quickly, sideways and backwards.
- Call out 'freeze' and instruct how to move next.
- Emphasise the importance of respecting other people's space and safety. Discuss what students need to do to help keep safe, eg move at safe speeds and watch out for other students.
- As the game progresses, reduce the area (eg use half of the court or space).

4 Ask students questions based on observations during the game, such as:
- What did you notice about movement and space when the area was reduced? (Responses could include: stopping and starting; slowing down; thinking carefully about movement.)
- Why is it important to respect personal space? (Responses should include: everyone has the right to personal space; everyone has the responsibility to respect other people's personal space; to help keep everyone safe.)
- What strategies can we use to maintain personal space in different situations? (Responses could include: communicate individual needs; be assertive; ask other people about their personal space; ask for consent; seek support from a trusted adult if feeling unsure or unsafe about personal space.)

5 Reinforce everyone's right to feel safe and to talk to a trusted adult or someone on their trusted network if they feel unsafe.

2.4 Exploring privacy

1 Discuss the meaning of public and private, for example:
- public refers to something that is open, accessible or available to a large group of people, the general population or the community as a whole
- private refers to something that is restricted, not openly accessible or not intended for a specific group or individual.

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

Public	Private
• school • local park • shops • library • road signs	• personal information • wallets • bedrooms • prescription medication • bodies • bathrooms • toilets

3 Inform students that personal information about themselves (such as names, photographs, addresses and phone numbers) is also private and should not be made public or shared with people they don't know unless there is a reason to do so. If 'our bodies' or 'body parts' are identified, they must be placed in the private column – reinforcing that our whole body is private.

4 Discuss the following questions:
- Why is it important to keep personal information private? (Responses could include: people may find out private contact details and send inappropriate things; people may pressure others to be their friend or join clubs or groups; people may steal personal information and misuse it.)
- In what situations might somebody need to be careful about giving others their personal information? (Responses could include: when talking to someone they don't know; on the phone when parents or carers are not at home; when communicating by email, SMS, social media or other public communication systems.)
- What can someone do if their privacy is not respected? (Responses could include: talk to the person about it; talk to a trusted adult; talk to someone on their trusted network.)

2.4 | Body parts are taught more explicitly in focus area 3. However, if students ask questions when discussing privacy and the body, reinforce that the whole body is private and no one has the right to touch anyone's body without their consent.

Additional resource:
KS:CPC Anangu resources
(primary years) identity (Department
for Education).

2.5 Identity web

1 Revisit the first KS:CPC theme 'We all have the right to be safe'. Reinforce that our rights include the right to identity, to feel safe and to have our identity respected. Our identity makes us who we are – what we look like, believe and do. Although there are differences between people, there are also lots of similarities.

2 Students develop their identity web using **Activity resource: Identity web**.

3 Students consider things that may shape their identity and why they are important to them, such as:
- where they are from
- values and beliefs
- favourite things
- food
- language
- community
- Elders
- country
- likes/dislikes
- positive characteristic
- family and other important people
- what they are good at
- goals and ambitions
- safe places.

4 Remind students that there may be some information they don't want or need to share with others (eg a family nickname).

5 Use **Welcome to Shelly Beach** (ABC Indigenous) to help students with ideas about what to include.

6 Consider using an online word cloud generator such as **WordClouds.com** as an alternative to the identity web.

7 Invite students to share their identity webs with the class through display, a gallery walk or pair swaps. Alternatively, students can share one aspect of their identity web with a partner, small group or class.

8 Ask students, 'What could a person do if they or someone they know were mistreated due to their identity or choices?' (Responses could include: challenge the behaviour if safe to do so; talk to a trusted adult; talk to someone on their trusted network.)

2.6 Exploring gender stereotypes

2.6 | Acknowledge that although gender is not binary, references to boys/men and girls/women is used to support discussions about the impact of gendered expectations and stereotypes.
Learn more: Gender stereotypes.

Definition:
Gender stereotypes are preconceived ideas or beliefs about how people of different genders should behave, look, or act based on societal expectations rather than their individual choices and abilities.

1 Discuss the meaning of gender stereotypes, for example:
Gender stereotypes are beliefs about how people of different genders should behave or look based on what people think rather than individual choices.

2 Explore gender stereotypes in resources such as birthday cards, books, fairy tales, stories (RLS 12) and clothing or toy catalogues. Ask students:
- How can you tell who the example is designed for?
- Do the examples represent all children and young people?
- Are these messages true for what all children and young people like? (Response could be: we are all different and make choices about our interests.)
- Is it alright not to like certain things, even if others do?

3 Ask students, 'What influence does the media (eg TV, movies, advertising, social media) have on children and young people regarding gender stereotypes?' (Responses could include: behaviour; purchases; eating habits; fashion; sport.)

4 Use a story (RLS 12) that challenges traditional gender roles and stereotypes. Consider books from **Promoting gender equality and challenging gender stereotypes: Children's picture books** (City of Monash).

5 Discuss the importance of talking to a trusted adult if they are mistreated or feeling unsafe.

3

Topic 3: Safe and unsafe

Learning intentions

- Recognise and describe emotional, physical and external indicators as warning signs of potentially unsafe situations.
- Evaluate safe and unsafe situations and describe strategic ways to respond to different contexts, including online.
- Understand how managing risk can make situations safer, including online.

Educator tips

- Students need to understand their feelings and how they relate to warning signs and potentially unsafe situations. Use vocabulary and images to enhance emotional literacy and encourage students to discuss their feelings.
- Some students, such as those with disability, experiencing trauma, or who have been abused, may not experience warning signs, or may experience them in different ways. Provide opportunities for learning about indicators of external warning signs, such as observing the behaviour of others, body language and movement, sounds (eg sirens, loud voices), or signs.
- Explicit teaching about safe and unsafe situations will help students assess levels of risk. Use one step removed (NNA 4) when discussing unsafe and abusive situations.
- There is a difference between feeling safe and being safe, as someone may feel safe in a potentially unsafe situation. This highlights the importance for students to learn strategies to assess various situations.
- Risk and risk-taking can have both positive and negative implications. They are an inherent part of personal and academic growth. Encouraging students to take informed risks while being aware of potential consequences can lead to valuable learning experiences and personal development.

Learn more: Feelings and warning signs.
Learn more: Harm, abuse and neglect.
Learn more: Online safety.

3.1 Exploring feelings

1 Read the following definition of feelings to students:

'Feelings are our emotional state or our responses to something. Feelings help us manage different situations and look after ourselves. Feelings and emotions are in our thoughts and our bodies.'

2 Explain that all feelings and emotions are valid and that people can experience them differently. Some feelings may feel comfortable, while others may feel uncomfortable.

3 Brainstorm a range of feelings. Refer to **Learn more: Feelings and warning signs** for a feelings vocabulary list.

4 In small groups, students categorise the words into 'comfortable' and 'uncomfortable' feelings. Explain that some feelings may fit into both categories depending on the situation. For example, excitement may be comfortable, but if someone is extremely excited, they may feel out of control and uncomfortable.

5 Explore feelings further through various activities, such as:
- drawing (RLS 16) or painting a self-portrait using colours that match your feelings, personality or character
- creating clay disks with faces depicting different feelings
- creating feeling cards using digital tools
- creating a pop-up book with feeling faces.

6 Reinforce that it's OK to have different feelings and it's important to talk to a trusted adult when feeling overwhelmed or unsafe.

Additional resources:
- Baker J (2001) *The social skills picture book: Teaching play, emotion and communication to children with autism*, Future Horizons
- **Feelings and emotions cards** (Smart Kids)
- **Girls Can Boys Can: Feelings cards**
- **Innovative Resources: Card sets**
- **KS:CPC Anangu resources** (primary years) feelings cards (Department for Education).

Fox M (2023) *Koala Lou*, 35th anniversary edition, Penguin Random House Australia
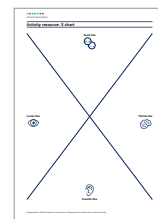
3.2 Feelings of characters

1 Read *Koala Lou* (Fox 2023) and ask students the following questions. What feelings might Koala Lou have experienced:
- when her mother would smile and say, 'Koala Lou, I do love you!'? (Responses could include: loved, cared for, happy, content, calm, joyful, pleased.)
- when her brothers and sisters arrived and Koala Lou's mother didn't have time to tell her that she loved her? (Responses could include: sad, lonely, abandoned, annoyed, jealous, confused, gloomy, envious, hurt.)
- once she had made a plan? (Responses could include: determined, energetic, excited, hopeful, glad, keen.)
- when she was in training? (Responses could include: determined, excited, exhausted, energetic, tense, obsessed.)
- before the race? (Responses could include: brave, determined, calm, daring, capable, nervous, competitive.)
- after the race? (Responses could include: confused, sad, crushed, left out, terrible, loved, peaceful, calm, happy, proud.)

2 Explain that feelings are important warning signs that assist people to know if they need help. Ask students, 'What could Koala Lou have done when she realised she felt lonely and sad when her mother was too busy with the other koalas?' (Responses could include: talked to her mother about how she was feeling; talked to another trusted adult; contacted a support service.)

3.3 Understanding feelings

3.3 | 'Shame' may have different meanings in some Aboriginal communities or families. Consult with Aboriginal support workers and/or community Elders for further information.

1 In small groups, students use **Activity resource: X chart** (RLS 17) to discuss and compare a range of feelings, such as excitement, fear, happiness, nervousness, shock, surprise, anger, frustration, shame and guilt.

2 As a class, discuss how some feelings may be experienced in similar ways in the body. For example, excitement and fear may share similar physical indicators, such as an increased heart rate, faster breathing, sweating, tense muscles, tightness in the chest or shivering.

3 Ask students:
- What might happen if someone is confused by their feelings and the body messages they experience? (Responses could include: they may not easily assess risk and danger; may make unsafe choices; may not take action or seek help.)
- If someone was confused by their feelings or body messages, what should they do? (Response should be: seek support from someone on their trusted network.)

4 Reinforce that all feelings and emotions are valid and that people can experience them differently. Some feelings may feel comfortable, while others may feel uncomfortable.

Leffler D (2011) *Once there was a boy*, Magabala Books

5 Read the story (RLS 12) or show a read aloud video of *Once there was a boy* (Leffler 2016) to identify how someone may experience different feelings from one situation. Ask students:
- What might the girl have felt before looking under the bed? (Responses could include: curious; tempted; fascinated; hesitant; rebellious.)
- How might the girl feel as she held the boy's heart? (Responses could include: excited; special; intrigued; fearful.)
- How might the girl's feelings have changed when the boy returned? (Responses could include: embarrassed; shame; guilt; anxious.)
- How might the girl have felt after breaking the heart? (Responses could include: ashamed; sad; regretful; remorseful.)

- The girl vanishes and the boy goes to the beach. What might they each be thinking and feeling at this time? (Responses could include: how they will move forward; how to regulate their emotions; how they might think about and interpret their feelings; determine the actions they will take.)
- Why does the girl give the boy her heart? (Response should be: she understands she has betrayed his trust and her heart is a gesture of reconciliation and restoring the friendship.)

6 Remind students that communicating with a trusted adult can help them understand and process feelings, navigate different situations and help with their safety.

3.4 Identifying warning signs

1 Explain that if someone is in an unsafe situation, their body may react to let them know it feels unsafe. These are warning signs. Paying attention to warning signs can help people respond to situations and be safer.

2 Brainstorm various physical and emotional warning signs. Record responses on a whiteboard or large piece of paper. Examples include:

- physical indicators – racing heart; feeling hot or cold; shaking; jelly legs; a heavy feeling in their tummy or butterflies; tense; balled up fists; sweaty palms; can't think; feeling frozen; wanting to flee; soiling or wetting pants; feeling sick
- emotional indicators – nervous; scared; worried; afraid; shaking; crying; confused; helpless; panicked; tense; sad; threatened.

3 Select resources to discuss physical and emotional indicators further and add to the list. Choose from the following options:

- **Video**
  - Show the video **_At the swimming pool_** (Mr Bean 2009) from 1:45 minutes to explore different warning signs. Consider muting the audio to eliminate the laughter to focus on visual cues, foster empathy and support group norms.
  - Stop the video at key moments and discuss the warning signs that Mr Bean is experiencing, such as his body language, facial expression and shaking.
  - Ask students, 'Would everybody have the same warning signs in the same situation?' (Response should be: no, warning signs may be different for everyone.)
- **Story**
  - Explore the warning signs of characters in the story (RLS 12) _The BFG_ (Dahl 2022). For example, when Sophie ducks under the curtains during the middle of the night and sees the BFG and when she is snatched from her bed.
  - Ask students:
    › What were Sophie's warning signs? (Responses could include: she froze; she opened her mouth to scream, but no sound came out; her throat, like her whole body, was frozen with fright; she was trembling; she yelped; she flew across the dormitory and hid under the blanket; she crouched, still as a mouse, and tingling all over.)
    › What other warning signs could Sophie have experienced? (Responses could include: physical – feeling sick in her stomach, 'jelly' or wobbly legs, feeling numb, gasping, heart racing, sweaty palms; emotional – nervous, scared, worried, frightened, agitated, threatened, numb, helpless, uneasy; external – dark, quiet, scary figure.)
  - Students can categorise the warning signs into physical and emotional indicators.

4 Use questions to deepen the learning, such as:

- Do all people have the same warning signs? (Response should be: no, warning signs may be different for everyone.)
- Can warning signs change? Why? (Responses could include: warning signs may change as we grow up, eg 'I used to be scared of the dark, but I'm not anymore'; warning signs may change due to desensitisation, eg 'I used to be scared when…, but I'm not anymore because…'.)

Additional resource:
KS:CPC Anangu resources
(primary years) warning signs posters
(Department for Education)

Dahl R (2022) _The BFG_,
Penguin UK

- How could warning signs be different if communicating with someone online? (Responses could include: may still get warning signs but they might appear differently; might not get any warning signs as physical safety may not be compromised.)
- How would someone know if they were unsafe if they didn't have warning signs? (Responses could include: observe other people's actions and behaviours; someone may tell them it's unsafe; hearing a siren or alarm; a sign or symbol indicating safety precautions, eg flags at the beach or a road sign.)

5 Remind students to talk to a trusted adult if they have warning signs or feel unsafe.

3.5 Understanding safe and unsafe

1 Brainstorm words associated with safe and unsafe, for example:
- safe – protected, secure, trusted, respectful
- unsafe – dangerous, harmful, scary, risky, inappropriate.

2 As a class, develop definitions for safe and unsafe, for example:
- safe – providing protection from harm, loss or danger
- unsafe – dangerous; not safe; at risk of harm; not protected.

3 Discuss the meaning of safe and unsafe in different locations or situations, such as:

- school
- sports game
- shops
- beach
- home

- friend's house
- party
- on the computer
- bus
- car.

4 In pairs or small groups, students use **Activity resource: Identifying safe and unsafe** to consider 3 locations or situations from the list above.

5 Students share their responses with the class. Encourage new ideas for safety and use them to develop a safety poster or a suggestions letter to a relevant body such as the school, sporting club or transport department.

6 Ensure students understand who they can talk to if they feel unsafe in different locations, situations and contexts.

3.6 Safety promotion

1 In small groups, students choose a safety promotion topic relevant to their school or community.

2 Students record the key safety messages by researching the chosen topic or by using the video examples below:
- **Seatbelt safety** (*Behind the News*, ABC)
- **Sun safety** (*Behind the News*, ABC)
- **Cycling safety** (*Behind the News*, ABC)
- **Play smart: Elementary playground safety** (Osseo Area Schools).

3 Using the key safety messages, students create a promotional poster, slideshow, video or role-play (RLS 11) for the school or local community.

4 Discuss with students the importance of:
- recognising safe and unsafe situations for personal safety and the safety of others
- applying different strategies and responses to safe and unsafe situations
- knowing who to talk to in unsafe situations and how to contact them.

3.7 Online communication

1 Brainstorm and discuss different ways people talk or communicate online, eg emails, social media, games, video conferencing, chat rooms.

2 Remind students about the previous safety discussions for in-person situations, such as bike, sun and road safety and that safety rules also apply to online situations.

3 Show the video ***Keeping games fun and friendly*** (Common Sense Education).

4 Ask students:

- What positive communication occurred between the people playing the game? (Responses could include: solving problems; working together; discussing issues; teamwork.)

- What negative communication occurred between the people playing the game? (Responses could include: name-calling; cheating; messaging.)

- What did Téa say happened the last time they played when someone messaged them in the game? (Responses could include: got a weird feeling (warning sign); they asked questions about how old Téa was and where Téa lived.)

- What was Téa's advice about not providing information to the person? (Responses should include: you don't know who is really playing the game; play it safe; keep that information private.)

- What could Sabrina do if she felt unsafe when playing the game? (Response should be: talk to a trusted adult.)

- How could someone make playing games safer? (Responses could include: play with friends; play a game suitable for children; only play when a parent or carer is supervising.)

5 Reinforce safe online communication by brainstorming key messages and ways to seek support or playing the game **Band Runner** (CEOP).

3.8 Identifying risk

1 As a class, brainstorm definitions for 'risk' and 'risk-taking'. For example:

- risk – a potentially dangerous or harmful situation where the outcome may be unknown, there's a chance of an unexpected outcome and it could be uncomfortable or unsafe

- risk-taking – doing something that involves potential risks to achieve a goal.

2 Explain that everyone takes risks at different times and risk-taking can help build resilience, persistence, character and problem-solving skills. However, risks must be assessed for their safety and the safety of others. Some risks can be dangerous and unsafe.

3 As a class, brainstorm situations where someone would need to assess risks, identify warning signs and consider safety for themselves and others. For example:

- at the shopping centre
- at the local park
- waiting alone after sports practice
- at a friend's birthday party
- walking home from school
- gaming and chatting online.

4 Use the above situations to create scenarios where students need to consider safety aspects and assess risk. Use the following as a model:

Scenario: At the local park.

Who? Parents or carers are present at the park.

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

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

When? The child is in the park during the day.

5 Ask students to rate the level of safety for each aspect of the scenarios as either:

- low risk
- possible risk or unsure
- high risk.

6 This could be recorded on a grid:

- thumbs up – low risk
- thumbs horizontal – possible risk or unsure
- thumbs down – high risk.

7 Ask students, 'If a situation is unsafe, what could someone do to make it safer?' (Response could be: stay with or find a trusted adult or a group of responsible peers; use their trusted network.)

3.9 Assessing online risks

1 Remind students that taking risks can have positive or negative consequences. Assessing risks for safety is essential.

2 Ask students:

- What are the differences between in-person risks and online risks? (Responses could include: people usually don't know the person they are interacting with; people are sometimes less respectful online as they are hidden behind a computer.)
- What could someone do to reduce risks in online environments and situations? (Responses could include: keep personal information and passwords private; check with a trusted adult before sharing images; check the privacy settings are secure; be respectful; report issues.)

3 Discuss potential risks and inappropriate content such as images, videos or chats. Explain that someone can encounter these accidentally or deliberately and although it's normal to be curious, everyone must be safe.

4 Choose from the following options:

- **Problem-solving** (RLS 9)
  - Explore online safety and risks using the slides **Making good choices online** (eSafety Commissioner) and discuss:
    › how choices and actions can affect others
    › making informed decisions – think, evaluate, choose (TEC)
    › talking to a trusted adult.
  - Expand on TEC as a tool to help assess potential risks and make informed decisions:
    › **Think** of all the options and what can be done.
    › **Evaluate** the options and what could happen with each one.
    › **Choose** the best outcome for self and others involved.
  - Explore this topic further using the **Making good choices online: Teaching notes** (eSafety Commissioner).
- **Scenario**
  - Read the following scenario to students (adapted from **Inappropriate content: Scenarios** eSafety Commissioner):
    A 7 year old child was watching YouTube videos of dogs playing. YouTube was set on autoplay, so a new one automatically appeared after each video. After watching several cute videos, one appeared showing someone throwing stones at a dog. The child loved dogs and was very confused and upset by what they saw.
  - Ask students:
    › What should a child do if they see a disturbing or scary video like this? (Responses should include: log out of the program; turn the computer off; walk away; talk to a trusted adult or someone on their trusted network.)

> › How could the child reduce the chance of accidentally seeing this type of content again? (Responses could include: turn off autoplay; only watch with a parent or carer supervising.)
>
> – Explain that children and young people should talk to their parents or carers before watching videos to ensure they are appropriate.

5 Explore online safety further by showing the video **_Wanda the echidna – I am responsible_** (eSafety Commissioner) and discuss the key messages about the risks of sharing account names, passwords and personal information.

6 Remind students about the importance of talking to a trusted adult about online safety and inappropriate material or chat.

3.10 A timeline of independence

1 In small groups, students discuss the meaning of a dependent person and an independent person, for example:

- a dependent person is someone who relies on or needs help from others, such as a baby that needs feeding or a child that needs help getting dressed
- an independent person is someone who can do many things on their own without always needing help, such as a child or young person who can get dressed and make simple meals.

2 Explain that as children grow older, they become more independent and can do more things for and by themselves. They develop self-help and problem-solving skills, which is part of growing up. However, it's important to assess risks and talk to a trusted adult about any concerns.

3 Brainstorm various ideas about independent things people can do from a very young age and things people can do when they are older. Refer to **Activity resource: Timeline of independence (examples)**.

4 In pairs or small groups, students discuss different examples of independence and use **Activity resource: Timeline of independence** to record their ideas.

5 Compare and discuss the responses. Be aware of responses across different families and cultural backgrounds, emphasising that it is OK for different groups and families to have different rules and expectations within the shared context of the law.

6 Explain that as people get older, they will likely become more independent and often take more risks. Regardless of age, assessing risk is an important strategy to help keep safe.

3.10 | Be mindful of cultural differences and expectations of independence. Liaise with relevant support staff or community.
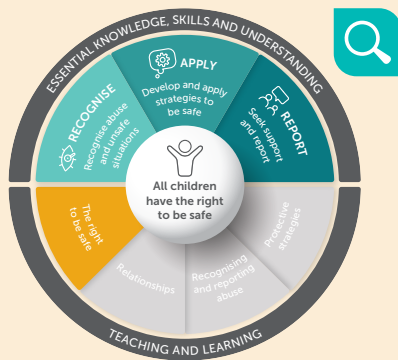
Reflection activity
Focus area 1: The right to be safe

The reflection activity provides an opportunity to review the key learning from Focus area 1: The right to be safe and to determine areas for consolidation or further work.

Suggestions include:

- Pair, group or class discussion about the key topics.
- Complete the KWL chart if used prior to the topic.
- 3-2-1 strategy as an individual activity (see below).
- Scenarios as an individual student activity or in small groups (see below). Change the scenarios or questions as required.

3-2-1 strategy

1 Display the following list, then review the key topics by discussing:
- all children have the right to be safe
- personal space and boundaries
- identity and gender stereotypes
- feelings and warning signs, safe and unsafe
- seeking help.

2 Provide students with copies of **Activity resource: 3-2-1 strategy** and explain the task to record:
- 3 things they learned
- 2 things they found interesting
- 1 question they still have.

3 Finish the activity with a class discussion. Review the responses and plan opportunities for future learning.

Scenarios

1 Jamie is playing in the park when a teenager says, 'Come with me and I'll tell you a secret'. Jamie isn't sure what to say and starts to stutter, 'Nnno thank you'. The teenager comes closer to Jamie and says, 'Come on'. Jamie looks over at their friend Stacey, who is playing nearby and waves to get their attention. Stacey doesn't see Jamie waving. The teenager sees Stacey and starts talking to them. Stacey looks over at Jamie with a scared look.
- Is this a safe or unsafe situation and why?
- What warning signs did Jamie have?
- What strategies could Jamie apply to help make the situation safer?
- Who could Jamie talk to for help?
- What warning signs did Stacey have?
- What could Jamie and Stacey do next?
- What else did you notice?

2 Ellison often plays games on the school oval/field with her friends. They play chasey and yell 'You're it' when someone is tapped on the shoulder. They laugh and have a great time. But Ellison sometimes runs away when Krystal comes near her. She likes Krystal but doesn't like how she plays the game. When Ellison gets home, she says to her mother, 'When Krystal tags me, she doesn't tap me on the shoulder. She gets really close to my face and puts her arms around me. I don't like it'.
- Do you think Ellison likes playing tag with her friends and if so, what gives you that idea?
- Are there times when Ellison doesn't like playing tag and if so, what makes you think that?
- Why did Ellison run away?

Consider changing the character names if students in the class have identical names.

- What did Krystal do that Ellison didn't like and why?
- Can Ellison choose who does and doesn't touch her? Why?
- Who did Ellison seek help from?
- What could Ellison say to Krystal?
- What could Ellison do to make the game safer?
- What else did you notice?

3 Finish the activity with a class discussion. Review the responses and plan opportunities for future learning.

RESOURCE LINKS

Activity resource: 3-2-1 strategy | **https://kscpc.sa.edu.au/a/11094**

Activity resource: Group norms 5 whys | **https://kscpc.sa.edu.au/a/10103**

Activity resource: Group norms mind map | **https://kscpc.sa.edu.au/a/10102**

Activity resource: Identifying safe and unsafe | **https://kscpc.sa.edu.au/a/10163**

Activity resource: Identity web | **https://kscpc.sa.edu.au/a/10133**

Activity resource: KWL chart | **https://kscpc.sa.edu.au/a/10110**

Activity resource: Timeline of independence | **https://kscpc.sa.edu.au/a/10171**

Activity resource: Timeline of independence (examples) | **https://kscpc.sa.edu.au/a/10170**

Activity resource: X chart | **https://kscpc.sa.edu.au/a/10106**

At the swimming pool | **https://kscpc.sa.edu.au/a/10157**

Autism and personal space: Animated social stories for children with autism | **https://kscpc.sa.edu.au/a/10945**

Band Runner | **https://kscpc.sa.edu.au/a/10720**

Cycling safety | **https://kscpc.sa.edu.au/a/10161**

Everybody – We are all born free | **https://kscpc.sa.edu.au/a/10132**

Feelings and emotions cards | **https://kscpc.sa.edu.au/a/11124**

Girls Can Boys Can: Feelings cards | **https://kscpc.sa.edu.au/a/10297**

Inappropriate content: Scenarios | **https://kscpc.sa.edu.au/a/10168**

Innovative Resources: Card sets | **https://kscpc.sa.edu.au/a/10118**

Keeping games fun and friendly | **https://kscpc.sa.edu.au/a/10158**

KS:CPC Anangu resources | **https://kscpc.sa.edu.au/d/10253**

KS:CPC Posters | **https://kscpc.sa.edu.au/a/10179**

Learn more: Bodily integrity, touch and consent | **https://kscpc.sa.edu.au/d/10071**

Learn more: Feelings and warning signs | **https://kscpc.sa.edu.au/d/10007**

Learn more: Gender stereotypes | **https://kscpc.sa.edu.au/d/10008**

Learn more: Harm, abuse and neglect | **https://kscpc.sa.edu.au/d/10072**

Learn more: Online safety | **https://kscpc.sa.edu.au/d/10074**

Learn more: Rights, responsibilities and relationships | **https://kscpc.sa.edu.au/d/10003**

Learn more: Trust and networks | **https://kscpc.sa.edu.au/d/10004**

Making good choices online | **https://kscpc.sa.edu.au/a/10167**

Making good choices online: Teaching notes | **https://kscpc.sa.edu.au/a/10169**

Play smart: Elementary playground safety | **https://kscpc.sa.edu.au/a/10162**

Promoting gender equality and challenging gender stereotypes: Children's picture books | **https://kscpc.sa.edu.au/a/10155**

Rights and responsibilities matching cards | **https://kscpc.sa.edu.au/a/10131**

Seatbelt safety | **https://kscpc.sa.edu.au/a/10159**

Share my concerns | **https://kscpc.sa.edu.au/a/10181**

Sun safety | **https://kscpc.sa.edu.au/a/10160**

Wanda the echidna – I am responsible | **https://kscpc.sa.edu.au/a/10754**

Welcome to Shelly Beach | **https://kscpc.sa.edu.au/a/10154**

WordClouds.com | **https://kscpc.sa.edu.au/d/10013**

LEARNING ACTIVITIES
Focus area 2: Relationships

Focus area learning intentions

The following learning intentions describe what children and young people should know, understand and be able to do.

FOCUS AREAS	TOPICS	LEARNING INTENTIONS Children and young people gain knowledge, skills and understanding at an age and developmentally appropriate level as follows:
Focus area 2: Relationships	**4 Trusted networks**	• Identify and describe the qualities of a trusted person. • Understand how to develop a personalised trusted network. • Identify and know how to access trusted people and support services.
	5 Respectful relationships	• Recognise characteristics of healthy, unhealthy and abusive relationships. • Identify and describe rights and responsibilities in developing and maintaining respectful relationships. • Understand consent and apply strategies to different contexts, including online.
	6 Power in relationships	• Identify and describe positive use and abuse of power and understand the impact on self and others. • Recognise harmful behaviours in relationships, including bullying and domestic and family violence. • Identify and apply strategies to address harmful behaviours.

Key vocabulary

Focus area 2: Relationships uses the following key vocabulary:

- bullying
- consent
- disrespect
- empathy
- fair
- friends
- gender
- help
- honest
- network
- online
- power
- relationships
- respect
- trust
- unfair.

Optional prior knowledge check

1 Discuss the upcoming topics with students.

2 Provide each student with a copy of **Activity resource: KWL chart** (RLS 3) where they record what they:
  - **know** about the topics
  - **want** to know more about the topics.

3 At the end of the topic or focus area, students complete the chart by recording what they **learned** about the topics.

4

Topic 4: Trusted networks

Learning intentions

- Identify and describe the qualities of a trusted person.
- Understand how to develop a personalised trusted network.
- Identify and know how to access trusted people and support services.

Educator tips

- Trust is crucial for students' sense of belonging, communication, relationships and social and emotional wellbeing.
- Build onto previous learning about trust, the common qualities of a trusted person and how trust can change or be broken.
- Foster critical thinking about how individuals might respond in times of need, as a potential trusted person.
- Ensure students review and expand their network (NNA 7) by identifying trusted adults in various situations or locations.
- Provide opportunities for students to practise ways of seeking help and reporting including accessing support services.
- Understand that family structures and kinship in Aboriginal communities can include parents, carers, extended families, Elders and community members, all involved in a child's education. Consult with Aboriginal support staff about relevant networks and links to community resources (Australia).

Learn more: Trust and networks.

4.1 Qualities of trust

4.1 | For students with language difficulties or who are non-verbal, consider adapting theme 2 to 'we can help ourselves to be safe by **communicating** with people we trust'.

1 Show students the KS:CPC theme 2, 'We can help ourselves to be safe by talking to people we trust'.

2 Ask students what the word trust means. Discuss some common qualities of a trusted person, such as helpful, caring, friendly, respectful, reliable, listens and honest.

3 Choose one quality to explain the next task, eg 'honest', then ask students, 'What behaviours and actions would you see if a person was honest'? (Responses could include: telling the truth; keeping promises; admitting to mistakes.)

4 In pairs, students use **Activity resource: Placemat** (RLS 8), writing 'Trust' in the middle and 'Respectful', 'Reliable', 'Honest' and 'Listens' in the other 4 boxes. Students discuss and record the behaviours and actions of a person with these qualities.

Respectful	Reliable
Honest **Trust**	Listens

5 As a class, discuss each quality and add further information where required. Ask students, 'What other qualities could we add?' Suggestions include:

- empathy – considers others' feelings, shows compassion
- confidential – doesn't share private information (explain the difference between this and sharing information if the person is in an unsafe situation)
- supportive – understanding, helpful and caring.

6 Explain that everyone needs trusted people they can talk to about their feelings (including comfortable and uncomfortable feelings or if feeling unsure). Talking to trusted people can help to understand and process feelings.
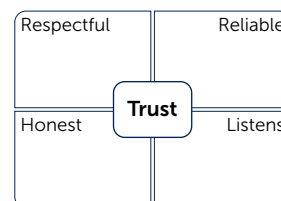
7 Ask students:

- How would these qualities help when deciding who can be trusted? (Response could be: feel confident that they will help the situation.)

- Why is it important to have several trusted people we can talk to? (Response could be: if someone is unavailable, can't help the situation or is involved in the situation.)

- Can trusted people include friends who are children? (Response should be: yes, but it's also important to talk to a trusted adult.)

- Why must we have trusted adults we can talk to? (Response should be: to help to be safe.)

8 Reinforce the importance of talking to a trusted adult, especially when feeling unsafe and keep telling until someone listens and everyone is safe.

4.2 Trust games

1 Choose from the following trust games:

- **Hidden artist**
  - Students work in pairs. One has a piece of blank paper and coloured pencils and the other has a hidden picture. The student with the picture describes it while the other student tries to draw it. Use coloured pictures to add some complexity to the activity. Students limit their descriptions to lines, shapes and colours (eg 'draw a blue oval'), rather than labelling the picture (eg 'it's a turtle').
  - Allow time for students to discuss the drawing and whether the instructions were detailed enough.
  - Once finished, students swap roles with a new picture.

- **Trust walk**
  - Divide students into groups of 3, then one student closes their eyes or is blindfolded (with the student's consent). The other 2 students in the group lead the blindfolded student around an obstacle course (eg cones, markers or low gym equipment). Students in each group take turns to close their eyes or be blindfolded and led.
  - Students discuss and record their experiences using the following questions:
    › How did you feel when you were relying on others to do the right thing? (Discuss feelings and warning signs.)
    › How did you feel when letting another person take control?
    › How did it feel for someone to trust you?
    › Did you feel as though you were being treated with respect?

2 Discuss other situations of trust, for example:

- in the classroom – teachers trust students to…; one student trusts another to…; a student trusts their friend to…

- at home – parents or carers trust children to…; children trust their parents or carers to…; siblings trust each other to…

- in the community – children trust a doctor to…; parents or carers trust teachers to…; adults trust police to…

3 Ask students, 'What does it mean to be a trusted person?' Ensure that there is a final discussion about the key messages, for example:

- the common qualities of a trusted person, such as honest, reliable, respectful and helpful

- trust must be earned

- trust should be reviewed because people can change

- everyone has a responsibility in the way they behave as a trusted person.

4.3 Talking to people we trust

1 Explain the importance of talking to a trusted adult when needing help.

2 Show the video **Who are your trusted adults? (Primary edition)** (INEQE Safeguarding Group). Reference your local support service when childline is mentioned in the video, eg Kids Helpline (Australia) 1800 55 1800.

3 Discuss the key messages and ask questions, such as:
  • What is a trusted adult? (Response should be: someone who is helpful, caring, friendly, respectful, honest and listens.)
  • How could someone contact a trusted adult? (Responses could include: in person; phone call; text message; email.)
  • How could someone ask for help? (Responses could include: Can I talk to you about something that's been happening to me?; Someone's being mean to me. Can I talk to you about it?)
  • If the trusted adult wasn't available, what would be the next option? (Response should be: contact another trusted adult.)

4 Continue discussing ways to ask for help by providing simple scenarios.

5 Explain that there are support services that children can phone or contact online. Discuss relevant services, what they provide and how to contact them, for example:
  • Australia – show the video **What is Kids Helpline? (ages 8–12)**. Discuss the service and how to contact them by phone on 1800 551 800 or online at kidshelpline.com.au
  • global – refer to **Child Helpline International**, which provides a list of helplines in many countries.

6 Students can role-play (RLS 11) contacting a support service or talking to a trusted adult to practise ways of describing a situation and asking for help.

7 Reinforce the importance of talking to a trusted adult if feeling unsure, scared, confused or unsafe and keep telling until someone listens and help is provided.
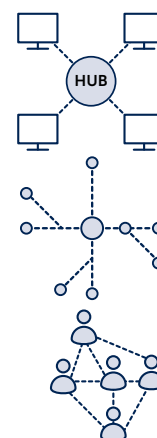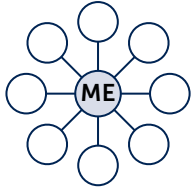
4.4 My trusted network

1 Use the following definition to discuss a network:

A number of connected elements that interact with each other.

2 Provide examples of networks and expand on how they operate and connect, such as:

  • computer network where a number of computers connect to a central hub and they all work together (provide examples, such as the computer network at schools, libraries and businesses)
  • train network where train lines connect with cities or towns (provide examples, such as a train system in the local area or big cities)
  • human network where people connect and work together (provide examples, such as at school or local business and the systems that are in place for smooth operation).

3 Ask students:
  • What would happen to the computer, train or human network if they weren't connected anymore? (Responses could include: they wouldn't work together; they can't support each other.)
  • What about a trusted network of people? What does that mean and how does it work? (Responses could include: the people someone chooses that they trust; they are there to help someone when needed.)

Definition:
Trusted network is a group of people that a person feels they can rely on to provide help and support.

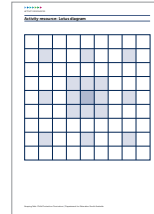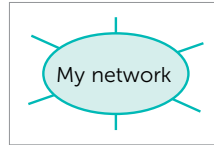4 Show students an image or drawing of a trusted network, for example:

5 Students can use the trusted network they established in activity 1.3 Establishing a trusted network to expand on or develop a new network (NNA 7). Use resources such as **Activity resource: Lotus diagram** (RLS 4), a mind map (RLS 5) or a digital diagram.

4.4 | For students with disability or additional needs, adapt the network if required using the most suitable tool for each student. This might include an audio recording, photos, digital device, symbols, etc.

6 Remind students to think about the following 3 questions when choosing someone for their trusted network:

• Do I feel safe with this person?

• Would this person help me if I was unsafe or needed help?

• Is the person (or support service) easy to contact (accessible)?

7 If using a lotus diagram, ensure students can access online information if required and use the following process:

• in the centre of the diagram, write 'My network' (or their name)

• in the 8 boxes around the centre box, write some relevant categories (not all boxes need to be filled), eg family, school, friends, community, sports, support services, shops

• in the surrounding 8 boxes, write the corresponding categories again in each centre box

• in the boxes around those categories, add relevant information, such as names, roles and contact details.

8 Ensure students understand they can change their network at any time. Discuss each student's network privately and follow up on any questions they may have. Students can discuss their trusted network with their family if they feel comfortable.

9 Ensure students keep their network in a safe place, such as their wallet, school diary, or bag. They may like to make 2 copies, one for school and one for home.

5

Topic 5: Respectful relationships

Learning intentions

- Recognise characteristics of healthy, unhealthy and abusive relationships.
- Identify and describe rights and responsibilities in developing and maintaining respectful relationships.
- Understand consent and apply strategies to different contexts, including online.

Educator tips

- Respectful relationships encompass all social interactions and interpersonal connections with an emphasis on treating others with dignity, kindness and consideration.
- Provide a holistic approach to respectful relationships where students learn about the key characteristics such as respect, empathy, trust, boundaries, rights and responsibilities.
- Use various strategies to help students understand consent by modelling and practising ways of seeking, giving or denying consent.
- Ensure there is positive representation of sexual diversity when discussing relationships.

Learn more: Online safety.

Learn more: Rights, responsibilities and relationships.

5.1 Relationships and respect

1 Ask students:
  - What are relationships? (Responses could include: connections with other people; how people interact with each other.)
  - What are some examples of different types of relationships? (Responses could include: family; friendships; partners/couples; professional/work; teacher/student; coach/player; online.)
  - What does a healthy or respectful relationship mean? (Responses could include: people get along; listen; care for each other; helpful; kind; considerate; honest; trustworthy; make decisions together.)

2 Show the video **_Respect_** (ClassDojo), then discuss the key messages.

3 Brainstorm words that define a healthy and respectful relationship (eg trusting, honest, respectful, reliable, listens, caring). Unpack each word to explain its meaning and ways to show respect.

4 Choose from the following options:
  - **Respect X chart**
    Students work in pairs and use **Activity resource: X chart** (RLS 17) to discuss and record what respect looks, feels, sounds and thinks like. Provide an example, such as:
    Respect looks like making eye contact, feels like being safe, sounds like kind words and thinks like how others might be feeling.
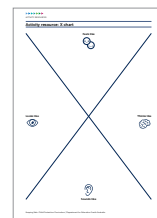
  - **Respect poster**
    Students work in pairs to create a 'Ways to show respect' poster. This can focus on school, the classroom and friendships, such as listening when others speak, waiting for my turn to talk and cleaning my space.

- **Respect in stories**
  Read a story (RLS 12) about respect, such as *The sandwich swap* (Al Abdullah and DiPucchio 2010), *What happened to you?* (Catchpole 2021), *Respect* (Muir and Lawson 2020) or *Astro the alien learns about respect* (Scheffer 2023). Identify key issues from the story, such as disrespectful language, teasing, discrimination and lack of empathy.

  In pairs, students use **Activity resource: POOCH problem-solving model** (RLS 9). Students choose a key issue for discussion and then record the:
  – problem
  – options for solving the problem
  – potential outcomes
  – choice from the potential outcomes
  – outcome.

  As a class, discuss the different options and debate the outcomes and the likelihood of a respectful resolution.

5 Ask students, 'What could someone do if they realised their important relationships were unhealthy?' (Responses should include: talk to the person; talk to a trusted adult.)

6 Remind students that everyone has the right to be safe and it is an adult's responsibility to help keep children safe.

5.2 Relationships circle

1 Explain that there are different types of relationships. Some can be close, like family, and others not close, like acquaintances (eg shopkeepers) or unknown people.

2 Demonstrate a relationships circle by drawing 5 concentric circles and writing 'me' in the centre. Ask students to brainstorm who would be in each circle starting from the centre:

- people who are close to me (responses could include: parents or carers; siblings; grandparents)

- people who are important to me (responses could include: friends; aunty; uncle; cousins)

- people I know (responses could include: teachers; neighbours; sports coach; doctor)

- people I don't know (responses could include: shopkeeper; police officer; people walking down the street).

3 Alternatively, use the characters in a story (RLS 12) to demonstrate different relationships, for example, *Two mates* (Prewett 2012), *Lotus and Feather* (Jiang 2017), or *Rocky and Louie* (Walleystack and Caisley 2020).

4 Using a relationships circle, examine the story's characters and write the main character's name in the centre. Choose another character and discuss where they could be placed based on their relationship with the main character. Repeat the process with each character and discuss what needs changing and why.

5 Provide students with a copy of **Activity resource: Relationships circle** (RLS 10). Students then write their own responses for each section about the people in their lives.

6 Provide opportunities for students to talk about their relationship circle privately or with their family.

Al Abdullah R and DiPucchio K (2010) *The sandwich swap*, Hachette Children's Books

Catchpole J (2021) *What happened to you?*, Faber GB

Muir F and Lawson S (2020) *Respect*, Magabala Books

Scheffer J (2023) *Astro the alien learns about respect*, Norwood House Press

Walleystack P and Caisley R (2020) *Rocky and Louie,* Puffin

Jiang J (2017) *Lotus and Feather*, Hachette Children's Books

Prewett M (2012) *Two mates*, Magabala Books

5.2 | It is not recommended to use the relationships circle to discuss the types of touch associated with all relationships, as this may suggest that people in certain relationships have the right to touch them in specific ways.

5.3 Behaviours in relationships

1 Explain that a relationship is a connection someone has with another person. Some connections or relationships are close, while others are not close (eg acquaintances). Some relationships are healthy and respectful, but some people experience unhealthy and disrespectful relationships.

2 Show the video **_Little voices: What makes a good friend?_** (Action for Children) then discuss.

3 Brainstorm words that would describe a healthy and respectful relationship between friends, for example:
- trusting
- honest
- respectful
- reliable
- listens
- caring.

4 Ask students, 'What is the opposite of these words?', for example:
- trusting – untrustworthy, can't be trusted, unreliable, sneaky
- honest – dishonest, lies, not truthful, makes up stories
- respectful – disrespectful, rude, insulting, offensive, hurtful, teasing
- reliable – unreliable, can't be trusted, irresponsible
- listens – doesn't listen, ignores, disregards
- caring – uncaring, selfish.

5 Explain that these are disrespectful behaviours in a relationship and are not OK.

6 Explore healthy and unhealthy relationships through stories (RLS 12), such as _What if everybody said that?_ (Javernick 2018), _Matilda_ (Dahl 2022) or _Deadly D & Justice Jones: Making the team_ (Prince and Hartley 2013). Students work in pairs to list the healthy and unhealthy relationships. If using _Matilda_, focus on situations in the story or scenes from the movie. Refer to the example below:

Healthy relationships	Unhealthy relationships
• Matilda and Miss Honey • Matilda and Mrs Phelps the librarian	• Matilda and her parents • Matilda and Miss Trunchbull • Miss Trunchbull and Miss Honey

7 As a class, discuss the healthy and unhealthy relationship behaviours. Refer to the example below:

Healthy relationship behaviours	Unhealthy relationship behaviours
• respect • talking with each other • sharing things • sharing feelings • caring • kind • helpful • nurturing	• playing tricks • mean • disrespect • rude ways of communicating • ignoring • put-downs • neglectful

8 Ask students, 'If someone was being treated disrespectfully at school, who should they talk to?' Discuss the processes at school for students to report issues.

Dahl R (2022) *Matilda*, Penguin UK

Javernick E (2018) *What if everybody said that?*, Amazon Publishing

Prince S and Hartley D (2013) *Deadly D & Justice Jones: Making the team*, Magabala Books

5.4 Online relationships

1 Ask students:

- What things do you do online? (Responses could include: play games; homework; listen to music; chat with family or friends.)
- What is the difference between talking to someone in person and talking to someone online? Responses could include:
  - in person (physical interaction; standing in front of you; might know them, their name and approximate age; real-time responses; can shake hands or high five; share physical items)
  - online (not physically there; they could provide a fake name, age or photos; may not know who they are).

2 Show the video ***River the sugar glider – I show respect*** (eSafety Commissioner), then discuss the key messages about online behaviour, respect and support for others.

3 Explain that it can be fun to talk to people online, particularly with family and people you know. There are lots of ways people talk or communicate with others online, but often, they don't know who they are. Some people pretend to be someone else, such as an adult pretending to be a child. This is not OK.

4 Read a story (RLS 12), such as *Chicken clicking* (Willis 2015) or *The fabulous friend machine* (Bland 2016). Discuss the healthy and unhealthy relationships and online behaviours.

5 Students summarise the story using 4 headings:

- Once upon a time…
- The healthy relationships are…
- The unhealthy relationships are…
- In the end…

Finish the story with an accompanying drawing.

6 Ask students:

- How do the relationships in the story affect the characters' friendships?
- What are the positive aspects of making friends online?
- What are the negative aspects of making friends online?
- What could the character/s do to be safer?

7 Provide opportunities to expand the discussion about online safety with friends. Refer to **Things to watch out for with online friends** (eSafety Commissioner).

8 Remind students to talk to a trusted adult if they feel unsafe, in-person or online.

Bland N (2016) *The fabulous friend machine*, Scholastic Australia Pty Ltd

Willis J (2015) *Chicken clicking*, Andersen Press

5.5 Understanding consent

1 Show the video ***Consent for kids*** (Blue Seat Studios).

2 Ask students, 'What does consent mean?' (Response could be: giving permission or agreeing to do something.)

3 Explain that there are many situations where we should ask another person for consent, such as borrowing items, touching someone, participating in something or going somewhere.

4 In pairs, students use **Activity resource: Y chart** (RLS 17) to explore what giving consent looks, sounds and feels like, for example:

- looks like – smiling, nodding, thumbs up
- sounds like – yes, OK, I want to
- feels like – happy, great, respectful.
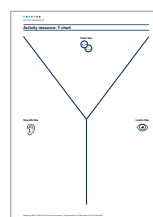
Definition:

Consent is agreeing to something with informed decision-making, ability or capacity. It should be clearly requested, given, or denied, mutually respected and ongoing.

5 Share as a class, then brainstorm what denying consent looks, sounds and feels like, for example:

- looks like – sad, shaking head no, thumbs down

- sounds like – no, stop, I don't want to, I'll think about it

- feels like – scared, confused, upset.

6 Discuss different situations and ways to seek, give or deny consent. The question stems and situations could include:

Question stems	Situations
• What could someone say to seek consent for…? • What could someone say to give consent for…? • What could someone say to deny consent for…?	• greeting someone • hugging • kissing • joining a game • using someone else's belongings, eg toy, book, pencils • getting a haircut • going to the doctor or dentist

7 Discuss different strategies for responding to tricky situations by asking students:

- What if the person says no? (Response should be: consent is not given, so the situation should not proceed.)

- What if the person says maybe? (Response should be: consent is not given, so the situation should not proceed.)

- What if the person asking insists or pleads? (Responses could include: say 'No'; say 'I don't want to'; say 'Let's go and do something else'.)

- What if the person asking tries to bribe or trick someone into saying yes? (Responses could include: say 'No'; say 'I don't want to'; say 'Let's go and do something else'.)

- What could someone do if they felt pressured, unsafe, uncomfortable or unsure? (Response should be: talk to a trusted adult.)

8 Reinforce that everyone has the right to be safe. If someone feels unsure about seeking, giving or denying consent, they should talk to a trusted adult.

9 Close the session (NNA 8) by playing a game such as musical statues or singing songs (RLS 12).

5.6 Characteristics of consent

1 Show the video **_Consent by Imanpa kids_** (Safe4Kids Channel).

2 Read the following scenario:

Kajal and Alex like playing together in the playground at school. One lunchtime, Kajal said to Alex, 'Do you want to play tag with me?' Alex said, 'OK, but only if there's no pushing.' Kajal said, 'Sounds fair. Let's make sure we're careful and not too rough.' They started playing, tapping each other gently without any pushing or aggression.

During the game, Alex said, 'Do you want to take your shoes off so we can run faster in bare feet.' Kajal said, 'No, I want to leave my shoes on.' Alex said, 'OK, but can we take a short break? I'm getting a bit tired.' Kajal replied, 'Of course! Let's sit and have a drink. Thanks for letting me know.'

3 Ask students:

- Where was consent requested? (Responses could include: to play tag; to take their shoes off; to take a break.)

- Where was consent given? (Responses could include: to play tag; to take a break.)

- Where was consent denied? (Response should be: taking shoes off.)

- Was consent mutual and respectful and why? (Response should be: yes, as Alex asked Kajal if they wanted to take their shoes off.)

Consider changing the character names if students in the class have identical names.

4 Explain that when asking for consent, if someone seems unsure or hesitant, then consent has not been given. Use the following responses and ask students if they mean, 'yes, I give consent' or, 'no, I deny consent'.

Responses	Yes or no
Nodding head for yes	yes
Shaking head for no	no
Thumbs up	yes
Thumbs down	no
Maybe later	no
Shrug	no
Absolutely	yes
I'm not sure	no
I'd like that	yes
I'll think about it	no
Stop	no
That sounds great	yes

Disability and additional needs

When teaching personal space and consent, use verbal and non-verbal communication, including body language, gestures, facial expressions, visuals, social stories and role-play (RLS 11) as ways to communicate 'yes' or 'no'.

5 Students role-play (RLS 11) asking a question and responding with consent being given or denied. Use simple scenarios, such as:

- Can I borrow your pencil?
- Can I join your game?
- Can I have your apple?

6 Discuss the responses and the importance of respecting someone's decision if consent is denied.

7 Ask students:

- What could someone say if a person doesn't respect their decision? (Responses could include: 'Stop!'; 'I said no'; 'I don't want to'; 'Please don't ask me again'.)
- What could someone do if the person didn't listen and the situation became unsafe? (Responses could include: remove themselves from the situation; go to a safer location; call for help; find a trusted adult nearby.)

8 Discuss online interactions and the importance of consent in various situations. Reinforce that students should talk to a trusted adult before consenting to online requests. Provide some examples, such as:

- sharing personal information
- joining a game or chat group
- private messages
- sending or posting photos or videos
- buying something.

Additional resource:
Online boundaries and consent (eSafety Commissioner).

9 Remind students to talk to a trusted adult if someone isn't respecting their choices and they feel unsafe.

Topic 6: Power in relationships

Learning intentions

- Identify and describe positive use and abuse of power and understand the impact on self and others.
- Recognise harmful behaviours in relationships, including bullying and domestic and family violence.
- Identify and apply strategies to address harmful behaviours.

Educator tips

- Teaching students about power in relationships and the positive and negative dynamics can support their social and emotional development, safety and wellbeing.
- Support students in using the language of safety rather than language that blames and in taking responsibility for their behaviours and actions.
- Not all mean or disrespectful behaviour meets the definition of bullying. However, this behaviour is not OK and should be challenged to avoid it happening again.
- When discussing bullying, avoid labelling a child as a bully, as this implies that the behaviour is fixed and unlikely to improve. Use terminology such as a student who bullied or a student who was bullied.

Learn more: Bullying.
Learn more: Harm, abuse and neglect.
Learn more: Online safety.
Learn more: Rights, responsibilities and relationships.

6.1 Defining power

1 Ask students, 'What does having power mean?' (Responses could include: being in control; being in charge; being a leader; controlling the finances; being an expert in something.)

2 Explain that power can also mean powerful objects, people, creatures, etc. Brainstorm examples under 3 categories, for example:
- powerful objects – fire, water, drill, saw, plane, tractor, space rocket, jet boat
- powerful creatures – lion, shark, guide dog, kangaroo, tiger, snake, crocodile, spider
- powerful people – Prime Minister, Premier, President, police officer, judge, teacher, religious leader, principal, sports coach.

3 Working in groups, students draw pictures on small pieces of paper or use digital images to illustrate things from the 3 categories.

4 Students paste their pictures onto large sheets of paper (or create a slide show) and add descriptions of the power associated with each image. For example:
- A space rocket has powerful jets to soar into the sky.
- A lion is a powerful animal with big teeth and strong paws.
- The Prime Minister is a powerful person who leads the country.

5 Groups share their power display or presentation, indicating why they have included different representations.

6 Reinforce that understanding power can help people navigate the world and make choices that respect the rights and wellbeing of others.

6.2 Exploring power

1 Read the story (RLS 12) *The invisible boy* (Ludwig 2014) or show a read aloud video. The story focuses on Brian, who goes unnoticed by others at school until some children show compassion and invite Brian to join them.

2 Discuss the story as a class, ensuring that students understand the invisible boy metaphor and the issues that Brian faced.

3 Ask students questions such as:

- Why is Brian grey in the pictures while the other children are in colour? (Response should be: because Brian feels invisible.)

- What happened to Brian during recess when the children picked people for their teams? (Response should be: no one chose him.)

- How might Brian be feeling? (Responses could include: sad; left out; unwanted.)

- What happens to Justin, the new kid, when the other children see his bowl of bulgogi? (Response should be: the children laughed at him.)

- How would Justin be feeling? (Responses could include: sad; embarrassed; rejected.)

- What does Brian do to make Justin feel better? (Response should be: wrote a note saying 'I thought the bulgogi looked good'.)

- What did Justin do to make Brian smile when he was drawing a picture on the ground outside? (Response should be: said 'that's a really cool drawing'.)

- When the teacher asked the children to team up for a project, what did Brian wish he could draw on the floor? (Response should be: a hole to swallow him up.)

- Why was Brian looking happy and colourful at the end of the story? (Responses could include: he made some friends; they gave him a cookie; he felt included.)

4 Explain that people have the power to help others if they are feeling sad or unsafe, being left out or picked on by others. This is called being an upstander.

5 Brainstorm and discuss the following terms as key messages from the story:

- friendship – people who like spending time together, help each other and show care, respect and trust

- compassion and empathy – understanding how someone is feeling and caring about their situation

- upstander – supporting someone, standing up for them, giving or getting them help.

6 Reinforce the power of people to treat others with respect, that everyone has the right to be safe and to always seek support from a trusted adult when needed.

6.3 Power dilemmas

1 Explain that having power can feel powerful and be used in positive or negative ways.

2 Brainstorm positive and negative use of power by using different categories, such as:

- students
- teachers
- parents or carers
- siblings
- friends
- gender
- online.

Ludwig T (2014) *The invisible boy*, Random House US

Additional resources:
- **5 reasons to be an upstander** (ReachOut Australia)
- **How to be an upstander** (ReachOut Australia).

3 Ask students:

- How can the positive use of power benefit people? (Responses could include: confidence; self-esteem; leadership skills; feel respected; safe.)
- How can the negative use of power affect people? (Responses could include: sad; disrespected; low self-worth; self-doubt; scared; unsafe.)

4 Choose from the following options:

- **Power and gender**
  Show the video ***Help kids learn about gender (with Foxy)*** (AMAZE Parents).
  – As a class, brainstorm examples of gender stereotypes students are familiar with. Consider categories such as toys, sports, jobs, clothing and games.
  – In small groups, students discuss ways someone could use power positively to challenge gender stereotypes, such as the examples in the video or brainstorming.
  – Reinforce that everyone should be free to explore their interests and abilities without being restricted by gender stereotypes.
- **Adult power**
  Explain that adults are responsible for caring for children and keeping them safe. Parents and carers use their power to show children life skills and how to follow rules. Brainstorm how adults help children, such as:
  – getting themselves dressed   – swimming
  – manners   – crossing the road
  – preparing food   – riding a bike
  – tying their shoelaces   – wearing a seatbelt.

  Sometimes, adults use their power negatively. They may yell, argue or hurt others and this is not OK. Ask students what they know about the term domestic and family violence. Use the following definition to explain:
  Domestic and family violence is when someone in a family or intimate relationship is being hurt or mistreated by their partner or a family member.

  Ask students, 'What could a child do if domestic and family violence was happening in their home?' (Response should be: talk to a trusted adult.) Provide some appropriate suggestions that include people outside the home, eg extended family, teacher or support service.

5 Brainstorm ways that students and adults can use positive power in the classroom, eg using respectful language and behaviours, providing constructive feedback and helping others.

6 Create 'Positive power' posters with powerful, respectful and supportive words and images. Display the posters around the classroom or school.

7 Remind students to talk to a trusted adult if they feel someone is using their power negatively by making them or others feel scared, sad or unsafe.

6.3 | Domestic and family violence is covered in more detail in focus area 3. However, provide more information if required. Refer to **Parents hurting each other** (Kids Helpline).

6.4 Fairness and empathy

1 Read a story (RLS 12) about fairness, friendships or empathy, such as *Enemy pie* (Munson 2000) or *You, me and empathy* (Sanders 2017).

2 Choose key words from the story to unpack the definitions, for example:

- fair – everyone gets what they need and things are equal and just
- unfair – when something is not right, unequal, unjust or biased
- friendship – when 2 or more people like and trust each other and enjoy spending time together
- empathy – understanding how someone else feels, seeing things from their point of view and imagining yourself in their place.

3 Students work in small groups to create a role-play (RLS 11) focused on an aspect, such as those suggested below. Ensure there are no abusive situations and that each play ends with a solution and positive outcome.

- Being fair – eg playing a game, taking turns, sharing, using respectful language.

Munson D (2000) *Enemy pie*, Chronicle Books

Sanders J (2017) *You, me and empathy*, UpLoad Publishing Pty Ltd

- Being unfair – eg playing a game, someone having more turns and not sharing, being disrespectful.
- Friendship traits – eg how friends work together, show trust, kindness and respect.
- Showing empathy – eg playing with toys, someone excluding one person who is feeling sad, others explaining how the person is feeling.

4 Students present their role-play to the class and then share their thoughts and feelings about the situation and key messages.

5 Explain that there are ways to help solve unfair situations. Show the video **_Conflict resolution: How to settle your differences fairly_** (BrainPOP) and discuss ideas about using power and resolving conflicts fairly.

6 Remind students about talking to a trusted adult if a situation can't be resolved or if they feel scared or unsafe.

6.5 Bullying behaviour

1 Choose from the following options:

- **Video**

  Show the video **_The rainbow_** (Sarah Grace Club) and ask students:
  - Why wouldn't the other girls play with Sarah?
  - What behaviour was unfair? (Responses could include: not inclusive; laughing.)
  - How was Sarah feeling? (Responses could include: sad; upset; lonely sitting by herself.)
  - One of the girls thought they weren't being very nice and that it wasn't right. Why did she change her mind? (Responses could include: felt sorry for Sarah; showed empathy; knew it was wrong and unfair.)
  - What did Sarah do to get help? (Responses could include: told her Mum.)
  - What did Sarah's Mum do? (Responses could include: tried to cheer her up; baked cookies.)
  - How would Sarah feel when the girl asked if she wanted to play? (Responses could include: happy; excited; included.)
  - How would Sarah's Mum feel? (Responses could include: happy; grateful; pleased.)
  - Why did the other girls change their minds and want to play with Sarah, who was drawing with chalk on the driveway? (Responses could include: realised they were being mean; saw Sarah and the other girl having fun.)

- **Story**

  Read the story (RLS 12) or show a read aloud video of _The juice box bully: empowering kids to stand up for others_ (Sornson and Dismondy 2010) and ask students:
  - What did Pete do to disrupt the soccer game? (Response should be: stole the ball.)
  - Why didn't Ralph want to join in the stealing game? (Response should be: that's not how they do things at the school.)
  - What is the promise the students in Mr Peltzer's class made? (Response should be: to take care of ourselves, each other and the classroom, to solve problems peacefully and not stand by and accept bad behaviour.)
  - What did Pete squirt onto Ruby's shirt? (Response should be: juice.)
  - What did Ralph mean when he said, 'I'm not a bystander'? (Response should be: doesn't stand by and let mean things happen.)
  - What happened to Pete at his last school that made him act in a mean way? (Response should be: kids teased him and were mean to him.)
  - What did Pete do to change his behaviour? (Responses should be: gave the promise a try; apologised to Ruby.)

2 Discuss how bullying behaviour can be hurtful and the strategies used to be an upstander in supporting others.

3 Reinforce that bullying behaviour is not OK and to always talk to a trusted adult if they or someone else are being bullied.

Definitions:
- **Bullying** is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm.
- **Discrimination** is when people are treated unfairly or differently because of their race, gender, sex, age, religion, disability or other characteristics.

Sornson B and Dismondy M (2010) _The juice box bully: empowering kids to stand up for others_, Early Learning Foundation

Bland (2016) *The fabulous friend machine*, Scholastic Australia Pty Ltd

Willis J (2017) *Troll stinks*, Andersen Press

6.6 Cyberbullying

1 Read a story (RLS 12) about cyberbullying, such as:
  - *The fabulous friend machine* (Bland 2016) about a chicken that finds a mobile phone and makes some new friends that are not so friendly after all
  - *Troll stinks* (Willis 2017), where Billy Goat and his friend play with the farmer's mobile phone, take selfies, play games and send mean messages.

2 Ask students:
  - What happened to the characters in the story?
  - What behaviours were inappropriate and looked like bullying?
  - How did the characters feel about it?
  - What did they do to solve the problem?
  - What lessons were learnt?

3 Provide examples of cyberbullying. Refer to **Cyberbullying** (Kids Helpline) or **Someone is being mean to me online** (eSafety Commissioner):
  - hurtful messages, comments or images
  - excluding someone
  - spreading lies or rumours
  - creating fake profiles in someone else's name
  - sharing or threatening to share information or images to hurt someone.

4 Ask students:
  - What could a student at the school do if they were bullied online? (Responses could include: talk to a teacher; talk to another trusted adult; talk to their parents or carers.)
  - What could a student do if they were bullied online when they were at home? (Responses should include: talk to their parents or carer; talk to another trusted adult.)

5 Explain that everyone has a responsibility to be respectful to other people, be they in person or online.

6.7 Bullying as an abuse of power

1 Provide small groups of students with one of the scenarios from **Activity resource: Power scenarios**.

2 Students read the scenario and discuss:
  - the characters' behaviours
  - whether the situation was unfair or bullying
  - how the characters were feeling
  - how others can help or intervene
  - who the characters should talk to about the situation.

3 Discuss as a class, ensuring the responses are respectful and supportive.

4 Explain that the **Share my concerns** sheet is available to report a concern at school. In small groups, students choose a character and use the sheet to outline their concerns about the situation.

5 Discuss different ways of seeking help. Use the following resources for ideas:
  - **Asking for help** (Kids Helpline)
  - **You can get help** (ALLPlay Learn).

6 Remind students about the importance of talking to a trusted adult or support service if feeling scared or unsafe.
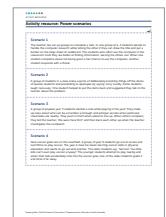
Reflection activity
Focus area 2: Relationships

The reflection activity provides an opportunity to review the key learning from Focus area 2: Relationships and to determine areas for consolidation or further work.

Suggestions include:

- Pair, group or class discussion about the key topics.
- Complete the KWL chart if used prior to the topic.
- 3-2-1 strategy as an individual activity (see below).
- Scenarios as an individual student activity or in small groups (see below). Change the scenarios or questions as required.

3-2-1 strategy

1 Display the following list, then review the key topics by discussing:

- trust and seeking help
- healthy and unhealthy relationships
- respect
- consent
- power
- fair, unfair, bullying.

2 Provide students with copies of **Activity resource: 3-2-1 strategy** and explain the task to record:

- 3 things they learned
- 2 things they found interesting
- 1 question they still have.

3 Finish the activity with a class discussion. Review the responses and plan opportunities for future learning.

Scenarios

1 Ainsley and Carter had been friends for a few months since they started in a year 3 class together. They liked playing cricket on the oval/field and took turns bowling and batting. One day, Ainsley and Carter were at the park playing with a group of school friends. Carter was whispering things to the others, pointing and laughing at Ainsley. Ainsley felt sad and betrayed and said, 'I'm going home.' Carter started yelling, 'You're a cry-baby' and pushed Ainsley over. One of the other children yelled, 'Hey, stop it!' Ainsley ran home. The next day at school, Carter sat next to Ainsley, acting like nothing had happened and that they were still good friends.

- What happened that was respectful?
- What happened that was disrespectful?
- What power was being used?
- How was Ainsley feeling?
- Why did Ainsley run home?
- What did one of the other kids do to help Ainsley?
- Is this a healthy or unhealthy relationship?
- Who could Ainsley talk to about the situation?
- What else did you notice?

2 Jade was watching her big sister Maria chatting with her friends online. Maria had told Jade that she didn't know some of the people she was chatting to. Jade said, 'At school, we learned that you should be careful about who you talk to online.' Jade also noticed that Maria had put some photos of herself online. Maria asked Jade, 'Can I take a photo of you?' Jade said, 'What are you using it for?' Maria said, 'To put online with my other photos.' Jade didn't
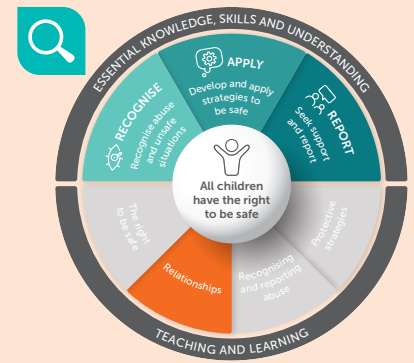
Consider changing the character names if students in the class have identical names.

want her photo online, so she told Maria, 'No thank you.' Maria took the photo anyway and said, 'It's OK. Don't worry.' Jade was confused and decided to talk to her mother about it.

- Why should Maria be careful about who she is talking to online?
- What did Maria say when seeking consent from Jade?
- Is it OK for Jade to decide if her photo is taken? Why or why not?
- Why did Jade ask Maria how the photo would be used?
- Should Jade trust Maria when she says, 'It's OK. Don't worry'? Why or why not?
- What did Jade do to get help?
- What else did you notice?

3 Finish the activity with a class discussion. Review the responses and plan opportunities for future learning.
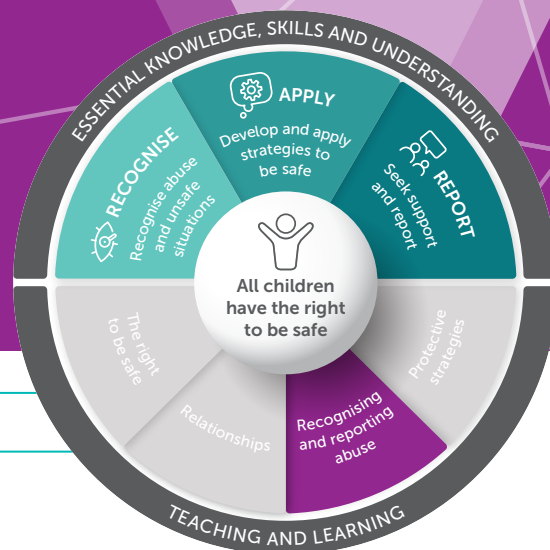
RESOURCE LINKS

5 reasons to be an upstander | **https://kscpc.sa.edu.au/a/10490**

Activity resource: 3-2-1 strategy | **https://kscpc.sa.edu.au/a/11094**

Activity resource: KWL chart | **https://kscpc.sa.edu.au/a/10110**

Activity resource: Lotus diagram | **https://kscpc.sa.edu.au/a/10108**

Activity resource: Placemat | **https://kscpc.sa.edu.au/a/10109**

Activity resource: POOCH problem-solving model | **https://kscpc.sa.edu.au/a/10113**

Activity resource: Power scenarios | **https://kscpc.sa.edu.au/a/10141**

Activity resource: Relationships circle | **https://kscpc.sa.edu.au/a/10111**

Activity resource: X chart | **https://kscpc.sa.edu.au/a/10106**

Activity resource: Y chart | **https://kscpc.sa.edu.au/a/10104**

Asking for help | **https://kscpc.sa.edu.au/a/10438**

Child Helpline International | **https://kscpc.sa.edu.au/e/10405**

Conflict resolution: How to settle your differences fairly | **https://kscpc.sa.edu.au/a/10473**

Consent by Imanpa kids | **https://kscpc.sa.edu.au/a/10469**

Consent for kids | **https://kscpc.sa.edu.au/a/10468**

Cyberbullying | **https://kscpc.sa.edu.au/a/10136**

Help kids learn about gender (with Foxy) | **https://kscpc.sa.edu.au/a/10472**

How to be an upstander | **https://kscpc.sa.edu.au/a/10342**

Learn more: Bullying | **https://kscpc.sa.edu.au/d/10068**

Learn more: Harm, abuse and neglect | **https://kscpc.sa.edu.au/d/10072**

Learn more: Online safety | **https://kscpc.sa.edu.au/d/10074**

Learn more: Rights, responsibilities and relationships | **https://kscpc.sa.edu.au/d/10003**

Learn more: Trust and networks | **https://kscpc.sa.edu.au/d/10004**

Little voices: What makes a good friend? | **https://kscpc.sa.edu.au/a/10467**

Online boundaries and consent | **https://kscpc.sa.edu.au/a/10150**

Respect | **https://kscpc.sa.edu.au/a/10466**

River the sugar glider – I show respect | **https://kscpc.sa.edu.au/a/10471**

Share my concerns | **https://kscpc.sa.edu.au/a/10181**

Someone is being mean to me online | **https://kscpc.sa.edu.au/a/10458**

The rainbow | **https://kscpc.sa.edu.au/a/10474**

Things to watch out for with online friends | **https://kscpc.sa.edu.au/a/10265**

What is Kids Helpline? (ages 8–12) | **https://kscpc.sa.edu.au/a/10465**

Who are your trusted adults? (Primary edition) | **https://kscpc.sa.edu.au/a/10464**

You can get help | **https://kscpc.sa.edu.au/a/10475**

LEARNING ACTIVITIES
Focus area 3: Recognising and reporting abuse

Focus area learning intentions

The following learning intentions describe what children and young people should know, understand and be able to do.

FOCUS AREAS	TOPICS	LEARNING INTENTIONS Children and young people gain knowledge, skills and understanding at an age and developmentally appropriate level as follows:
Focus area 3: Recognising and reporting abuse	7 **Bodily integrity**	• Use the correct names and know the location of sexual body parts. • Understand the whole body is private. • Understand and recognise safe, unsafe and unwanted touch.
	8 **Understanding abuse**	• Recognise harm, abuse (physical, sexual, emotional) and neglect in different contexts, including online. • Practise and apply strategies for reporting abuse and unsafe situations. • Understand safe upstander behaviours when supporting others.

Key vocabulary

Focus area 3: Recognising and reporting abuse uses the following key vocabulary:

- abuse
- anus
- breasts
- bribes
- bottom
- chest
- emotional abuse
- manipulation
- neglect
- no
- nipples
- online
- penis
- physical abuse
- safe secret
- safe touch
- secret
- surprise
- testes
- threats
- tricks
- trust
- unsafe secret
- unsafe touch
- unwanted touch
- vagina
- vulva
- yes.

Optional prior knowledge check

1 Discuss the upcoming topics with students.

2 Provide each student with a copy of **Activity resource: KWL chart** (RLS 3) where they record what they:

- **know** about the topics
- **want** to know more about the topics.

3 At the end of the topic or focus area, students complete the chart by recording what they **learned** about the topics.

7

Elliott M, Browne K and Kilcoyne J (1995) Child sexual abuse prevention: what offenders tell us, *Child Abuse & Neglect*, 19 (5), 579–594

Kenny MC, Capri V, Thakkar-Kolar RR, Ryan EE, Runyon MK (2008) Child sexual abuse: From prevention to self-protection, *Child Abuse Review*, 17, 36–54

Matthews D (2017) Call children's private body parts what they are, *Psychology Today*, viewed October 2024, https://kscpc.sa.edu.au/e/10200

7.1 | If students identify a body part using an incorrect term, model using the correct term by adding 'Did you mean…?'.

Knowing the names of body parts in their first language with support from parents and carers is helpful for children and young people who communicate in another language. Where cultural sensitivities may need consideration, consult with the appropriate staff at your site, eg Aboriginal support staff (Australia).

Topic 7: Bodily integrity

Learning intentions

- Use the correct names and know the location of sexual body parts.
- Understand the whole body is private.
- Understand and recognise safe, unsafe and unwanted touch.

Educator tips

- Knowing and using the correct names of body parts can enhance children's self-confidence and body image, help them accurately describe a situation or concern and give them the ability to communicate assertively (Matthews 2017). It is critical when children disclose abuse because using incorrect terminology may not be understood or followed up (Kenny et al 2008). Research suggests that sexual offenders are less likely to target children who use the correct names (Elliott et al 1995).
- Ensure parents and carers are informed about the learning and provided with information about the importance of children and young people knowing the correct names of body parts.
- Names of body parts referred to in the KS:CPC include mouth, bottom, anus, breasts/chest, nipples, penis, testes, vagina and vulva. Some resources refer to these body parts collectively as 'private body parts' or 'sexual body parts', however, the KS:CPC focuses on the whole body being private, where no one has the right to touch anyone's body without their consent.
- When referring to body parts, the KS:CPC focuses on their names and locations, not their function. Use language such as 'most males' or 'most females' to ensure inclusivity and safety, acknowledging the diversity of human biology and gender.
- The KS:CPC refers to 3 types of touch – safe, unsafe and unwanted. When discussing types of touch, the context, intent, relationship and consent must be considered.

Learn more: Bodily integrity, touch and consent.

7.1 Parts of the body

1 Read the following scenario to students:

While playing on the play equipment, a child slips and hurts themselves. They speak to a trusted adult and tell them, 'I hurt my bits and pieces'. The adult isn't sure what they mean, so tells them to have a rest.

Ask students:
- Is the child safe? (Response should be: no, they are hurt.)
- Why might the adult be confused? (Responses could include: the child has not used the correct names of body parts; the child is unclear.)
- What should the child do next? (Responses should include: tell the trusted adult where they are hurting, using the correct name of the body part; tell them how much it hurts; tell them they need help.)

2 Ask students, 'Why is it important to know the correct names of body parts, especially when explaining a problem or a situation?' This includes knowing the correct names of body parts, such as the bottom, anus, breasts/chest, nipples, penis, testes, vagina and vulva. Responses could include:
- helps us to know our body
- accurately describe a situation
- tell people your body belongs to you
- talk to trusted adults about your body
- help us be healthy and safe.

3 Explain that it is important to know that the whole body is private and no one has the right to touch anyone's body without their consent. Ask students, 'What does that mean?' (Responses could include: it's your body; you say who touches your body; people have to ask first; people should respect the decision.)

4 Students label parts of the body by using the templates below:
- **Activity resource: Body outline (most boys)**
- **Activity resource: Body outline (most girls)**.

Ensure that each student labels both templates and that mouth, bottom, anus, breasts/chest, nipples, penis, testes, vagina and vulva are labelled accurately.
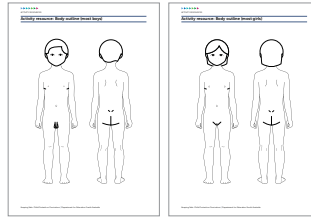
5 Remind students about the difference between public and private and ask questions, such as:
- Is it public or private if someone is in the kitchen making lunch? (Response should be: public.)
- Is it public or private if someone is in their bedroom getting changed? (Response should be: private.)
- Is it public or private if someone is in the shower? (Response should be: private.)

6 Explain there are times when a trusted adult needs to help someone (with their consent) when they are changing, cleaning or toileting, such as a young child, a person with a disability or injury or an elderly person.

7 Brainstorm different situations where using the correct names of body parts is important. (Responses could include: accurately explaining symptoms to a parent, carer, doctor or a nurse; to tell someone not to touch that part of their body; to report unsafe touch to a trusted adult.)

8 Reinforce that the whole body is private and to talk to a trusted adult if feeling unsafe.

7.2 Types of touch

1 Show the video ***Protect yourself rules – safe touch/unsafe touch*** (Fight Child Abuse) and discuss the key messages, such as:
- someone giving an unsafe touch might want it kept a secret or promise a present to keep from telling – this is not OK
- always tell a trusted adult
- unsafe touch is never the child's fault.

2 Ask students, 'How might someone know that touch is safe?' Responses could include:
- consensual
- respectful
- appropriate
- no intention to harm.

3 Explain that safe touch may include touch that is uncomfortable but necessary for health and safety reasons, for example, holding hands to cross the road or having an injection at the doctor or dentist.

2 Ask students, 'How might someone know that touch is unsafe?' Responses could include:
- inappropriate
- confusing, distressing or threatening
- disrespectful
- harmful.
- non-consensual

5 Ask students, 'How might someone know that touch is unwanted?' Responses could include:
- unwelcome or makes the person feel uncomfortable
- not necessary
- not intended to harm.

7.1 | Educators can use the following resources as a reference guide:
- **KS:CPC Body outline labelled (most boys)**
- **KS:CPC Body outline labelled (most girls)**.

Definitions:
- **Public** refers to something that is open, accessible or available to a large group of people, the general population or the community as a whole.
- **Private** refers to something that is restricted, not openly accessible or not intended for a specific group or individual.

Definitions:
- **Safe touch** refers to physical contact that is:
  – appropriate, consensual, respectful and safe; and,
  – not intended to harm.
  Safe touch may include touch that is uncomfortable but necessary for health and safety reasons.
- **Unsafe touch** refers to physical contact that is:
  – inappropriate, non-consensual, disrespectful, unsafe or unlawful; and/or,
  – confusing, distressing or threatening; and/or,
  – harmful or abusive.
  All children and young people must report unsafe touch or touch they are unsure about to a trusted adult or appropriate support service.
- **Unwanted touch** refers to physical contact that is:
  – unwelcome or makes the person feel uncomfortable; and,
  – not necessary; and,
  – not intended to harm.
  Children and young people should be supported to develop and apply strategies to respond to unwanted touch.

Consider changing the character names if students in the class have identical names.

6 Ask students questions to explore each of the following scenarios. Use the definitions for safe, unsafe and unwanted touch to support discussion.
- Was the touch safe, unsafe or unwanted, and why? Consider the context, intent, relationship and consent.
- What strategies could the child apply?
- Who could the child seek support from?

Scenario 1

Bryn and their older cousin Taylor were playing a board game when Taylor put their arm around Bryn and smiled. Bryn felt uncomfortable and their heart started racing. Bryn moved away, but Taylor moved closer and started rubbing Bryn's arm.

Scenario 2

Dante visited the doctor for a checkup with their Dad. The doctor said, 'Dante, is it OK if I listen to your heart and then check your ears?' Dante replied, 'Yes, you can.' The doctor continued the checkup, explaining each part of the examination, which made Dante feel comfortable.

Scenario 3

The class were sitting on the floor as the teacher read a story. Koby felt their friend Riley move closer behind them. Riley started playing with Koby's hair. Koby turned and whispered, 'Stop it' and moved forward away from Riley.

Scenario 4

Carter was having fun at Eden's 10th birthday party. After playing in the swimming pool, Carter went inside to change their clothes. One of the adults supervising the party snuck up behind Carter, hugged them and rubbed their bottom. Carter froze and their stomach felt sick.

(This scenario describes unsafe touch and Carter must tell a trusted adult immediately.)

7 Explain that sometimes touch might not seem unsafe, but if the person being touched feels confused, unsure, unsafe, or has warning signs, then they must talk to a trusted adult.

8 Reinforce that the whole body is private and no one has the right to touch anyone's body without their consent. It's important to always talk to a trusted adult if feeling unsafe.

7.3 Right to say no!

1 Read the story (RLS 12) *Teach your dragon body safety* (Herman 2021) or show the video **Teaching body safety to children** (ChildSafe Australia). Discuss the key messages about safe and unsafe touch, warning signs and talking to a trusted adult.

2 Read the following scenario:

Sports day was finally here! Isak was so excited. A new teacher was helping for the day and they explained that before the activities started, everyone must bring a hat, drink and apply plenty of sunscreen. Isak put on a broad-brimmed hat and grabbed a drink bottle filled with cold water. The students lined up for sunscreen and started applying it to their arms, legs, neck and face. The teacher also took some sunscreen and started helping the students. Isak was feeling a bit nervous and uncomfortable as the teacher approached, so he whispered to his friend Anton, 'I'd rather you help me if that's OK?' Anton nodded. Isak told the teacher, 'Anton said he would help me instead.' The teacher said, 'Sure, thanks for letting me know.'

3 Ask students:
- What warning signs might Isak have? (Response could be: nervous and uncomfortable.)
- Why might Isak be feeling this way? (Responses could include: didn't know the teacher; didn't want the teacher to touch them; felt more comfortable with their friend touching them.)
- What did Isak do to make the situation feel safer? (Responses should include: asked Anton to help; talked to the teacher about what they wanted.)

Herman S (2021) *Teach your dragon body safety*, DG Books Publishing

Consider changing the character names if students in the class have identical names.

- What other strategies could Isak have used? (Responses could include: say 'I can do it myself'; ask another trusted person to help.)

- If the teacher insisted on applying the sunscreen, what could Isak do? (Responses could include: say 'No, I don't like people touching me'; say 'No, I have enough sunscreen'; talk to a trusted adult.)

4 Explain that safe touch may include touch that is uncomfortable but necessary for health and safety reasons. In the previous scenario, applying sunscreen is required, but Isak should have a choice about how this happens.

5 Reinforce that the whole body is private and no one has the right to touch anyone's body without their consent. It's important to always talk to a trusted adult if feeling unsafe.

7.4 Unwanted touch

1 Read the story (RLS 12) or show a read aloud video of *Rissy no kissies* (Howes 2021) and discuss the key messages:

- that setting boundaries is OK, even if others don't immediately understand or agree. Rissy's right to say 'no' reinforces the message that consent is essential

- Rissy's tummy felt icky, she was worried and it felt wrong

- Mum said Rissy's body and heart were hers and she could choose how to share

- Rissy preferred cards, cookies, singing songs, sitting close, holding wings, flying flips and sky-high hugs

- no kisses made Rissy feel safe.

2 Explain that people like to greet each other differently. Some prefer handshakes, high fives or fist bumps rather than hugs and kisses. This is a person's choice because it's their body and they can choose what makes them feel comfortable and safe. A person can also change their mind along the way.

3 Ask students:

- When Rissy's Grandma wanted a kiss, what did Rissy say? (Response should be: No kissies!).

- If Rissy decided the next day that she did want to kiss Grandma, is this OK? (Responses could include: yes, it's OK; individual perceptions, experiences and touch preferences can vary between people and change over time; Rissy could let Grandma know.)

- If a child decided they didn't feel like a kiss, what could they say? (Responses could include: 'I like high fives'; 'Let's do a fist bump instead'.)

- If someone told a child they had to kiss another person, but the child didn't want to, what could they say or do? (Responses could include: say 'It's my body and I get to decide'; say 'No'; talk to a trusted adult.)

4 Reinforce that unwanted touch is unwelcome or makes the person feel uncomfortable, is not necessary and is not intended to harm. Support children to develop and apply strategies to respond to unwanted touch.

5 Close the session (NNA 8) by playing a game or creating a storyboard or social story. Templates can be accessed in the **Educator resources: Story sequencing – Rissy no kissies**.

Howes K (2021) *Rissy no kissies*, Lerner Publishing Group

Definition:
**Unwanted touch** refers to physical contact that is:
- unwelcome or makes the person feel uncomfortable; and,
- not necessary; and,
- not intended to harm.

Children and young people should be supported to develop and apply strategies to respond to unwanted touch.

7.5 Safe touch for health and safety

1 Remind students about the 3 types of touch:

- safe touch – refers to physical contact that is appropriate, consensual, respectful and safe, and not intended to harm; it may include touch that is uncomfortable but necessary for health and safety reasons

- unsafe touch – refers to physical contact that is inappropriate, disrespectful, non-consensual, confusing, distressing, threatening, unlawful or harmful. Unsafe touch is not OK and must be reported to a trusted adult

- unwanted touch – refers to physical contact that is unwelcome or makes the person feel uncomfortable, is not necessary and not intended to harm.

2 Explain that sometimes safe touch might feel uncomfortable but is necessary for health and safety reasons.

3 In small groups, students brainstorm examples of safe touch that may be uncomfortable but necessary for health and safety reasons. Use a mind map (RLS 5) to record responses. Provide suggestions, such as:

Necessary touch

- having an injection at the doctor/dentist

- receiving first aid

- hair cut

- holding hands to cross the road

- help with dressing

- changing a baby's nappy.

4 As a class, share the results and correct any situations that might be unwanted or unsafe.

5 Ask students, 'How could a person needing safe touch for health and safety reasons be supported?' (Responses could include: explain what will happen; communicate throughout; reassure; ask if they have any questions; ask if they are ready to start.)

6 Reinforce that someone who feels unsure or uncomfortable about touch must talk to a trusted adult.
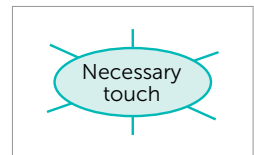
Topic 8: Understanding abuse

Learning intentions

- Recognise harm, abuse (physical, sexual, emotional) and neglect in different contexts, including online.
- Practise and apply strategies for reporting abuse and unsafe situations.
- Understand safe upstander behaviours when supporting others.

Educator tips

- Establish a safe learning environment, adopt trauma-informed approaches that are sensitive and predictable, understand the individual needs of children, be aware of signs of trauma and the possibility of re-traumatising children (Centre for Education Statistics and Evaluation 2020).
- When discussing topics about abuse, use developmentally appropriate language, protective interrupting (NNA 5), a one step removed approach (NNA 4) and avoid demonstrating situations of abuse. Preview all videos and other resources (NNA 2) to assess their suitability for the student cohort and ensure group norms (NNA 3) have been established.
- Recognising the characteristics of neglect and physical, sexual and emotional abuse will help students report potential abusive situations.
- Perpetrators of abuse often use strategies to groom and trick a child to gain their trust and maintain secrecy. Teach students about safe and unsafe secrets; that safe secrets are only kept for a short time; and some secrets should never be kept.
- Remind students about the names of body parts and types of touch before delivering activities that focus on recognising abuse.
- Names of body parts referred to in the KS:CPC include mouth, bottom, anus, breasts/chest, nipples, penis, testes, vagina and vulva. Some resources refer to these body parts collectively as 'private body parts' or 'sexual body parts', however, the KS:CPC focuses on the whole body being private, where no one has the right to touch anyone's body without their consent.
- When referring to body parts, the KS:CPC focuses on their names and locations, not their function. Use language such as 'most males' or 'most females' to ensure inclusivity and safety, acknowledging the diversity of human biology and gender.

Learn more: Harm, abuse and neglect.
Learn more: Online safety.

Centre for Education Statistics and Evaluation (2020) *Trauma-informed practice in schools: An explainer*, NSW Department of Education

SOUTH AUSTRALIA

Educators should refer to the Department for Education's resources:

- *Protective practices for staff in their interactions with children and young people: guidelines for staff working or volunteering in education and care settings*
- *Sexual behaviour in children and young people: procedure and guideline*
- Trauma-informed practice in education.

Important advice

These activities explore abuse to empower students with the knowledge, skills and understanding to recognise abuse and unsafe situations, apply strategies to be safe and seek help. However, it is recommended that only a selection from each concept, ie **6–8 activities**, be delivered each year.

The **sample planning guide** below provides a balanced distribution of the types of abuse (ie neglect, physical, sexual, emotional, domestic and family violence and online) across the 2 year levels.

Remember to close the session (NNA 8) with a positive learning experience.

YEAR 3	YEAR 4
8.1 Abuse and rights	8.2 Investigating types of abuse
8.3 Recognising emotional abuse	8.4 Recognising physical abuse
8.5 Exploring neglect	8.7 Secrets, threats and abuse
8.6 Doesn't matter who it is	8.9 Recognising unsafe environments
8.8 When home feels unsafe	8.11 Secrets must always be told
8.10 Recognising safe and unsafe secrets	8.12 Tricks, threats and bribes
8.13 Recognising manipulation	8.14 Investigating online abuse

8.1 Abuse and rights

1 Remind students about the first KS:CPC theme 'We all have the right to be safe' and its meaning.

2 In pairs or small groups, students review **The United Nations Convention on the Rights of the Child** (UNICEF) poster. Ask students to identify the articles that reinforce the importance of safety and protection from harm and abuse, such as articles 2–6, 11, 18–21 and 34–36.

3 Read article 19, which states, 'You should be cared for and protected from harm.' Ask students:

- What would children being cared for and protected look like? (Responses could include: family; home; food; education; safe.)
- How would children feel if they were being cared for and protected? (Responses could include: safe; secure; happy; valued; respected; healthy; supported; loved.)

4 Explain that the Convention is an international agreement to protect children worldwide from abuse. Explain that abuse is when a person hurts someone on purpose, causing them harm. This could be:

- hurting like hitting or kicking, which is physical abuse
- saying mean things and yelling at someone, which is emotional abuse
- unsafe touching of the body, which is sexual abuse
- not providing enough food, clothes or a safe home, which is neglect.

5 Reinforce that any of these types of abuse are not OK and this is why we teach children how to recognise abuse and neglect and how to seek help from a trusted adult or a support service.

6 Share information from **What to do if someone is hurting you** (Kids Helpline) and discuss the key messages, such as:

- being hurt is not OK
- children are not to blame
- sometimes it's hard to tell somebody
- talk to a trusted adult.

7 Remind students about their trusted network and reinforce that all children have the right to be safe.

8.2 Investigating types of abuse

1 Explain that abuse is when a person hurts someone on purpose, causing them harm. This could be:

- hurting like hitting or kicking, which is physical abuse
- saying mean things and yelling at someone, which is emotional abuse
- unsafe touching of the body, which is sexual abuse
- not providing enough food, clothes or a safe home, which is neglect.

2 Read the following Cinderella synopsis if students are not familiar with the story:

Cinderella is a young girl living with her cruel stepmother and stepsisters. They treat her like a servant while they enjoy lives of luxury. When the prince announces a royal ball, Cinderella's stepfamily forbids her from attending. With the help of her Fairy Godmother, Cinderella attends the ball in a beautiful gown. She captures the prince's heart but has to flee before midnight as the magic wears off, leaving behind a glass slipper. The prince searches the kingdom for the slipper's owner, which fits only Cinderella. They are reunited, marry and live happily ever after.

3 Explain that how Cinderella was treated by her stepmother and stepsisters was both cruel and abusive.

4 Show the video ***Cinderella's evil stepsisters*** (Disney Princess), a shortened version of the story that focuses on the stepmother and stepsisters and how they treated Cinderella. Ask students to look for evidence of cruelty and abuse as they watch.

5 Discuss the different types of abuse, for example:
- physical abuse – Cinderella being forced to do the housework; stepsisters hitting each other on the head and tearing Cinderella's dress
- emotional abuse – stepsisters yelling at and saying mean things to Cinderella, making her feel worthless and sad
- neglect – stepmother not caring for Cinderella.

6 Ask students:
- Why might Cinderella's stepfamily treat her this way? (Responses could include: power; control; jealousy; greed.)
- How would Cinderella be feeling? (Responses could include: sad; angry; lonely; worthless; trapped.)
- What could a child do if they were treated this way by older children or adults? (Responses could include: talk to a trusted adult; contact a support service.)

7 Provide students with information from **Being hurt is not OK** (Kids Helpline) and remind them about talking to a trusted adult if they or someone they know is unsafe. Provide information about the available local support services, for example:
- Australia – **Kids Helpline**
- global – **Child Helpline International**.

8.3 Recognising emotional abuse

1 Read or show the information from **Hurt on the inside: What is emotional abuse?** (Kids Helpline) and discuss the key messages, such as:
- repeated actions that make someone feel bad, scared, sad or alone
- name-calling, yelling, teasing or ignoring
- feeling scared, embarrassed, confused, sad, unloved, alone
- words can hurt
- it's never OK.

2 Reiterate the characteristics of emotional abuse, such as saying mean things, name-calling, yelling, teasing and ignoring people.

3 Read the story (RLS 12) or show a read aloud video of *Each kindness* (Woodson 2012) and discuss how Maya was treated and how the other students ignored her.

4 Ask students:
- How might Maya be feeling? (Responses could include: sad; left out; lonely; upset.)
- What did the teacher explain about kindness? (Response should be: each little thing we do goes out, like a ripple into the world.)

5 Explain that it's not OK to be treated or treat others this way, including how adults treat children.

6 Ask students, 'If a child was being emotionally abused, what could they do?' (Responses could include: talk to a trusted adult; contact a support service.)

7 Close the session (NNA 8) with a creative activity where students create a pool of water with a stone and ripples using drawings or cardboard construction. Students write acts of kindness around the ripples.

Definition:
Emotional abuse is when a child is repeatedly made to feel worthless, unloved, alone or scared by someone who should be caring for them.

Woodson J (2012) *Each kindness*, Penguin Group USA

Definition:
Physical abuse is when someone hurts and injures a child's body on purpose. It may leave marks, bruises or cause a serious injury. The person who does this might be known or unknown to the child, like a family member, carer or a family friend.

8.4 Recognising physical abuse

1 Read or show the information from **An adult hurt me: What is physical abuse?** (Kids Helpline) and discuss the key messages, such as:

- causing pain to the body
- leaving marks, bruises, serious injury
- hitting, hurting, kicking, poking, choking, burning, throwing things at someone
- feel scared, sick, worried
- it's never OK
- say 'stop' or 'no'
- find a safe place
- talk to a trusted adult.

2 Show the video ***Protect yourself rules – recognize the signs*** (Fight Child Abuse) and ask students:

- What was Sarah concerned about with her friend Abby? (Response should be: bruises on her arm.)
- Why did Sarah break her promise even though Abby didn't want her to tell anyone? (Responses could include: hitting is wrong; she was worried about Abby.) Reinforce that Abby was unsafe.
- How would Abby be feeling if an adult had been hitting her? (Responses could include: sore; scared; sad; hurt.)
- What might someone notice about Abby's behaviour at school? (Responses could include: quiet; sad; crying.)
- Sarah said, 'Breaking a promise is the right thing to do if someone is being hurt'. Who did Sarah talk to? (Response should be: the counsellor.)
- Who could a child talk to at our school about an unsafe situation?

3 Explain that physical abuse is not OK and must be reported to a trusted adult. Remind students about the available local support services, for example:

- Australia – **Kids Helpline**
- global – **Child Helpline International**.

4 Close the session (NNA 8) with a movement activity, such as the 'Freeze game', where students dance to music and freeze when the music stops.

Definition:
Neglect is when a parent or carer does not give a child the love, help and care they need to grow up happy, healthy and safe.

Ippen C (2022) *Argo and me*, Piplo Productions

8.5 Exploring neglect

1 Brainstorm the basic needs of pets for them to be healthy and safe, such as:

- food
- water
- shelter
- exercise
- veterinary care
- affection and attention.

2 Ask students, 'What might happen if a pet's basic needs are not met?' (Responses could include: scared; sad; hungry; sick.)

3 Explain that this is called neglect and it's not being a responsible person.

4 Read the story (RLS 12) or show a read aloud video of *Argo and me* (Ippen 2022) about a boy and dog being scared and finding protection, love and a home.

5 Ask students:

- What might life have been like for Argo before he met his family? (Responses could include: homeless; people hurt him; lived on the streets; no food or water; chained up.)
- How did Argo behave when he first arrived at the animal shelter? (Responses could include: scared; wouldn't eat; would hide.)
- How did Zeze and Paul from the animal shelter gain Argo's trust? (Responses could include: sat with him; were calm and friendly; played the harmonica.)

- Why might the little boy have empathy for Argo? (Responses could include: he lived in a home where the people had problems; didn't take good care of him.)
- What did the family do so Argo would feel safe and loved? (Responses could include: good food; played games together; watched carefully to see what scared him.)
- What does the little boy learn about expressing big emotions? (Responses could include: it's OK to feel angry; it's not OK to scream and shout; we should talk about our feelings; resolve conflicts.)

6 Explain that adults are responsible for caring for children and ensuring they are safe, happy, healthy and cared for.

7 Read or show the information from **All alone: What is child neglect?** (Kids Helpline) and discuss the key messages, such as:
- not giving love, help and care to be happy and healthy
- not having a safe place to live or take a bath or shower
- not eating properly or having old or worn-out clothes
- not having an education or getting help when sick or hurt
- feeling sad, lonely, upset, scared, tired, hungry, sick, stressed or unsafe
- not the child's fault
- finding safe places and doing enjoyable things
- talking to a trusted adult.

8 If a child is not being cared for or is harmed in any way, it may be abuse or neglect, which is not the child's fault. It's important to always talk to a trusted adult if feeling unsafe, neglected or sad.

9 Close the session (NNA 8) by creating a picture frame drawing of Argo being happy and safe, eg listening to the harmonica, playing with his family and eating good food.

8.6 Doesn't matter who it is

1 Remind students about unsafe touch, for example:
- someone touching a child's body to hurt them, eg physical abuse
- someone touching a child's body parts, eg bottom, breasts/chest, nipples, penis, testes, vagina and vulva.

Reinforce that unsafe touch is not OK.

2 Show the video ***Protect yourself rules – a neighbor*** (Fight Child Abuse) and ask students:
- What did Mr Caro do that was unsafe? (Response should be: played a tickling game and touched Sarah's chest.)
- What did Sarah say to Mr Caro when he touched her in an unsafe way? (Response should be: stop, don't touch me.)
- Who did Sarah tell? (Response should be: her parents and the teacher.)

3 Discuss the key messages:
- trusted adults will never touch a child or ask a child to touch them in an unsafe way
- trusted adults will never ask to keep touching a secret
- it doesn't matter who it is, even if it's supposedly a friend
- a person who touches a child in an unsafe way is not a trusted adult.

4 Brainstorm how to report an unsafe situation in different places, for example:
- school – refer to the support processes at your school
- online – talk to a trusted adult, use an online reporting service
- home – talk to a trusted adult, contact a support service.

5 Close the session (NNA 8) by creating a storyboard about Sarah's favourite things, eg loves animals, especially the fox, enjoys doing science at school and has just joined the soccer team. Refer to the **Fight! Child Abuse.org activities**.

Definitions:
- **Sexual abuse** occurs when someone in a position of power uses that power to involve the child or young person in sexual activity, including online.
- **Unsafe touch** refers to physical contact that is:
  – inappropriate, non-consensual, disrespectful, unsafe or unlawful; and/or,
  – confusing, distressing or threatening; and/or,
  – harmful or abusive.

All children and young people must report unsafe touch or touch they are unsure about to a trusted adult or appropriate support service.

8.7 Secrets, threats and abuse

1 Explain that the following story is about a boy who was feeling very sad and confused because someone was touching him in an unsafe way, which is not OK.

Sanders J (2011) *Some secrets should never be kept*, UpLoad Publishing Pty Ltd

2 Read the story (RLS 12) *Some secrets should never be kept* (Sanders 2011) or show the read aloud video ***Some secrets should never be kept read by Debra Byrne*** (Educate2Empower).

3 Discuss the following key parts and ask questions:

- Lord Henry was friendly and funny and they got along like 2 peas in a pod. Do you think Lord Henry was a trusted adult to Alfred at this stage?
- When the tickling wasn't fun anymore, Alfred felt uncomfortable and sick inside. What are these feelings called? (Response should be: warning signs.)
- When Lord Henry touched Alfred's private parts, Alfred asked him to stop, but he didn't. What other strategies could Alfred have used to protect his boundaries when his request to stop was not respected? (Responses could include: say 'Stop touching my penis'; yell 'Get away'; leave the situation; tell a trusted adult straight away.)
- Lord Henry said it was just a bit of fun, there was no harm in tickling and that Alfred must never tell anyone. Is this a safe or an unsafe secret? (Response should be: unsafe.)
- What threats did Lord Henry use to ensure Alfred kept the secret? (Responses could include: Alfred's mother would lose her job; he would have no food and clothes; it would be all his fault.) Reinforce that it is never the child's fault.
- What impact did keeping the unsafe secret have on Alfred? (Responses could include: felt bad and uncomfortable; lost his appetite; had a heavy heart; was withdrawn and didn't talk; sad and lonely.)
- What did Alfred's mother say to him about secrets? (Response should be: some secrets should never be kept.)
- When Alfred told his mother, she said he was the bravest knight and she was very proud of him. How was Alfred feeling after he told his mother and snuggled up in bed? (Response should be: safe and loved.)

4 Explain that what Lord Alfred did is called abuse, which is not OK. Every child has the right to be safe and they are never to blame. Alfred was very brave and told a trusted adult to be safe.

5 Close the session (NNA 8) using energisers, movement or mindfulness activities (RLS 6).

8.8 When home feels unsafe

1 Read one of the following stories (RLS 12) or show a read aloud video:

- *Once I was very very scared* (Ippen 2017) and discuss the key messages:
  – how the animals felt, eg tummy hurting, sad, angry, embarrassed, ashamed
  – it's OK to talk about feelings, even though it might be difficult sometimes
  – what the animals did when they were scared, angry, sad or feeling bad inside, eg listened to music, found a safe place, talked to a trusted adult, played with friends, calmed down.

Ippen C (2017) *Once I was very very scared*, Piplo Productions

- *Some days he growled* (Ostrowski 2022) and ask students:
  – What did you notice about the wolf's Halloween costume? (Response should be: a wolf in a sheep costume.) The saying, 'wolf in sheep's clothing', means someone who's mean but pretends to be nice.
  – What did you notice about the friendship between the ghost and the wolf? (Responses could include: great times; lots in common; spent time together.)
  – How did the friendship change over time? (Responses could include: wolf sometimes didn't act like a friend; wolf growled, spat and called the ghost names.)

Ostrowski NK (2022) *Some days he growled*, self-published

– What did you notice about the pattern of the wolf's behaviour? (Responses could include: bad wolf would name call, spit and claw; sweet wolf would apologise and bribe with gifts and attention; mean wolf would just be mean; good wolf wanted attention and the ghost all to himself.)

– The ghost knew the relationship was not OK. What strategies did the ghost use to be safe again? (Responses could include: told him to go away; set boundaries; got help.)

2 Explain that sometimes adults get angry with each other or with their children. The home might sound loud with yelling or someone getting hurt and that's not OK. Children might feel scared, sad, unsafe, angry or confused, but it is never the child's fault and it's important to talk to a trusted adult if they feel unsafe.

3 Close the session (NNA 8) with a drawing or painting activity about cute animals or animal families.

8.9 Recognising unsafe environments

1 Explain that sometimes adults get angry with each other or with their children. The home might sound loud with yelling or someone getting hurt and that's not OK. Children might feel scared, sad, unsafe, angry or confused, but it is never the child's fault and it's important to talk to a trusted adult if they feel unsafe.

2 Read the story (RLS 12) or show a read aloud video of *At the end of Holyrood Lane* (Powell 2020) about a girl who fears storms, which is a metaphor for something unsafe happening in her home.

3 Ask students:

• What were Flick's feelings when a storm came? (Responses could include: unsure about when they will come; heart hurts; head throbs; scared; feels small; powerless; it takes the fun away.)

• How does Flick keep herself safe when a storm comes? (Response should be: hides.)

• When the storm strikes, is it really a storm? What does the storm represent? (Responses could include: it's not a storm; it could be an adult.) Look for other dark silhouettes in the illustrations as the storm bellows and fumes.

• What strategies does Flick use to keep safe? (Responses could include: flees; tries to ignore it; darts and dodges; seeks help.)

• How did Flick get help? (Response should be: talked to a trusted adult.)

• What if Flick told a trusted adult and they didn't understand or provide help? (Responses could include: be persistent; try again; talk to another trusted adult.)

• How did Flick feel after she sought help? (Responses could include: free; relieved; still watchful for storms; hopeful for the future; safe.)

4 Remind students about the first KS:CPC theme 'We all have the right to be safe', including at home.

5 Ask students, 'What should a child do if they are worried or scared about what is happening in their home? (Responses could include: talk to their parents/carers (if safe); talk to a trusted neighbour, family member or another trusted adult; contact a support service, eg Kids Helpline, Australia.)

6 Reinforce the importance of talking to a trusted adult if feeling unsafe or if someone else is unsafe. Helping someone else is called being an upstander. This could include asking them if they are OK or need help, supporting them to seek help and talking to a trusted adult.

7 Close the session (NNA 8) with activities such as twirling a ribbon through the air, completing the **Holyrood Lane: Virtual jigsaw puzzle** or the **Holyrood Lane: Colour in page**.

Additional resources:
• **Parents hurting each other** (Kids Helpline)
• **What to do if someone is hurting you** (Kids Helpline).

Powell D (2020) *At the end of Holyrood Lane*, EK Books, an imprint of Exisle Publishing

Definition:
Domestic violence refers to acts of violence that occur in domestic settings between 2 people who are, or were, in an intimate relationship. Family violence is a broader term than domestic violence, as it refers not only to violence between intimate partners but also to violence between family members.

Additional resources:
• **Helping a friend who feels down** (Kids Helpline)
• **How to be an upstander** (ReachOut Australia).

8.10 | Safe secrets are typically harmless, non-threatening and do not pose risks to a person's wellbeing or safety, such as surprise plans or gifts. Ensure students know that they don't need to keep the secret if they feel scared or unsafe, even if it is deemed a safe secret.

Unsafe secrets may be harmful or cause distress, including situations where someone is in danger, experiencing harm or abuse, or facing an unsafe circumstance.

Additional resource:
KS:CPC Anangu resources
(primary years) secrets cards
(Department for Education).

Hunter N (2014) *A secret safe to tell*, JoJo Publishing

8.10 Recognising safe and unsafe secrets

1 Discuss the meaning of safe and unsafe secrets, for example:
- safe secrets – something where no one gets hurt; it's only a secret for a short time
- unsafe secret – something that might hurt someone; might feel sad, scared or worried; can't ever be told.

2 In pairs or small groups, students use a table to provide examples of safe and unsafe secrets, such as:

Safe secrets with trusted people	Unsafe secrets
Birthday present	Touching body parts
Surprise party	Harm and abuse
Special event	Gifts for unsafe actions

3 Ask students:
- How might someone feel about a safe secret, such as a surprise party for a friend? (Responses could include: happy; excited; nervous; glad.)
- How might someone feel about an unsafe secret, such as being punched in the arm? (Responses could include: hurt; scared; sore; angry; worried.)

4 In pairs or small groups, students use a cut-out set of cards from **Activity resource: Secrets cards 2** and determine if the secrets are safe or unsafe. Students discuss each scenario and sort the cards into safe and unsafe categories. (Safe = 4, 5, 10; unsafe = 1, 2, 3, 6, 7, 8, 9.) Ensure the discussion is supportive, safe and respectful.

5 Ask students, 'What might a child say and do if someone wanted them to keep a secret about unsafe touch?' (Responses could include: say 'no' or 'stop'; move away to a safe place where others can help; talk to a trusted adult.)

6 Explain that children should not feel shame, guilt or embarrassment if unsure about a secret and should talk to a trusted adult for support. The secret is unsafe if someone says to a child:
- to never tell anyone
- they will get in trouble
- they will hurt them
- no one will believe them.

7 Close the session (NNA 8) with students creating a card about a special surprise event for a family member. Alternatively, play a game like 'Who stole the cookie from the cookie jar?'

8.11 Secrets must always be told

1 Choose from the following options:
- **Story**
  Read the story (RLS 12) *A secret safe to tell* (Hunter 2014) or show the read aloud video **A secret safe to tell by Naomi Hunter** and ask students:
  – In the beginning, how did the little girl feel when she was with her 'friend'? (Responses could include: special; good; perfect; beautiful; loved.)
  – What warning signs did the little girl have? (Responses could include: worried; strange on the inside; heart broken; muddled; confused; embarrassed.)
  – What did the adult say to the little girl to stop her from telling the secret? (Responses could include: get into big trouble; upset a lot of people; would be a liar; no one would believe her; no one would listen.)
  – How did the trusted adult make the little girl feel when she shared the unsafe secret with them? (Responses could include: safe; listened to; believed; not judged; assured; beautiful; the power was broken; felt free.)

- **Video**

   Show the video ***Tom's secret*** (ARCCI) and ask students:
   - Why didn't Tom want to go to Zak's house? (Response should be: because Zak's brother touched him – pointed to his penis.)
   - What were Tom's warning signs? (Responses could include: rapid breathing; didn't want to eat; stomach ache; bed-wetting; didn't want to go.)
   - What might Tom's shadow represent? (Responses could include: how he feels inside; dark or negative feelings; sadness.)
   - What did Tom's mother say and do to show she was a trusted adult? (Responses could include: listened; didn't answer the phone; believed him; comforted him; said she was happy that he had shared the secret; said it wasn't his fault.)

2 Discuss the key messages:
   - unsafe touch is not OK
   - safe secrets are only for a short time
   - unsafe secrets should always be told to a trusted adult
   - adults know that it is wrong to touch a child in an unsafe way
   - it is never the child's fault
   - talk to a trusted adult
   - keep telling until someone listens and they are safe.

3 Close the session (NNA 8) with some movement activities or dance along to ***Dance monkey*** (KIDZ BOP).

8.12 Tricks, threats and bribes

1 Brainstorm the meaning of 'trick', 'threat' and 'bribe', for example:
   - trick – is when a person uses clever or sneaky methods to fool or deceive someone
   - threat – is when a person tries to scare someone into doing something they don't want to do
   - bribe – is when a person offers gifts, money or favours to get someone to do what they want.

2 Provide examples for each, such as:
   - trick – an adult pretending to be a child online
   - threat – telling a child they will be in big trouble if they reveal a secret
   - bribe – hurting a child but offering a gift if they keep it a secret.

3 In pairs or small groups, students use **Activity resource: Trick, threat and bribe scenarios** to discuss and record answers to the following questions:
   - What is unsafe about the situation?
   - What elements of tricks, threats or bribes are there?
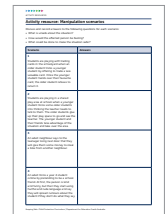   - What could be done to make the situation safer?

4 As a class, discuss each response, focusing on ways to recognise tricks, threats and bribes and strategies to respond. For example:
   - Scenario 1 – Responses could include: unsafe being alone with the coach; verbal and emotional abuse; threat to be off the team; safer to stay with the group; talk to a trusted adult.
   - Scenario 2 – Responses could include: unsafe touching and tickling between the legs; unsafe secret; bribing the child with an ice cream; say 'No, I don't want to play the game'; talk to a trusted adult.
   - Scenario 3 – Responses could include: unsafe situation asking the child to get in the car with an unknown/untrusted person; it's a trick saying they are their mum's friend and she is sick; say 'No', 'Stop', 'I don't want to' or 'I'll ask someone (a trusted adult) first'; talk to a trusted adult.

5 Ask students, 'How would a child feel in an unsafe situation where they were tricked, threatened or bribed?' (Responses could include: scared; sad; angry; embarrassed; humiliated.)

6 Reinforce the importance of being assertive in unsafe situations by saying, 'No', 'Stop', 'I don't want to' or 'I'll ask someone (a trusted adult) first'. Remind students about using their trusted network and talking to a trusted adult.

8.13 Recognising manipulation

1 Discuss the meaning and different forms of manipulation, such as a trick, threat or bribe. For example:

- manipulation – involves controlling or influencing others for personal gain, often at the expense of the manipulated person's wellbeing or autonomy
- trick – is when a person uses clever or sneaky methods to fool or deceive someone
- threat – is when a person tries to scare someone into doing something they don't want to do
- bribe – is when a person offers gifts, money or favours to get someone to do what they want.

2 In pairs or small groups, students use **Activity resource: Manipulation scenarios** to discuss and record answers to the following questions:

- What is unsafe about the situation?
- How would the affected person be feeling?
- What could be done to make the situation safer?

3 As a class, discuss each response, focusing on the unsafe aspects of the situation, how the young person would be feeling and strategies for seeking help. For example:

- Scenario 1 – Responses could include: being tricked into swapping a more valuable trading card; feeling angry, sad and deceived; insist the card is returned or talk to a trusted adult.
- Scenario 2 – Responses could include: being tricked into giving up their play space; feeling angry, sad and deceived; ask the students to let them play or talk to a trusted adult.
- Scenario 3 – Responses could include: bribing the teenager with money to steal; feeling vulnerable, scared, threatened, confused; say 'no' and talk to a trusted adult.
- Scenario 4 – Responses could include: an adult pretending to be a school friend; cyberbullying; threats; feeling scared, confused, angry; make an online report and talk to a trusted adult.

4 Reinforce the importance of being assertive in unsafe situations by saying, 'No', 'Stop', 'I don't want to' or 'I'll ask someone (a trusted adult) first'. Remind students about using their trusted network and talking to a trusted adult.

8.14 Investigating online abuse

1 Read the **eBook: _Jack changes the game_** (Rowley 2022) or show the read aloud **video: _Jack changes the game_** (ThinkUKnowAUS), which is also available in Auslan.

2 Discuss the statement, 'Online friends are different from the friends you see each day. You can't be certain who they are, so be careful what you share and say.'

3 Ask students:

- Why did Jack's Mum warn him not to use private chat with online 'friends'? (Responses could include: might be someone unknown; might be unsafe.)
- What did Footy Boy do to make Jack think they were friends? (Responses could include: he was funny and made him laugh; he sent a picture of himself playing football; he asked about school.)

Additional resources:
- **Family online safety contract** (ThinkUKnow)
- **_Jack changes the game: Student activity pack_** (ThinkUKnow).

- What did Footy Boy do that made Jack sad? (Responses could include: said rude things; asked rude questions.)
- How did Footy Boy try to bribe Jack? (Response should be: said he would share game tokens if he sent photos with no clothes on.)
- Why was Jack worried about revealing the secret? (Responses could include: his Mum and Dad would get mad; lose screen time forever.)
- What happened when Jack told his parents? (Responses could include: they said he did the right thing telling them; no one should ask you to send photos like that; they made an online report to the police.)

4 Discuss the signs that might indicate if something is unsafe when online. For example, if someone:

- asks to chat privately
- asks personal questions about their name, address, school, home or interests
- asks to keep the chat a secret
- asks them to send photos, especially ones with no clothes on
- asks to meet in person
- tries to share rude or violent photos or videos
- is mean, rude or aggressive.

5 Explain that Jack's sister, Izzy and friend, Aisha, supported Jack when he was worried about talking to his parents. Ask students, 'Who else could Izzy, Aisha or Jack have turned to for help?' For example:

- a trusted adult on their network
- teacher
- school counsellor
- other family members
- police officer.

6 Reinforce the importance of talking to a trusted adult or contacting a support service in your location, for example:

- Australia – **Kids Helpline**, **Report online harm** (eSafety Commissioner), **Report abuse** (ACCCE)
- global – **Child Helpline International**.

7 Close the session (NNA 8) by playing the game **Band Runner** (CEOP) to reinforce online safety.
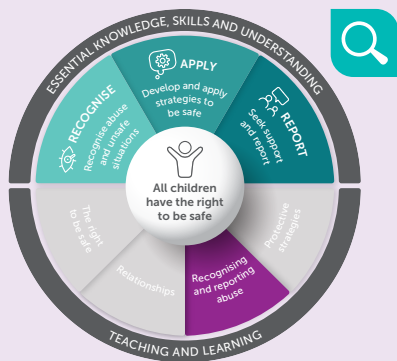
Reflection activity
Focus area 3: Recognising and reporting abuse

The reflection activity provides an opportunity to review the key learning from Focus area 3: Recognising and reporting abuse and to determine areas for consolidation or further work.

Suggestions include:

- Pair, group or class discussion about the key topics.
- Complete the KWL chart if used prior to the topic.
- 3-2-1 strategy as an individual activity (see below).
- Scenarios as an individual student activity or in small groups (see below). Change the scenarios or questions as required.

3-2-1 strategy

1 Display the following list, then review the key topics by discussing:

- the whole body is private
- using the correct names of sexual body parts
- safe, unsafe and unwanted touch
- recognising abuse
- safe and unsafe secrets
- seeking help.

2 Provide students with copies of **Activity resource: 3-2-1 strategy** and explain the task to record:

- 3 things they learned
- 2 things they found interesting
- 1 question they still have.

3 Finish the activity with a class discussion. Review the responses and plan opportunities for future learning.

Scenarios

1 Mila felt sick but was too embarrassed to tell anyone about it. Her school friend Ava noticed how sad she looked and asked her what was wrong. Mila said that she was in a lot of pain but didn't want anyone to know. Ava asked her where the pain was, but Mila said, 'I can't say because some people might think I'm using rude words.' Ava was surprised and said, 'That doesn't make sense. Every part of our body has a name. That's what they are called. We've learned them at school.' Ava took Mila to see the teacher, who explained how important it is to provide accurate information so she could get help. Mila said, 'It's my vulva. I hurt it when I fell off my bike and it's really sore.' The teacher said, 'Thank you for telling me. Let's talk to your parents and they can organise a doctor's appointment for you.'

- How was Mila feeling and why?
- What are the advantages of using the correct names of body parts when explaining a situation?
- What might happen to Mila if she didn't explain where her pain was?
- Who else could Mila get help from?
- What else did you notice?

2 Diya was playing a computer game with other people he had met online. He didn't know the people in real life but had been playing the game with them for a few weeks. One of the players called themself 'Galaxy Kid' and was Diya's favourite online friend.

One day, Galaxy Kid sent a private chat to Diya saying, 'Hey, what's your real name and how old are you?' Diya felt he could trust Galaxy Kid, so he told them his name and that he was 9 years old. Galaxy Kid said, 'That's awesome

Consider changing the character names if students in the class have identical names.

Diya. I'm 9 years old too. I'm setting up a super group of kids our age for the game so we can beat the others. It's called 'Kids in underpants' and you need to send me a photo of yourself in your underpants. It will be our secret.' Diya stopped to think about it and felt a bit nervous, then said, 'No way!' Galaxy Kid got really angry and said, 'If you don't do it, I'll tell all the other players how dumb you are and you will never play with the group again.'

- What was unsafe about the situation?
- What personal information did Diya share that should have remained private?
- Do you think Galaxy Kid was really 9 years old? Why or why not?
- What strategies did Galaxy Kid use to encourage Diya to send a photo?
- What were Diya's warning signs?
- What threats did Galaxy Kid use?
- How serious is this situation?
- What should Diya do next?
- What else did you notice?

3 Finish the activity with a class discussion. Review the responses and plan opportunities for future learning.

RESOURCE LINKS

A secret safe to tell by Naomi Hunter | **https://kscpc.sa.edu.au/a/10712**

Activity resource: 3-2-1 strategy | **https://kscpc.sa.edu.au/a/11094**

Activity resource: Body outline (most boys) | **https://kscpc.sa.edu.au/a/10267**

Activity resource: Body outline (most girls) | **https://kscpc.sa.edu.au/a/10134**

Activity resource: KWL chart | **https://kscpc.sa.edu.au/a/10110**

Activity resource: Manipulation scenarios | **https://kscpc.sa.edu.au/a/10716**

Activity resource: Secrets cards 2 | **https://kscpc.sa.edu.au/a/10710**

Activity resource: Trick, threat and bribe scenarios | **https://kscpc.sa.edu.au/a/10715**

All alone: What is child neglect? | **https://kscpc.sa.edu.au/a/10705**

An adult hurt me: What is physical abuse? | **https://kscpc.sa.edu.au/a/10702**

Band Runner | **https://kscpc.sa.edu.au/a/10720**

Being hurt is not OK | **https://kscpc.sa.edu.au/a/10700**

Child Helpline International | **https://kscpc.sa.edu.au/e/10405**

Cinderella's evil stepsisters | **https://kscpc.sa.edu.au/a/10699**

Dance monkey | **https://kscpc.sa.edu.au/a/10714**

eBook: *Jack changes the game* | **https://kscpc.sa.edu.au/a/10717**

Educator resources: Story sequencing – Rissy no kissies | **https://kscpc.sa.edu.au/a/10695**

Family online safety contract | **https://kscpc.sa.edu.au/a/10721**

Fight! Child Abuse.org activities | **https://kscpc.sa.edu.au/a/10709**

Helping a friend who feels down | **https://kscpc.sa.edu.au/a/10524**

Holyrood Lane: Colour in page | **https://kscpc.sa.edu.au/a/10707**

Holyrood Lane: Virtual jigsaw puzzle | **https://kscpc.sa.edu.au/a/10706**

How to be an upstander | **https://kscpc.sa.edu.au/a/10342**

Hurt on the inside: What is emotional abuse? | **https://kscpc.sa.edu.au/a/10701**

Jack changes the game: Student activity pack | **https://kscpc.sa.edu.au/a/10719**

Kids Helpline | **https://kscpc.sa.edu.au/a/10298**

KS:CPC Anangu resources | **https://kscpc.sa.edu.au/d/10253**

KS:CPC Body outline labelled (most boys) | **https://kscpc.sa.edu.au/a/11099**

KS:CPC Body outline labelled (most girls) | **https://kscpc.sa.edu.au/a/11100**

Learn more: Bodily integrity, touch and consent | **https://kscpc.sa.edu.au/d/10071**

Learn more: Harm, abuse and neglect | **https://kscpc.sa.edu.au/d/10072**

Learn more: Online safety | **https://kscpc.sa.edu.au/d/10074**

Parents hurting each other | **https://kscpc.sa.edu.au/a/10462**

Protect yourself rules – a neighbor | **https://kscpc.sa.edu.au/a/10708**

Protect yourself rules – recognize the signs | **https://kscpc.sa.edu.au/a/10703**

Protect yourself rules – safe touch/unsafe touch | **https://kscpc.sa.edu.au/a/10693**

Protective practices for staff in their interactions with children and young people: guidelines for staff working or volunteering in education and care settings | **https://kscpc.sa.edu.au/d/10224**

Report abuse | **https://kscpc.sa.edu.au/a/10813**

Report online harm | **https://kscpc.sa.edu.au/a/10293**

Sexual behaviour in children and young people: procedure and guideline | **https://kscpc.sa.edu.au/d/10425**

Some secrets should never be kept read by Debra Byrne | **https://kscpc.sa.edu.au/a/10711**

Teaching body safety to children | **https://kscpc.sa.edu.au/a/10694**

The United Nations Convention on the Rights of the Child | **https://kscpc.sa.edu.au/a/10696**

Tom's secret | **https://kscpc.sa.edu.au/a/10713**

Trauma-informed practice in education | **https://kscpc.sa.edu.au/e/10647**

video: *Jack changes the game* | **https://kscpc.sa.edu.au/a/10718**

What to do if someone is hurting you | **https://kscpc.sa.edu.au/a/10697**

LEARNING ACTIVITIES
Focus area 4: Protective strategies

Focus area learning intentions

The following learning intentions describe what children and young people should know, understand and be able to do.

FOCUS AREAS	TOPICS	LEARNING INTENTIONS Children and young people gain knowledge, skills and understanding at an age and developmentally appropriate level as follows:
Focus area 4: Protective strategies	9 Applying strategies	• Practise and apply strategies for resilience, persistence and assertiveness in different contexts, including online. • Identify protective strategies to increase safety in preparation for future events or situations.
	10 Seeking support	• Review trusted networks and understand the importance of reviewing them regularly. • Demonstrate ways to seek support from trusted people and support services, including in emergencies.

Key vocabulary

Focus area 4: Protective strategies uses the following key vocabulary:

- aggressive
- assertive
- communication
- emergency
- help
- kind
- memory
- network
- observation
- online
- passive
- persistence
- personal information
- problem-solving
- resilience
- respect
- risks
- safe
- support services
- triple zero (000)
- trust
- unsafe.

Optional prior knowledge check

1 Discuss the upcoming topics with students.

2 Provide each student with a copy of **Activity resource: KWL chart** (RLS 3) where they record what they:
- **know** about the topics
- **want** to know more about the topics.

3 At the end of the topic or focus area, students complete the chart by recording what they **learned** about the topics.

9

Goodwin C (2021) 6 evidence-based ways to encourage persistence in children, *Psychology Today*, viewed October 2024, https://kscpc.sa.edu.au/a/10891

Lovering N (2022) 10 tips to teach your child to be assertive, PsychCentral, viewed October 2024, https://kscpc.sa.edu.au/a/10890

Topic 9: Applying strategies

Learning intentions

- Practise and apply strategies for resilience, persistence and assertiveness in different contexts, including online.
- Identify protective strategies to increase safety in preparation for future events or situations.

Educator tips

- Support students in developing assertiveness skills through role-play (RLS 11) and practical experiences. Assertiveness empowers students to advocate for themselves when feeling threatened or unsafe, assist others, challenge bullying and peer pressure, recognise their feelings, establish boundaries, gain a sense of control, and engage in respectful negotiation and disagreement (Lovering 2022).
- Learning assertiveness may be challenging for some students, particularly those with disability, additional needs or English as a second language, due to differences in communication, social cues, or physical expression. Use strategies such as visual aids, assistive tools, role-playing scenarios and breaking tasks into smaller steps.
- Provide opportunities for students to practise persistence in challenging situations to build their ability to navigate difficulties, seek help and enhance their safety. When children develop these traits, they are better prepared to ask for help and protect themselves in difficult situations (Goodwin 2021).
- Assertiveness and persistence strengthen resilience in students, improving their ability to navigate challenges, regulate emotions, solve problems and develop protective strategies for safety.
- Build problem-solving skills through real-life scenarios that focus on finding safe solutions. Problem-solving skills enable students to assess potential dangers, make informed choices and respond effectively to safety concerns, thereby reducing their risk of harm and enhancing their ability to navigate complex situations.
- Knowing their full name, address and phone number in a developmentally appropriate way is important for students' safety and when seeking help. Use inclusive language that recognises the diversity of families and represents all students' circumstances when discussing their primary carers' names and phone numbers.

Learn more: Online safety.

Learn more: Protective strategies.

9.1 Assertiveness

1 Explain that assertiveness is when someone speaks up for themselves or others respectfully by saying what they want or don't want, using a clear, calm and firm voice. Using assertive actions and words can help in an unsafe situation by saying, 'Stop, I don't like that', 'I don't want to' or 'I need help'.

2 Read a story (RLS 12) about being assertive, such as *Too nice* (Pellegrino 2002) or *Charlotte's web* (White 2022) and discuss the words and actions the characters use to be heard. For example:

- *Too nice* – Sarah learns to set boundaries with her friends, saying 'no' when she doesn't want to do something. She makes her own decisions and shows how to be assertive and kind.

- *Charlotte's web* – Charlotte develops a clear plan to help Wilbur. She asks Templeton to collect words for her web and reassures Wilbur that everything will be OK.

Pellegrino M (2002) *Too nice*, American Psychological Association

White EB (2022) *Charlotte's web*, 70th anniversary edition, Puffin Classics, Penguin UK

3 In pairs, students use **Activity resource: Y chart** (RLS 17) to discuss what assertiveness looks, sounds and feels like, for example:

- looks like – standing tall, eye contact, serious face, calm, appropriate hand movement.
- sounds like – a clear and firm voice, saying 'no', using 'I' statements.
- feels like – strong, confident, brave, proud, good, a bit uncomfortable.
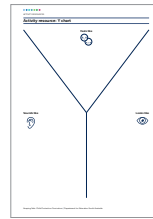
4 As a class, develop statements to describe how to be assertive using the following sentence stem. Being assertive means I:

- speak up for myself clearly and respectfully
- use a calm and confident voice to say what I need or want
- express my feelings honestly without being rude or hurtful
- listen to others while making sure my own needs are heard
- set boundaries and say 'no' when I need to
- make eye contact and speak clearly so others understand me.

5 Discuss some situations where people might need to use assertive words and actions to speak up for themselves or others, such as:

- name-calling
- taking personal belongings
- being mean
- pushing in
- not sharing
- hurting
- unsafe touching
- entering someone's personal space without their consent.

6 Explain that sometimes being assertive might not work as intended. Practise assertive responses to the following scenarios:

- While playing school sport, one teammate is upset about not being included.
- A classmate keeps teasing and pushing, saying, 'It's just a joke' when told to stop.
- A friend takes something from a shop without paying.
- A relative insists on giving hugs or kisses even when they are told 'no thanks'.
- A student pressures their friend to join an online game they aren't allowed to play.

7 Reinforce that assertive words and actions can help someone stand up for themselves or others, but if the situation is unsafe, always talk to trusted adult.

9.2 Assertiveness in action

1 Remind students that assertiveness is when someone speaks up for themselves or others respectfully by saying what they want or don't want, using a clear, calm and firm voice. Using assertive actions and words may help in potentially unsafe situations.

2 Show the video ***Communicate assertively*** (Bluejack Kids) and discuss the following:

- assertive – may confidently share their thoughts, feelings and opinions while respecting the rights and needs of self and others
- passive – may avoid expressing thoughts, feelings and opinions and disregard their own rights or needs
- aggressive – may express thoughts, feelings and opinions in a forceful or disrespectful way and disregard the rights or needs of other people.

3 Brainstorm possible assertive responses to a range of scenarios, including the example from the video, such as:

- Excuse me, I was here first.
- Could you please ask before using my things?
- I'd like to share my idea as well. Can we discuss both?
- I was playing with that toy. Could you please give it back?
- I understand your point, but I'd like to express my opinion too.
- Please don't interrupt me; I'm still speaking.
- I'm not comfortable with that. Can we do something else?
- I would appreciate it if you asked before borrowing my things.
- Stop! I don't like being touched there.

4 In small groups, students discuss the following scenarios and record possible assertive responses for each situation.

- Quinn is disappointed that another student told the teacher that they did all the work for their group project. This has happened before. Quinn is very frustrated.
- Thanh is at the movies with their friend. Their parents have left them at the cinema while they wander the shops. While waiting for the movie to start, an unknown adult approaches them and begins yelling. They both feel very uncomfortable and a bit scared.
- Levi is having a sleepover at his friend Bode's house. Bode hears Levi repeatedly teasing his younger brother Brock. Brock doesn't seem worried about it, but Bode feels uncomfortable and concerned.
- Mika is home alone during the holidays and is playing an online game using the chat function to communicate with others. Someone begins sending mean and abusive messages after Mika wins a game. Mika felt shocked and nervous.

5 Discuss the responses, ensuring students focus on assertive ways to address the situation safely. Explain that different situations require different responses. Sometimes, walking away from a situation can be an assertive response.

6 Ask students, 'How could someone respond if they were in a dangerous or unsafe situation?' (Responses could include: leave the situation immediately; use assertive communication; scream or yell for help; run straight to a trusted adult or nearby safe area.

7 Reinforce that safety is the priority. If students find themselves in an unsafe or uncomfortable situation, they must tell someone on their trusted network as soon as possible.

9.3 Persistence and being heard

1 Discuss the meaning of persistence, for example:

Persistence means not giving up even when something is hard and continuing to try even if it takes a long time.

2 Ask students, 'Why is persistence an important strategy to help keep safe?' (Responses could include: it helps people stay determined and continue trying, even in challenging situations; it encourages people to keep working towards solving a problem and to seek help when needed, ensuring they don't give up until they are safe.)

3 Read a story (RLS 12) about persistence, such as *Listen, Hippo!* (Evans 2024), where Hippo wants to make Billy happy, but it's only when he finally listens to what Billy wants that he can help his friend.

4 Ask students:

- How was Billy feeling? (Responses could include: sad; upset.)
- What were Billy's physical indicators? (Responses could include: tummy felt like scrambled eggs; mind jumped from one bad thought to another; thoughts whirling and twirling.)
- What did Billy want Hippo to do? (Response should be: listen to him.)

Consider changing the character names if students in the class have identical names.

Evans G (2024) *Listen, Hippo!*, Penguin Australia Pty Ltd

5 Explain the importance of listening and being heard and how Billy persisted by telling Hippo several times until he listened, understood and took action to help.

6 Ask students:

- How might someone feel if they had a problem and no one listened? (Responses could include: frustrated; disappointed; angry; unsafe.)

- What could someone do if they were reporting an unsafe situation and were not being listened to? (Responses could include: persist; speak to another trusted adult; say the same message differently; use an assertive voice.)

- What if someone was in an unsafe situation and didn't persist in seeking help? What might happen? (Responses could include: the problem gets bigger; nothing changes; feel worse; they could be hurt.)

7 In pairs, students create a new story and pictures about Billy and Hippo. The story should highlight the problem, the characters' feelings, their attempts to solve the problem, their persistence and the safe outcome, using the following theme:

Billy was sad because he had problems with a mean student at school. He tried telling different people about the issue, but no one was listening, not even Hippo.

8 As a class, students share their stories, focusing on the persistence Billy showed and how he continued to seek help until someone listened and he was safe.

9 Remind students to talk to a trusted adult if feeling unsure or unsafe and keep telling until someone listens and everyone is safe.

9.4 Practising persistence

1 Review the meaning of persistence, for example:

Persistence means not giving up even when something is hard and continuing to try even if it takes a long time.

2 Ask students, 'Why is persistence an important strategy to help keep safe?' (Responses could include: it helps people stay determined and continue trying, even in challenging situations; it encourages people to keep working towards solving a problem and to seek help when needed, ensuring they don't give up until they are safe.)

3 Brainstorm how a student could use persistence in situations, for example:

- learning to play a new sport, but not improving right away
- trying to learn pencil sketching, but the colours and shading are wrong
- trying to solve a mathematics problem, but not getting the correct answer
- witnessing someone being bullied at school, but reporting it hasn't made it stop
- someone touching a child's penis or vulva, they report it, but the person doesn't believe them.

4 In pairs, students use **Activity resource: Placemat** (RLS 8) to explore persistence further. Students:

- write 'Persistence' in the centre of the placemat
- write 'Definition' in the left-hand top section and record the meaning of persistence
- write 'Keywords and phrases' in the right-hand top section and provide examples, such as keep trying, persist, have a go
- write 'Examples' in the bottom right-hand section and record scenarios where persistence is demonstrated, such as learning to ride a bike
- write 'Strategies and outcomes' in the right-hand bottom section and record the scenario results, eg kept practising and can now ride the bike.
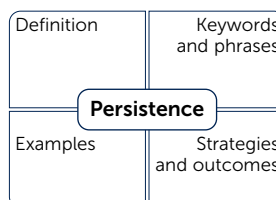
5 As a class, discuss the responses and summarise the keywords and phrases and the strategies and outcomes. Use the following table as a guide for further discussion, but adapt the strategies to the scenario:

Keywords and phrases	Strategies
• determination • perseverance • keep trying • don't give up • try, try again • never stop learning • stick with it	• practise often • seek help • be patient • listen to others • watch others • stay focused • speak up • tell and keep telling

6 Remind students to talk to a trusted adult if feeling unsure or unsafe and keep telling until someone listens and everyone is safe.

7 Close the session (NNA 8) by reading a story (RLS 12) about persistence or selecting key moments from videos, such as:

- Ballard C (1996) *Fly away home*, DVD, Sony Pictures Entertainment, PG Rating
- Lasseter J (1995) *Toy story*, DVD, Buena Vista Distribution Co, G Rating
- Milroy H (2024) *Willy-willy Wagtail*, Magabala books
- Wedge C (2002) *Ice age*, DVD, 20th Century Fox, G Rating.

9.5 Exploring resilience

1 Discuss the meaning of 'being resilient', for example:

Being resilient means being able to bounce back if something goes wrong and keep trying, even when things get tough.

2 Explain that resilience and persistence are similar because both involve trying again. However, resilience is about how a situation is handled and being able to bounce back. It's important to understand that feeling upset or angry in very serious situations is OK. In these cases, getting support from others is more important than trying to tough it out.

3 Brainstorm examples of being resilient, such as:

- falling off a bike and getting back on again
- struggling with a new computer game but practising until their skill improves.

4 Choose from the following options:

- **Resilience video**
  - Show the video ***Roald Dahl's Marvellous Children's Charity's phizz-whizzing workshops: Resilience*** (Roald Dahl HQ) and discuss the resilience examples, such as tidying the bedroom, practising handwriting, playing sports, times tables, telling the time, swimming, reading, riding a bike and ice skating.
  - In small groups, students discuss the 'stand on one leg challenge' and identify key aspects of resilience, for example, balance, stability, focus, concentration, persistence, adaptability, strength and endurance.
- **Building resilience video**
  - Show the video ***Resilience but what is it? Here's 5 ways to build resilience*** (Leicestershire Partnership NHS Trust) and discuss the key messages, such as mental, physical and emotional wellbeing are all connected; finding balance in life; getting plenty of sleep; sharing and talking; being connected with family, friends and community; learning and achieving new things; and being creative.
  - In small groups, students discuss the 5 ways of being resilient and how they relate to everyday life – getting charged, staying connected, setting goals, expressing yourself and knowing when to take time out.

Sanders J (2018) *Resilience*, Educate2Empower

- **Story**
  - Read the story (RLS 12) or show a read aloud video of *Resilience* (Sanders 2018). Discuss the examples of resilience, such as:
    › walking
    › swimming
    › riding a bike
    › tying shoelaces
    › dog dying
    › going to school
    › picnic indoors when it was raining outside
    › log across the stream
    › karate.
  - In small groups, students draw a timeline map of Emmy's challenges from a baby to starting school. Include pictures and write the key milestones.
  - Students share their map with the class. Discuss how Emmy's mother described her as feisty, powerful, strong, kind, daring, resilient, smart and courageous.

5 Reinforce that being resilient is about bouncing back from challenges and trying to stay strong and safe in difficult situations. However, always talk to a trusted adult in an unsafe situation because seeking support is more important than trying to tough it out.

9.6 Observational skills

1 Discuss the meaning of an emergency, for example:

An emergency is when something serious or dangerous happens and help is needed right away, like when there's a fire and a fire engine is needed, or if someone is hurt and needs an ambulance.

2 Explain that there are times, such as in an emergency, when you might need to provide your full name, address and parent or carer's phone number, like when calling for an ambulance if someone is hurt. Provide other examples, such as:

- car accident – ambulance and police
- fire in the home – fire engine
- adults fighting – police
- adult hurting a child – police.

3 Provide memory games and opportunities for students to practise their name, address and phone number.

4 Choose from the following options:

- **Guess what's changed**
  In pairs, students sit facing each other. One student turns around so that their back is to the other. The other student changes one thing about their appearance, eg brushes their hair back, rolls up their sleeves, and then says, 'Ready'. The first student then turns back around and guesses what has changed. Students then change roles.

- **Story chain**
  Students sit in a circle. The first student starts a story with a few words, eg 'Once upon a time'. The next student repeats the first sentence and adds the next part of the story, eg 'Once upon a time, there was a brave rabbit'. Each student continues the story, repeating all the previous words and adding a new part each time. The game continues until someone forgets a part of the story, at which point the game starts over with a new story.

- **Concentration game**
  Use a set of cards with matching pairs of images or words. Place the cards face down in a grid pattern. Students take turns flipping over 2 cards at a time, trying to find matching pairs. Each time a pair is found, students should say the names of the items out loud to reinforce their memory. The game continues until all pairs are matched, with students recalling the locations of previously revealed cards.

5 Discuss the skills needed to remember and communicate information, such as listening, observing and concentrating.

6 Ask students, 'How can memory and observational skills be used to help keep people safe?' (Responses could include: recognise unsafe situations and potential risks; recall details when reporting; emergency contacts; people on the trusted network.)

7 Read the following scenario:

Samir and Jase are playing on the swings at the park, when they notice a lady in a green shirt with long red hair photographing them with her phone. They feel confused and uncomfortable and move to the other side of the playground. The lady walks to a small blue car and drives off.

8 Ask students:

- What may be important information for Samir and Jase to remember when reporting this situation? (Responses could include: the lady's height, clothes and hair colour; car size, colour and registration; time; location; who else was around.)
- Why might remembering information be important when reporting? (Responses could include: helps the trusted adult to understand, be believed and supported; may need to be reported to the police.)

9 Explain that it can be hard to remember every detail in a situation, but it's important to try. Any unsafe situations should be reported to a trusted adult.

9.7 Practising problem-solving

1 Discuss the meaning of problem-solving, for example:

Problem-solving is finding a solution to a problem by thinking of different ideas and trying them out.

2 Explain that staying calm and thinking carefully when solving problems can help when facing a risky or unsafe situation. There are important things to question, such as:

- Is this an emergency?
- Am I in immediate danger?
- Are other people in danger?
- Are there safe places or adults nearby?
- What is the possible risk?
- Who can I ask for help?

3 In small groups, students use the following problem-solving strategy to solve one of the scenarios below:

- **Problem-solving strategy**
  - Find the problem: What's the issue or challenge?
  - Think of solutions: What are some ways to address it?
  - Imagine the results: What could happen if you try each idea?
  - Guess the outcome: What do you think will happen in the end?
- **Scenarios**
  - An 8 year old is going to the movies with their older sister. They are waiting at the bus stop and no one is around. A group of young people appear and start teasing them.
  - A student is on the way home from sports practice when it starts to rain. The coach suggests they take a shortcut down a side lane together.
  - There is a fight at home between 2 family members who lose their tempers during an argument. They become physically violent.
  - A 9 year old is home alone when a neighbour comes to visit. The neighbour says they want some company and someone to talk to. The family rule is not to open the door to anyone if home alone.
  - A student accepts a friend request from an unknown person in the chat function of an online game.

4 As a class, discuss the outcomes, ensuring the strategies include ways for seeking help and talking to a trusted adult.

Consider changing the character names if students in the class have identical names.

5 Close the session (NNA 8) with the problem-solving squiggle challenge. In pairs, students close their eyes and draw a quick, random squiggle on a sheet of paper. One student then provides a problem to solve, such as 'Someone is stuck in the rain'. The other student must turn their squiggle into something that can solve the problem, like an umbrella or a shelter. Students take turns creating their pictures, then share their drawings with the class, explaining how their squiggle solved the problem.

9.8 Problem-solving strategies

1 Discuss the meaning of problem-solving, for example:

Problem-solving is finding a solution to a problem by thinking of different ideas and trying them out.

2 In pairs, students use **Activity resource: POOCH problem-solving model** (RLS 9) to record solutions to any of the following scenarios:

- Being lost and separated from parents or carers at a crowded event.
- Visiting a friend's house when their older sister wants to show them a scary movie.
- Being followed while walking home from school.
- Someone taking photos of a child and telling them to take their clothes off.

3 As a class, discuss the outcomes, ensuring the strategies include ways for seeking help and talking to a trusted adult.

4 Use various questions to discuss protective strategies and responses further. Encourage students to ask questions too. Examples include:

- Is it OK to ask someone you don't know for help?
  Advice: If you can't find someone you know who can help, it's OK to ask someone else.
- What if there isn't an adult nearby?
  Advice: Stay with friends; go to a shop, library, post office or business.
- If someone you don't know invites you into their car or house, what could you do?
  Advice: Say 'no'; find a trusted adult; find other adults; stay with friends; stay in public view.
- What if someone is lost on a street with houses?
  Advice: Knock on a door, wait outside, tell them your name (phone number if known) and ask them to call a trusted adult, family or police.

5 Reinforce how problem-solving can help when in an unsafe or uncomfortable situation and to always talk to a trusted adult.

9.9 Be kind online

1 Ask students:

- What is online safety? For example:
  Online safety is about minimising the risks from inappropriate online behaviours, abuse, harmful content, unwanted contact, identity theft and breaches of privacy.
- What does being safe online look like? (Responses could include: keeping your personal information private; asking before downloading; checking privacy settings; being respectful; not responding to unknown people; talking to a trusted adult.)

2 Explain that being respectful online is everyone's responsibility. Brainstorm ways people can be respectful online, for example:

- use kind words and don't say mean things
- listen to what others are saying before you reply
- if you want to suggest something, do it in a friendly way

9.9 | Revisit learning from the following activities:
- 3.7 Online communication
- 3.9 Assessing online risks
- 5.4 Online relationships
- 6.6 Cyberbullying
- 8.14 Investigating online abuse.

- don't share personal information about others
- use friendly language
- report problems.

3 Show the video **Be kind online: Gaming and cyberbullying** (Bullying No Way) and ask students:
- What did the boy do in the game that upset his friends? (Response should be: he messed up.)
- What happened that was disrespectful and mean? (Response should be: friends kicked him out of the party and said horrible things.)
- What did the boy's close friend suggest? (Response should be: play with him instead and talk to his parents about it.)
- How was the boy feeling in the end? (Response should be: much better.)

4 In small groups, students create a story about 'Being kind online', including writing and pictures. The group discusses the story, with each student assigned a part of the story to complete on individual cards, for example:
- card 1: introduction – where and when the story takes place
- card 2: main character – appearance and traits
- card 3: challenge – describe the problem the character faces
- card 4: kindness – how the character/s solves the problem
- card 5: resolution – how the story ends.

The group then combines the story.

5 Students share their stories with the class, explaining the issues and how the character solved them through respect and kindness. Display the stories in the classroom on large posters or pinup boards.

6 Remind students about being respectful online. Use the poster **Ways to be respectful online...** (Kids Helpline) and explain each point.

7 Reinforce the importance of talking to a trusted adult and provide options for reporting unsafe online behaviours through local support services, for example:
- Australia – **Kids Helpline**, **Report online harm** (eSafety Commissioner), **Report abuse** (ACCCE)
- global – **Child Helpline International**.

9.10 Safe online behaviour

1 Brainstorm online safety rules that are in place at school. These might include:
- ask before using a device
- be respectful
- take turns
- keep personal information private
- report issues.

2 Brainstorm online safety rules students might have in their home, for example:
- time limits
- no devices during certain times
- only in supervised areas
- homework first
- device-free areas
- keeping personal information private
- no talking to unknown people.

3 Ask students, 'Why is it so important that we have online safety rules?' (Responses could include: personal safety; protect personal information; prevent cyberbullying; avoid scams; ensure content is appropriate; maintain privacy; build respectful online behaviours.)

9.10 | Revisit learning from the following activities:
- 3.7 Online communication
- 3.9 Assessing online risks
- 5.4 Online relationships
- 6.6 Cyberbullying
- 8.14 Investigating online abuse.

4 Choose from the following options:

- **Scenarios**

  Use the following scenarios to discuss online safety and ask students the corresponding questions.

  – Scenario 1: Dui and Coby were having great fun chatting using an online app. They are both surprised when an unknown person joins the online conversation. They tell Coby to leave the chat and make inappropriate and mean comments. Coby is upset and angry.

  – Scenario 2: While seated at the back of the classroom working on a computer, Kris receives an email and opens the attachment. It's a photo of him in his swimsuit at the swimming carnival with hurtful comments about his appearance. Kris is shocked and embarrassed.

  – Ask students:

    › What is unsafe?

    › What warning signs were apparent?

    › What should the children do to be safe?

- **Online safety game**

  – Remind students about online safety rules, being respectful and taking turns.

  – Students play the **Interland** (Google) game to learn about digital safety and being a good digital citizen.

  – Discuss the outcome of the game and the key understandings about avoiding online threats, protecting personal information and practising respectful behaviour.

- **Keep our mob safe**

  – Show the video ***Keep our mob safe online*** (eSafety Commissioner).

  – Discuss the key messages about using devices, chatting regularly about what children are doing online or joining them in their activities, talking to parents or another trusted adult and not looking at uncomfortable or unsafe videos.

  – Discuss the important rules when being online at home or at school.

5 Reinforce the importance of talking to a trusted adult and provide options for reporting unsafe online behaviours through local support services, for example:

- Australia – **Kids Helpline**, **Report online harm** (eSafety Commissioner), **Report abuse** (ACCCE)

- global – **Child Helpline International**.

9.11 Staying safe beyond school

1 Brainstorm school holiday activities that students might do, for example:

- park
- playground
- walking
- riding a bike
- visiting friends
- visiting relatives
- beach, pool, swimming
- movies
- computer games
- shopping
- travel.

2 Provide students with **Activity resource: Staying safe**. Students choose 3 activities, write the name of the activity, list the safety features and describe the personal safety actions to take if an unsafe situation arises, for example:

- activity: at the movies with friends

- safety features: emergency exits, fire alarm, security, safe seating, lighting

- personal safety: stay calm, walk to the nearest exit, follow where others are going, stay with friends, talk to a trusted adult.

Consider changing the character names if students in the class have identical names.

Additional resources:
- **Talking with children before an emergency** (Red Cross)
- **Safety planning guide** (Domestic violence action centre)

3 As a class, students share their examples focusing on personal safety actions. Summarise the actions on a chart and add any that may be missing.

4 Remind students to be alert, follow safety guidelines, stay with friends or family and talk to a trusted adult if feeling unsafe.

Topic 10: Seeking support

Learning intentions

- Review trusted networks and understand the importance of reviewing them regularly.
- Demonstrate ways to seek support from trusted people and support services, including in emergencies.
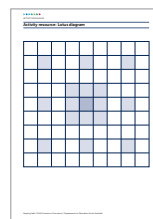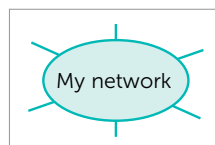
Educator tips

- Revisit the trusted network (NNA 7) to ensure it accurately reflects the student's current trusted adults, relationships and trust levels and includes new people if needed.
- Provide opportunities for students to practise seeking help in different situations and contexts including emergencies. It is important for students to understand what constitutes an emergency and how to contact emergency services in critical situations for their safety and the safety of others.
- Review strategies for reporting, including relevant support services.

Learn more: Trust and networks.

10.1 Network review

1 Ask students, 'Why is it important for children to have a trusted network?' (Responses could include: listen to feelings, worries and concerns; be believed and supported; help explore strategies to solve problems; suggest other people and resources; provide reassurance; not alone.)

2 Show the video ***KidSmartz – Tell a trusted adult*** (NetSmartz) and discuss the character's issue and the advice provided.

3 Review the qualities of a trusted person, for example:

- reliable
- respectful
- helpful
- listens
- caring
- honest.
- friendly

4 Provide opportunities for students to review the people on their trusted network from activity 4.4 My trusted network. Explain that a network might change if someone has moved, or they are unavailable or you've changed your mind. If a new network is required, use resources such as **Activity resource: Lotus diagram** (RLS 4) or a mind map (RLS 5).

5 Support students with the review, which may require working individually with each student. To support their thinking, ask each student questions such as:

- If you had happy news, would you want to tell this person?
- If you had sad news, would you ask this person for help?
- If you were worried about something, would you ask this person for help?
- If you had warning signs when you were with this person, would you take them off your network?
- If the person did something and you didn't trust them anymore, would you take them off your network?

10.1 | Revisit learning from activity 4.1 Qualities of trust.

6 Brainstorm how to ask someone to be on the trusted network, for example:
- I really trust you and feel safe with you. Would you be part of my trusted network?
- I need someone I can trust for advice and support. Would you be that person for me?
- Would you be one of my trusted adults who I can come to if I need help?
- I value your advice and support. Will you be part of my trusted network?

7 Ensure students are comfortable with the reviewed network and confident in seeking help.

10.2 Exploring support services

1 Explain that whenever students need help, they should talk to trusted people such as their parents or carers, siblings, grandparents, other family members, friends, teachers or neighbours. There are also support services that children and adults can contact.

2 Explore relevant support services in more depth, eg in Australia:
- **Kids Helpline**
  - Kids Helpline provides phone and online counselling.
  - Show the video ***What is Kids Helpline? (ages 8–12)***.
  - Explore information on the **Kids Helpline** website.
  - Demonstrate how to contact Kids Helpline on 1800 55 1800.
  - Show the video ***Calling Kids Helpline: What do you hear when you first call?*** Where possible, have options at the school where students can use a phone to contact a support service.
  - Explain what happens when someone calls Kids Helpline (refer to **Kids Helpline: Phone counselling**).
  - Display the **Kids Helpline poster**.
- **eSafety Commissioner**
  - eSafety Commissioner provides help if someone is being bullied online or sharing intimate images or videos without consent.
  - Show the video ***How eSafety helped me***.
  - Explore online safety information on the **eSafetykids** website.
  - Provide information about seeking help or reporting abuse. Refer to **How eSafety can help**.
  - Display posters such as **Top 5 online safety tips for kids** or **How to report cyberbullying material**.

3 Provide opportunities for students to explore a support service online and role-play (RLS 11) contacting them and asking for help. Information about support services can be created as a personal resource or a poster to display at home.

10.3 Emergency situations

1 Remind students what an emergency means:

An emergency is when something serious or dangerous happens and help is needed right away, like a fire engine when there's a fire, an ambulance when someone is hurt, or police if there's a crime or dangerous situation.

2 Brainstorm emergency situations, such as:
- accidents, injuries and medical emergencies, eg serious injury, car accident, accident indoors or outdoors, someone unconscious, serious health issue or allergic reaction
- unsafe people, eg causing risk, harm or putting in danger
- fire, eg at home, in a public place, in the countryside
- natural disasters and severe weather, eg flood, earthquake, storm, extreme heat
- crime, eg theft, violence.

Additional resources:
- **Knowing how to call triple zero in an emergency** (Australian Government)
- **Poster – unsafe in public** (Kids Helpline)
- **Triple zero poster** (Australian Government).

Additional resource:
Read *The cockatoo wars* (Milroy 2023), about a fire emergency where the animals work together to save the ancient forest.
Milroy H (2023) *The cockatoo wars*, Magabala Books

3 Ask students, 'What rules might need to be broken in an emergency by a fire engine, police car or ambulance?' Responses could include:

- going through red traffic lights
- driving on the other side of the road
- going over the speed limit.

Reinforce that the drivers of emergency vehicles have special training to drive safely when they break the rules.

4 Explain that people, including children, may need to break the rules to get help in an emergency. Brainstorm and discuss the rules that children might need to break in an emergency, for example:

- yell and scream for help
- run inside a building
- ask someone they don't know for help
- use a phone without an adult's permission
- break something, like a window, to get out of a building
- leave their house
- make a decision without an adult's permission.

5 Reinforce the importance of looking for an adult to help in an emergency, which could be next door or nearby. If no adult can be found to help, find a phone and call emergency services. In Australia, use the following resources to explain the emergency phone number triple zero (000), which can only be used for real emergencies:

- ***Triple zero (000) calls with SAPOL*** (South Australia Police)
- ***What happens when I call triple zero 000?*** (Fire and Rescue NSW)
- **Triple Zero Kids' Challenge**.

6 Provide opportunities for students to role-play (RLS 11) seeking help in an emergency and calling emergency numbers (000 in Australia). Reinforce the importance of talking to a trusted adult in any unsafe situation.

7 Use worksheets and games from the **Triple Zero Kids' Challenge: Teacher's resource pack**.

RESOURCE LINKS

Activity resource: KWL chart | **https://kscpc.sa.edu.au/a/10110**

Activity resource: Lotus diagram | **https://kscpc.sa.edu.au/a/10108**

Activity resource: Placemat | **https://kscpc.sa.edu.au/a/10109**

Activity resource: POOCH problem-solving model | **https://kscpc.sa.edu.au/a/10113**

Activity resource: Staying safe | **https://kscpc.sa.edu.au/a/10940**

Activity resource: Y chart | **https://kscpc.sa.edu.au/a/10104**

Be kind online: Gaming and cyberbullying | **https://kscpc.sa.edu.au/a/10934**

Calling Kids Helpline: What do you hear when you first call? | **https://kscpc.sa.edu.au/a/10922**

Child Helpline International | **https://kscpc.sa.edu.au/e/10405**

Communicate assertively | **https://kscpc.sa.edu.au/a/10931**

eSafetykids | **https://kscpc.sa.edu.au/a/11066**

How eSafety can help | **https://kscpc.sa.edu.au/a/10936**

How eSafety helped me | **https://kscpc.sa.edu.au/a/10955**

How to report cyberbullying material | **https://kscpc.sa.edu.au/a/11067**

Interland | **https://kscpc.sa.edu.au/a/10935**

Keep our mob safe online | **https://kscpc.sa.edu.au/a/10961**

Kids Helpline | **https://kscpc.sa.edu.au/a/10298**

Kids Helpline poster | **https://kscpc.sa.edu.au/a/10923**

Kids Helpline: Phone counselling | **https://kscpc.sa.edu.au/a/10773**

KidSmartz – Tell a trusted adult | **https://kscpc.sa.edu.au/a/10440**

Knowing how to call triple zero in an emergency | **https://kscpc.sa.edu.au/a/10958**

Learn more: Online safety | **https://kscpc.sa.edu.au/d/10074**

Learn more: Protective strategies | **https://kscpc.sa.edu.au/d/10005**

Learn more: Trust and networks | **https://kscpc.sa.edu.au/d/10004**

Poster – unsafe in public | **https://kscpc.sa.edu.au/a/10960**

Report abuse | **https://kscpc.sa.edu.au/a/10813**

Report online harm | **https://kscpc.sa.edu.au/a/10293**

Roald Dahl's Marvellous Children's Charity's phizz-whizzing workshops: Resilience | **https://kscpc.sa.edu.au/a/10932**

Resilience but what is it? Here's 5 ways to build resilience | **https://kscpc.sa.edu.au/a/10933**

Safety planning guide | **https://kscpc.sa.edu.au/a/10939**

Talking with children before an emergency | **https://kscpc.sa.edu.au/a/10938**

Top 5 online safety tips for kids | **https://kscpc.sa.edu.au/a/10689**

Triple zero (000) calls with SAPOL | **https://kscpc.sa.edu.au/a/10907**

Triple Zero Kids' Challenge | **https://kscpc.sa.edu.au/a/10905**

Triple Zero Kids' Challenge: Teacher's resource pack | **https://kscpc.sa.edu.au/a/10962**

Triple zero poster | **https://kscpc.sa.edu.au/a/10959**

What happens when I call triple zero 000? | **https://kscpc.sa.edu.au/a/10928**

What is Kids Helpline? (ages 8–12) | **https://kscpc.sa.edu.au/a/10465**

ACTIVITY RESOURCES

Activity resource: 3-2-1 strategy

Activity resource: Body outline (most boys)

Activity resource: Body outline (most girls)

Activity resource: Group norms 5 whys

Activity resource: Group norms mind map

Activity resource: Identifying safe and unsafe

Activity resource: Identity web

Activity resource: KWL chart

Activity resource: Lotus diagram

Activity resource: Manipulation scenarios

Activity resource: Placemat

Activity resource: POOCH problem-solving model

Activity resource: Power scenarios

Activity resource: Relationships circle

Activity resource: Secrets cards 2

Activity resource: Staying safe

Activity resource: Timeline of independence (examples)

Activity resource: Timeline of independence

Activity resource: Trick, threat and bribe scenarios

Activity resource: X chart

Activity resource: Y chart

Activity resource: 3-2-1 strategy

3 things I learned:

1	2	3

2 things I found interesting:

1	2

1 question I still have:

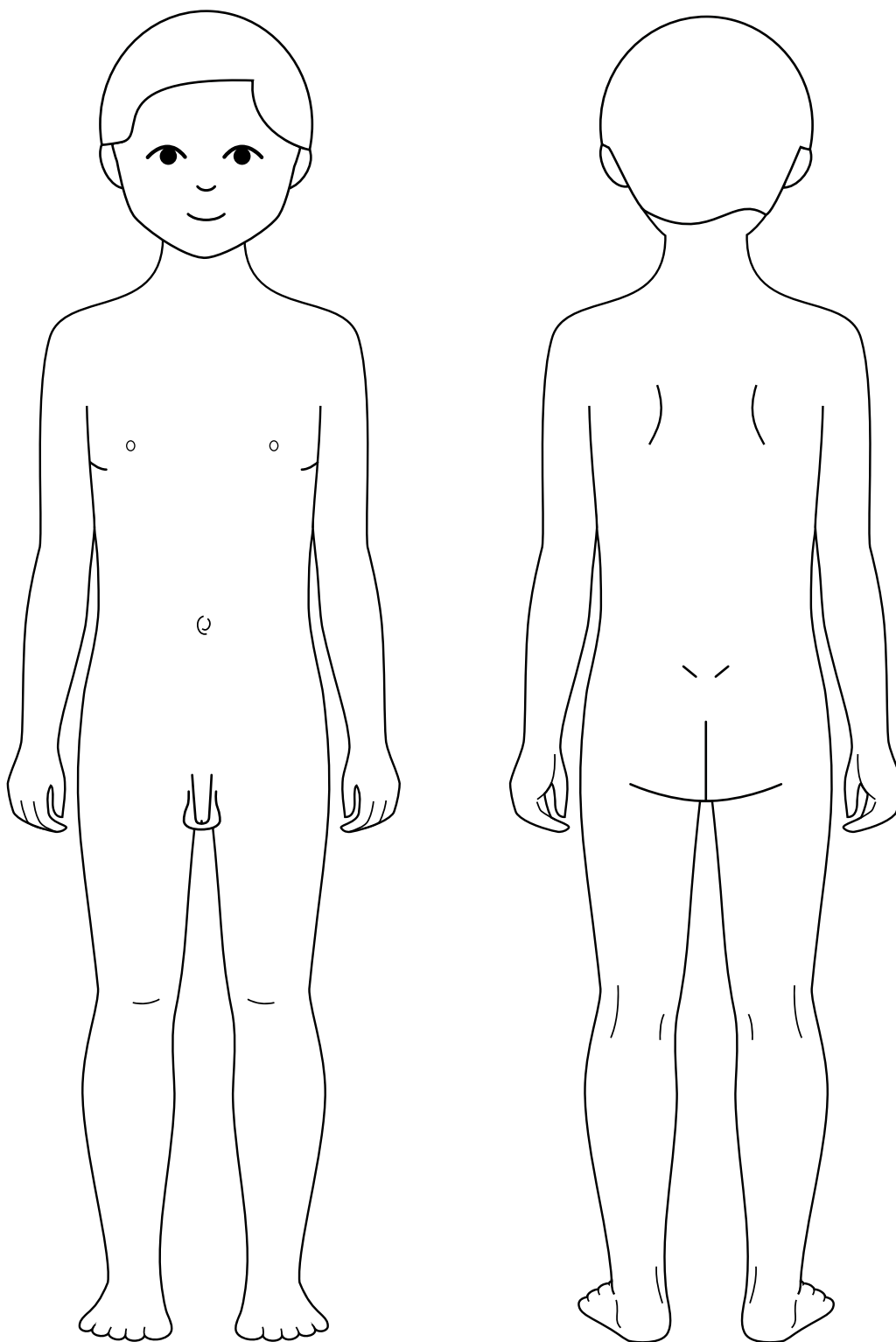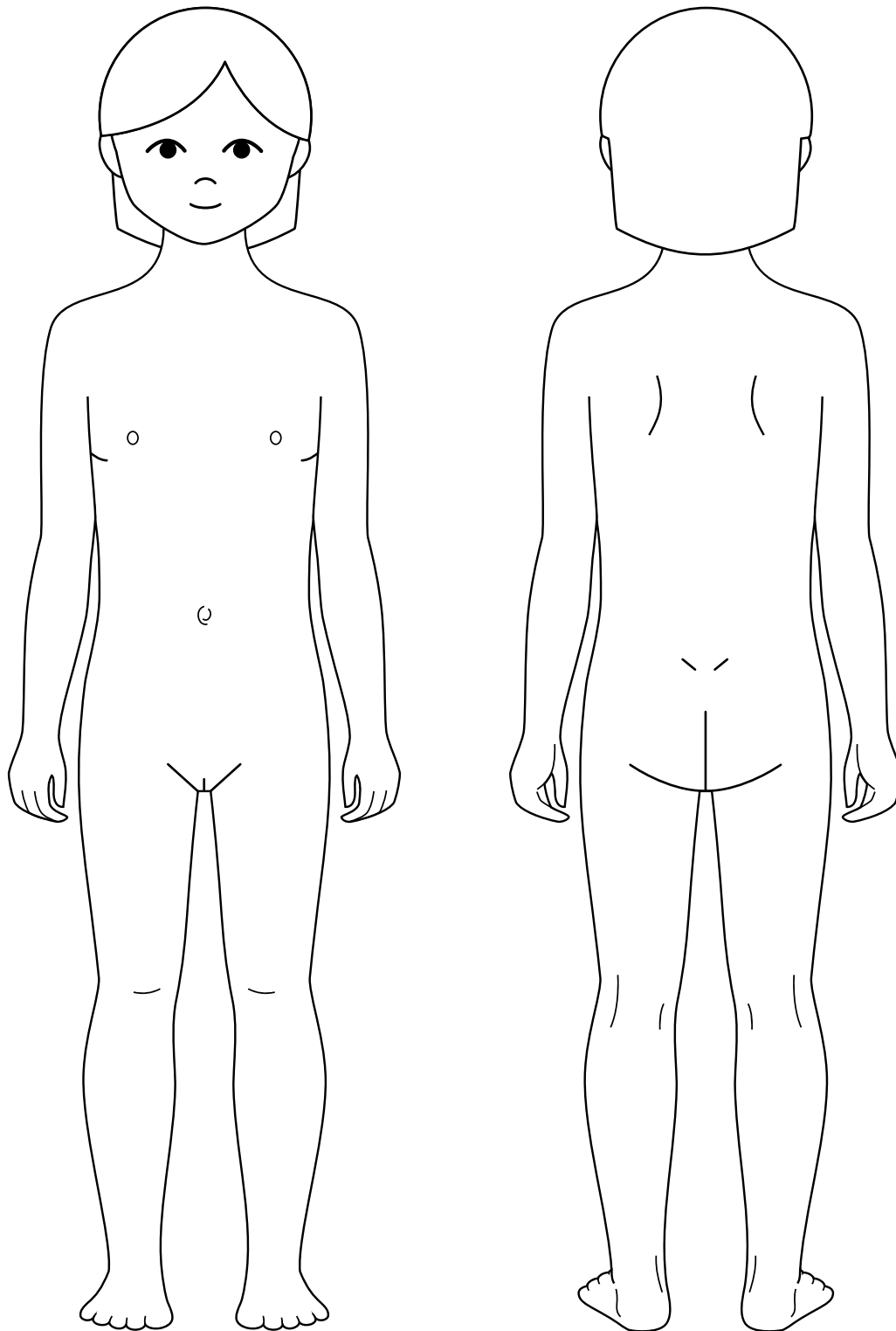| 1 |
|---|
| |

Activity resource: Body outline (most boys)

Activity resource: Body outline (most girls)

Activity resource: Group norms 5 whys

Why is _____
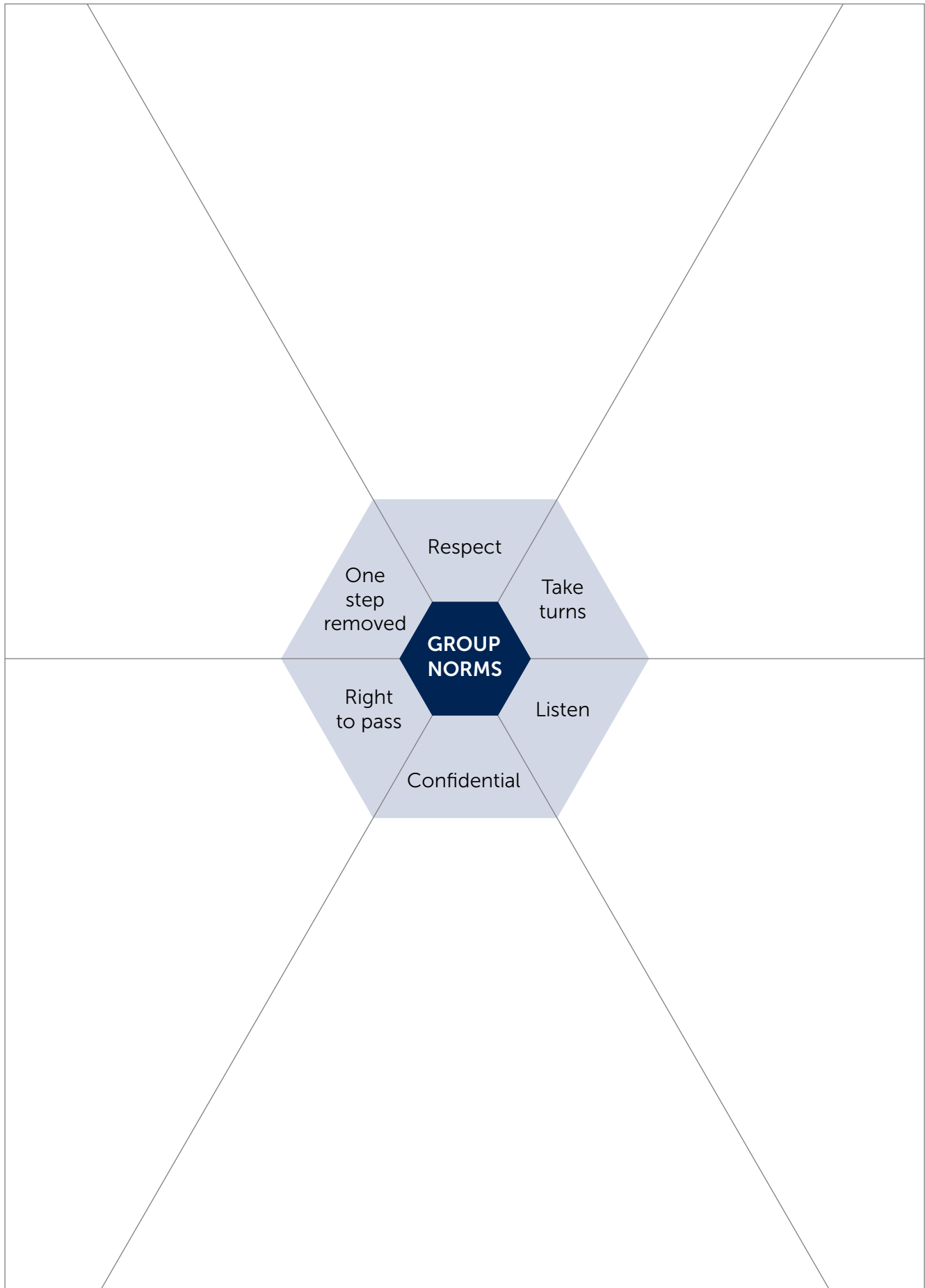**an important group norm for creating a safe and inclusive learning environment?**

WHY 1

WHY 2

WHY 3

WHY 4

WHY 5

Activity resource: Group norms mind map

Respect

One step removed

Take turns

GROUP NORMS

Right to pass

Listen

Confidential

Activity resource: Identifying safe and unsafe

Questions	Locations or situations – choose 3 and write them in the boxes below		
	1	2	3
What are some things people do to make this location or situation safer?			
How do those things make it safer?			
What are some situations that would make it unsafe?			
Why are they unsafe?			
What could someone do to make the unsafe situation safer?			

Activity resource: Identity web
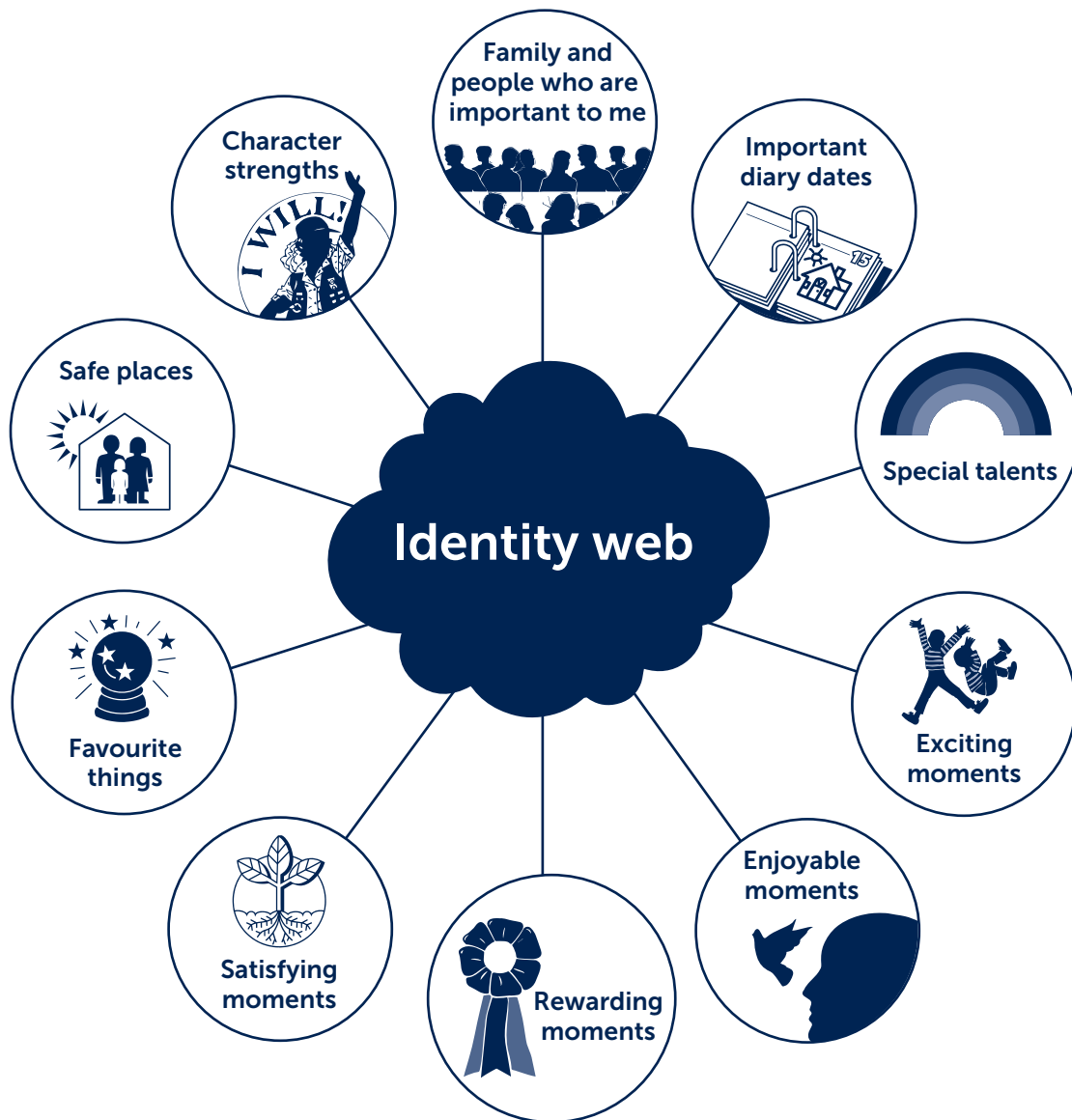
Activity resource: KWL chart

Topic: _____

What I **KNOW** about the topic.	
What I **WANT** to know more about the topic.	
What I **LEARNED** about the topic.	

Activity resource: Lotus diagram
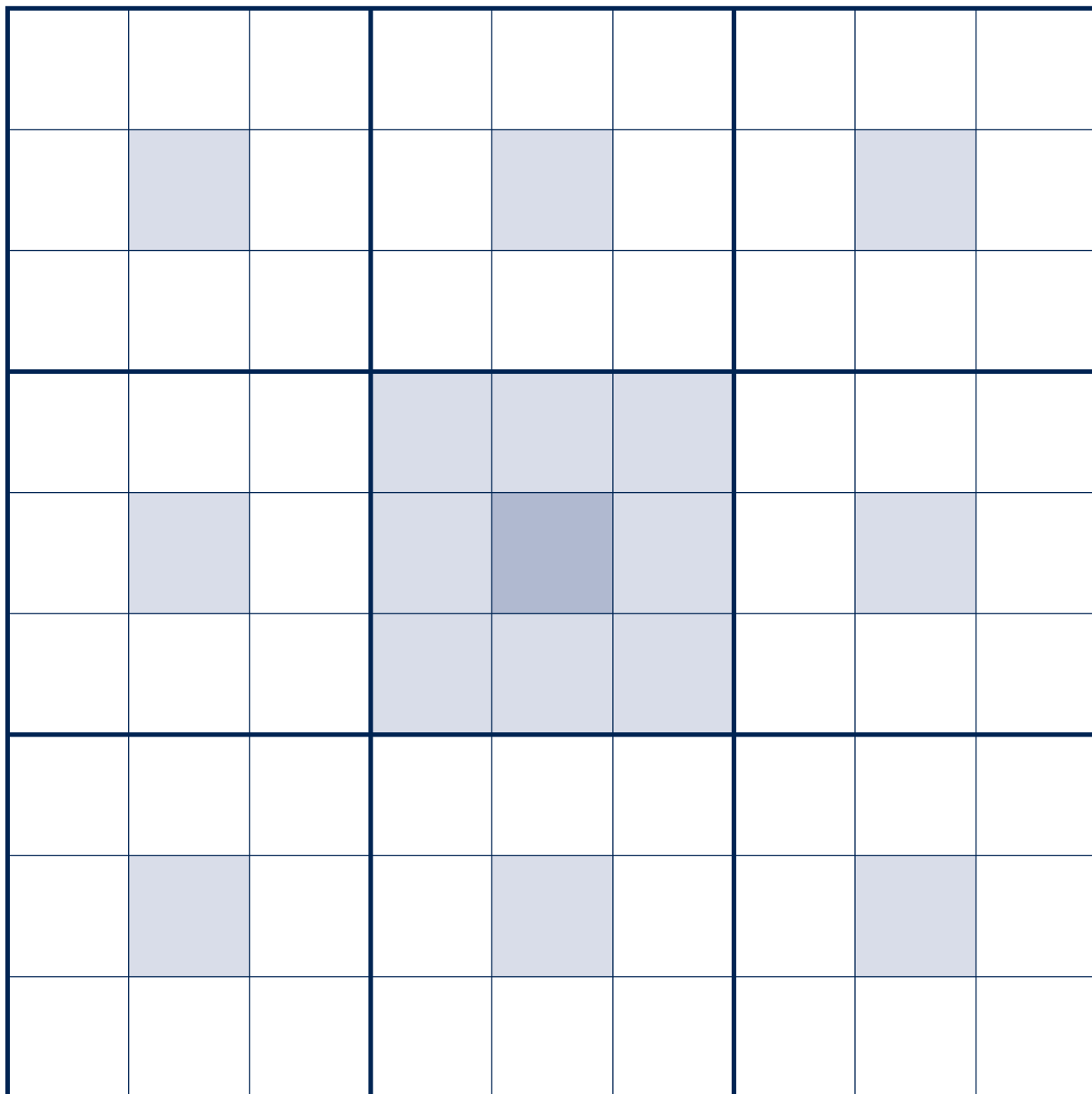
Activity resource: Manipulation scenarios

Discuss and record answers to the following questions for each scenario:

- What is unsafe about the situation?
- How would the affected person be feeling?
- What could be done to make the situation safer?

Scenario	Answers
1 Students are playing with trading cards in the schoolyard when an older student tricks a younger student by offering to trade a less valuable card. Once the younger student hands over their favourite card, the older student refuses to return it.	
2 Students are playing in a shared play area at school when a younger student tricks some older students into thinking the teacher needs to talk to them. The older students give up their play space to go and see the teacher. The younger student and their friends take advantage of the situation and take over the area.	
3 An adult neighbour says to the teenager living next door that they will give them some money to steal a bike from another neighbour.	
4 An adult tricks a year 4 student online by pretending to be a school friend. At first, the person is kind and funny, but then they start using hurtful and rude language and say they will spread rumours about the student if they don't do what they say.	

Activity resource: Placemat

Activity resource: POOCH problem-solving model

P What is the **P**ROBLEM?

_____

_____

O What are the **O**PTIONS for solving the problem?

1 _____ **2** _____ **3** _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

O What are the potential **O**UTCOMES?

1 + _____ **2 +** _____ **3 +** _____

_____ _____ _____

_____ _____ _____

– _____ – _____ – _____

_____ _____ _____

_____ _____ _____

C What potential outcome is the best **C**HOICE?

_____

_____

_____

_____

H **H**OW did it go? If it didn't work out, look at the OPTIONS again.

_____

_____

_____

_____

Activity resource: Power scenarios

Scenario 1

The teacher has set up groups to complete a task. In one group of 4, 2 students decide to handle the computer research while telling the other 2 they can draw the title and put a border on the large sheet of cardboard. The students who often use the computer in the classroom insist they are better at finding information, leaving the others out. When one student complains about not being given a fair chance to use the computer, one of the students responds with a threat.

Scenario 2

A group of students in a class make a game of deliberately knocking things off the desks of quieter students and pretending to apologise by saying 'sorry' loudly. Some students laugh nervously. One student helped to put the items back and suggested they talk to the teacher about the problem.

Scenario 3

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

Scenario 4

New soccer goals are on the oval/field. A group of year 6 students go out at recess and lunchtime to play soccer. The year 4 class has been learning soccer skills in physical education and wants to go out and practise. The older students say, 'Get lost. You little kids can't even play soccer anyway!' The younger students attempt to play nearby and when their ball accidentally rolls into the soccer goal, one of the older students grabs it and kicks it far away.

Activity resource: Relationships circle

ME

People who are close to me

People who are important to me

People I know

People I don't know
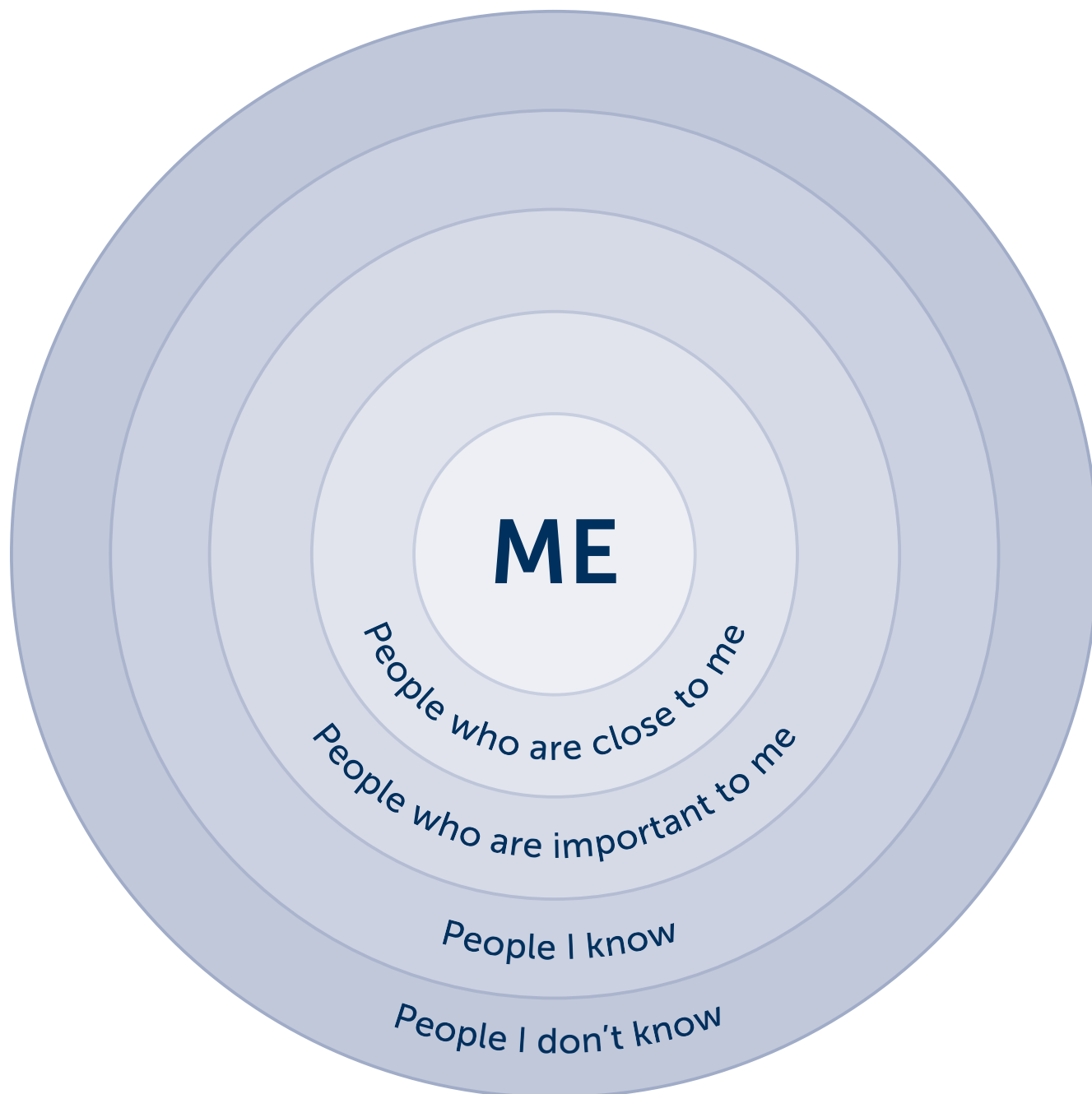
Activity resource: Secrets cards 2

1

A child is being cared for by their uncle while their mother is away. The uncle says they can stay up late and play video games with him. Later in the night, the uncle places the child's hand on his penis. The child is confused and worried about telling their mother because they might get into trouble for staying up late.

2

A child's parents go out for dinner while their older sister cares for them. The sister invites her friends over and they start looking at sexual images online. They say to the child, 'Do you want to look too? But you can't tell anyone.'

3

A child visits their grandparents during the holidays. At bath time, one of the grandparents insists on washing and touching the child's bottom even though the child says, 'No, I can do it myself.' The grandparent says, 'I'm using magic soap and afterwards I'll give you a chocolate bar.' The grandparent tells the child that their magic bath time wash is their special secret and not to tell anyone.

4

A student at school shares with her friend that her family is leaving for an overseas trip and they will be missing the last week of school. They say they have told their teacher but don't want their classmates to know just yet.

5

A girl goes shopping with her father to buy an end of year present for her teacher. She is very excited and wants to tell the teacher about it the next day. However, they agreed to keep it a surprise until the last day of school.

6

A child is camping with their mother's new partner. Campers nearby are loud and party late into the night. The partner is furious and confronts the campers and a fight breaks out. The child is scared and fears for their safety. On the way home, the partner asks the child to keep the fight a secret from their mother.

7

A child's parents have decided to rent out one of their spare bedrooms to make extra money. The lady renting the room keeps coming into the bathroom and filming the child when they are showering. The person says they will both be in trouble if the child says anything to their parents.

8

A child accidentally spills their drink on the carpet. They know their parent will be angry, as they often are. The parent yells angrily, grabs the child's arm and shakes them violently. The child tries to get away, but their parent's grip gets tighter. The parent said to keep what happened a secret if they want the family to stay together.

9

A child is left at home alone while their parent goes out for the evening and doesn't come home. There is no food left for dinner and no one to care for them. The parent comes home in the morning when the child is getting ready for school. They say to keep last night a secret and that they have been very grown up by looking after themself.

10

Two children are planning a special surprise party for their mother. They have made the invitations and decorations and asked their father to help organise the food. They asked him to keep the party planning a secret.

Activity resource: Staying safe

Write the name of the activity, list the safety features and the personal safety actions to take if an unsafe situation arises. Draw a picture of the activity.
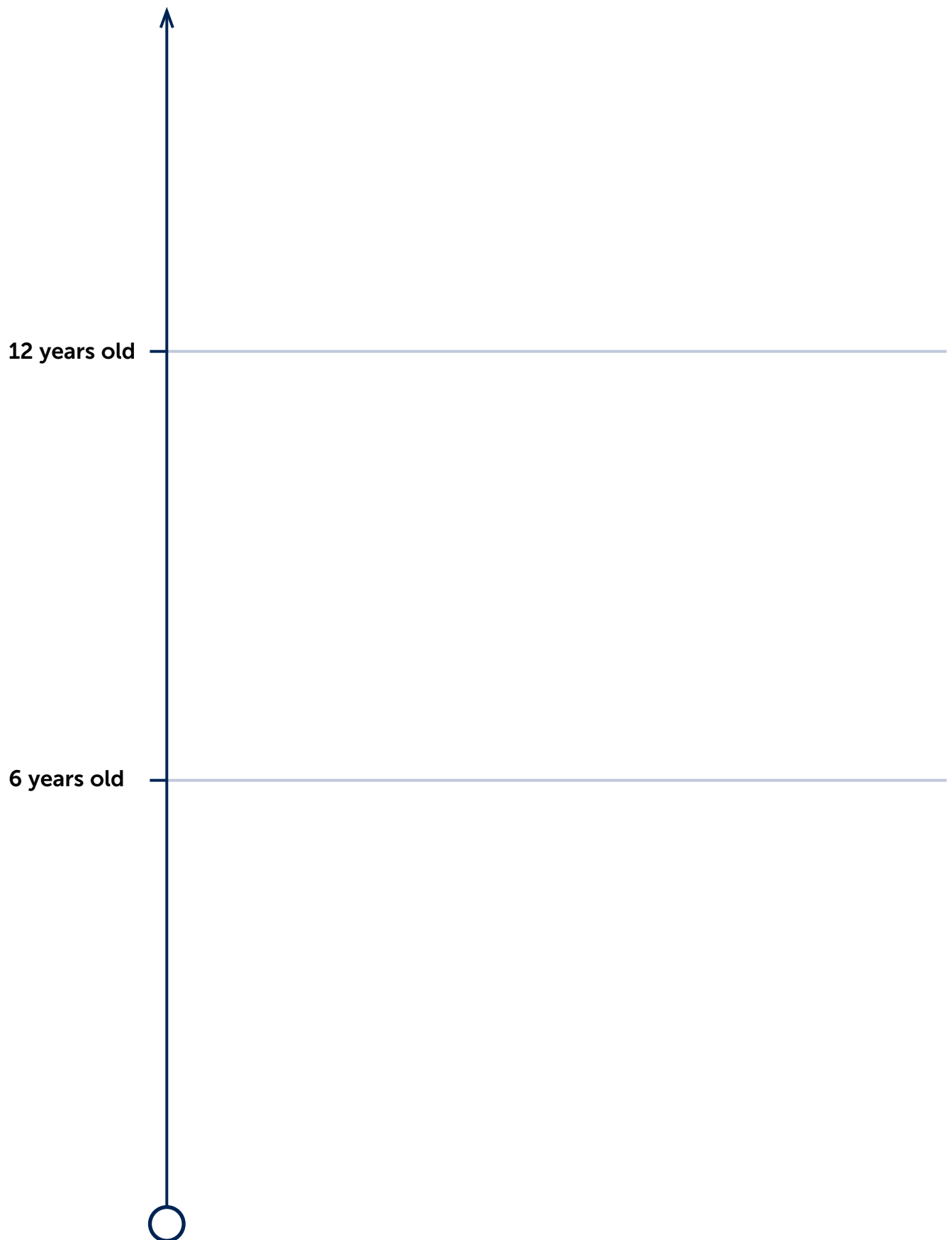
Activity:

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Safety features:

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Personal safety:

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Activity:

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Safety features:

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Personal safety:

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....

....

Activity:

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Safety features:

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Personal safety:

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Activity resource: Timeline of independence (examples)

Learning to walk

Dressing myself

Making a hot drink

Learning to ride a bike

Walking around town by myself

Looking after younger children

Preparing a meal

Walking to school

Staying at home by myself

Packing my own lunch for school

Activity resource: Timeline of independence
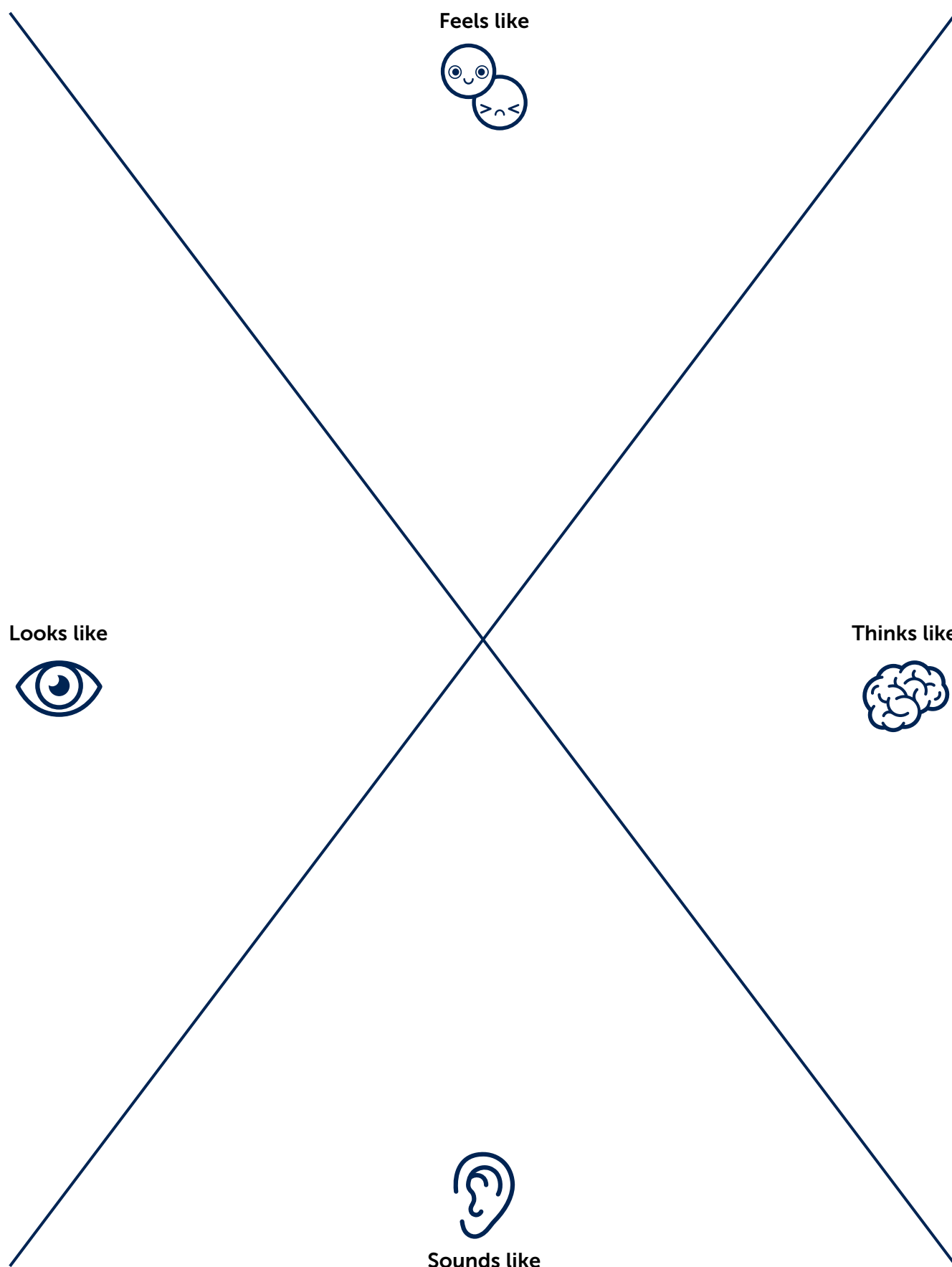
12 years old —

6 years old —

Activity resource: Trick, threat and bribe scenarios

Discuss and record answers to the following questions for each scenario:

- What is unsafe about the situation?
- What elements of tricks, threats or bribes are there?
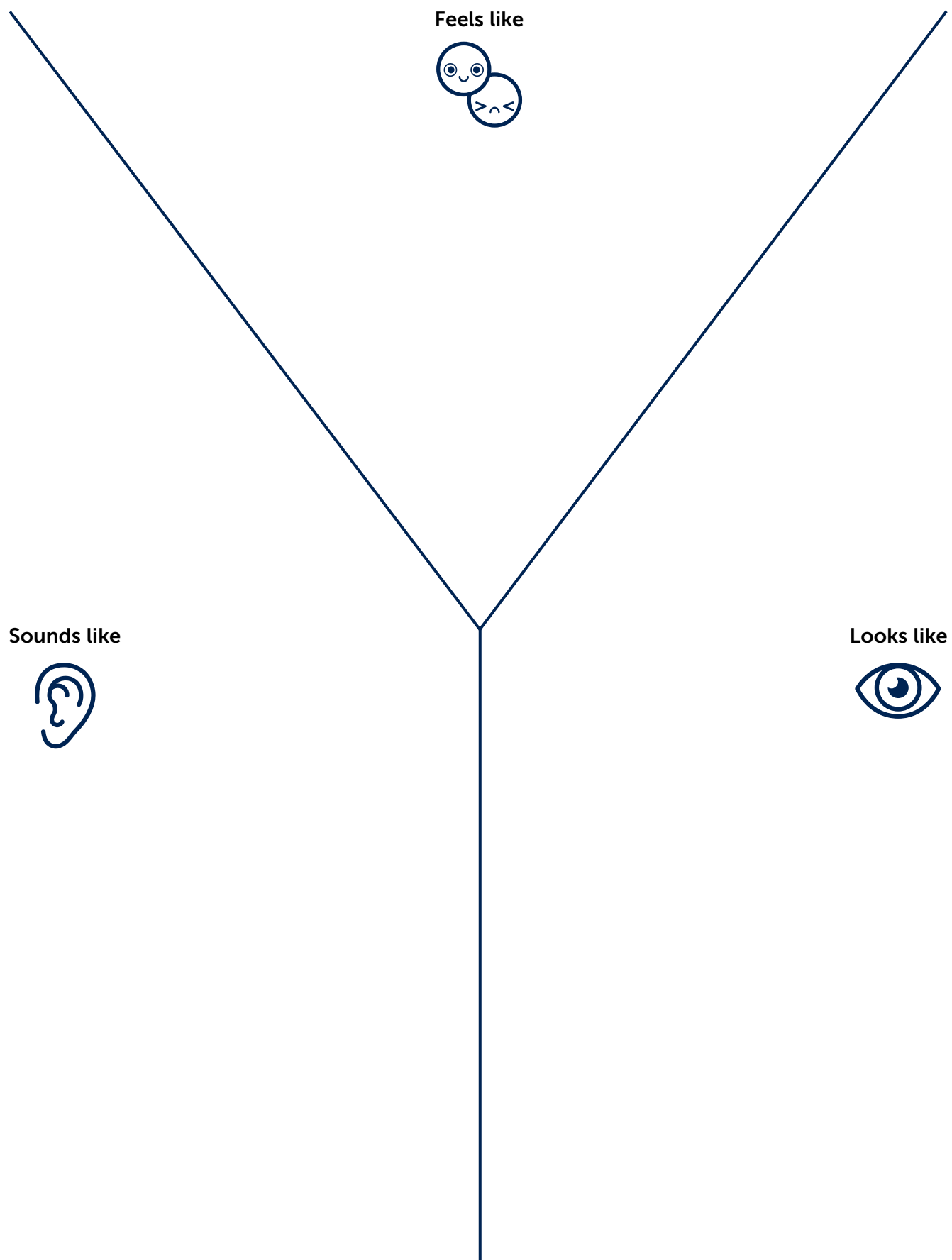- What could be done to make the situation safer?

Scenario	Answers
1 A child is playing in an after-school sports team when the coach offers them one-on-one personal training after the other children have left. During the training, the coach gets angry and yells at the child, using put-downs and rude language. The child starts to cry. The coach says, 'This is a special technique I'm using to help improve your performance. Don't tell anyone or you'll be off the team.'	
2 A child is at a family gathering when an older relative organises a 'tag and tickle' game for the children. The relative tells one of the children they must give them a tickle between their legs as it is part of the game when they are caught. The relative says, 'You must keep it a secret. I'll buy you an ice cream after the game.'	
3 A child is walking home from school when a car stops. The driver says, 'Hi, I'm a friend of your mum's, so you can trust me. Your mum is sick and asked me to pick you up and take you home. Hop in the car.'	

Activity resource: X chart

Feels like

Looks like

Thinks like

Sounds like

Activity resource: Y chart

Feels like

Sounds like

Looks like

Notes

Notes