

Keeping Safe: Child Protection Curriculum

The Department for Education and Child Development has a legal responsibility to protect children and young people from abuse in its own settings and in the wider community.

All children and young people have a right to:

- » be treated with respect and to be protected from harm
- » feel and be safe in their interactions with adults and other children and young people
- » understand as early as possible what is meant by feeling and being safe
- » receive the support of counsellors or staff in their education or care setting who are responsible for their safety and wellbeing.

Source: *Child Protection in Schools, Early Childhood Education and Care Services Policy (2011)*

The *Keeping Safe: Child Protection Curriculum* teaches all children from a young age, in an age appropriate way, to recognise abuse and tell a trusted adult about it. It helps them understand what is appropriate and inappropriate touching and outlines ways they can keep themselves safe.

Further information

Information about the *Keeping Safe: Child Protection Curriculum* is available from your child's school, preschool or teacher. Alternatively, you can contact the Child Protection Curriculum Officer on 08 8226 5887.

Under Section 82 of the *Education Act (1972)*, schools and preschools are not required to seek permission from parents and carers for their child to participate in the curriculum.

Keeping SAFE

Child Protection Curriculum

Early Years R-2

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

Parent and carer information



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An overview of the curriculum

The *Keeping Safe: Child Protection Curriculum* is divided into five documents. Each document relates to age or year level groups:

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

The curriculum also offers teachers support documents to help them appropriately deliver the information to children from a culturally or linguistically diverse background or those with a disability or additional need. Parents/carers are encouraged to contact teachers with information that could assist with the delivery of the curriculum to their child. All teachers are required to complete professional training to deliver the curriculum.

The *Keeping Safe: Child Protection Curriculum* is based on two themes:

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

The themes are delivered to children through four focus areas that increase in complexity as they age:

The right to be safe

Children learn about different feelings and ways to identify them. They explore the concept of safe and unsafe and how to identify an emergency or unsafe situation. They also begin to understand warning signs and ways to recognise them.

Relationships

Children learn about trust and developing a network of trusted people. They explore the concept of rights and responsibilities, the language of safety and the use and abuse of power.

Recognising and reporting abuse

Children learn about being aware of their bodies and the importance of knowing the anatomical names for their body parts. They explore ways to recognise abusive situations, secrets and tricks.

Protective strategies

Children learn about problem solving and ways to keep themselves safe. They develop skills to be more assertive and to be persistence when they need help.

Adding to the learning at home

Parents/carers play a very important role in child protection. There are a number of topics you can discuss with your child at home that add to the focus areas being taught at school and preschool.

Teach your child about their right to be safe:

- » Monitor how your child is feeling and if they are showing any warning signs. Physical signs can include tensing muscles or sweating. Emotional signs can include crying or out of the ordinary behaviours. Other signs can include not wanting to undress or being scared to be home alone.
- » Discuss safety in a range of settings, such as shopping and medical centres, and identify safe places to be.
- » Develop an emergency plan for possible situations. Teach them what to do if no one is home after school, if they are lost in the shopping centre, if someone offers them a ride home from school or a person online wants to meet them.

- » Develop a secret family password to be used when someone is picking up your child whom they have never met or when it is someone they know but weren't expecting.
- » Ensure they know how to use the phone and who they can ring in an emergency.

Teach your child about safe relationships:

- » Support your child's choice of trusted people in their network. Speak to their teacher if you have concerns.
- » Reinforce your child's right to safety and discuss how they can deal with situations in a fair and respectful way.

Recognise and report abuse:

- » Encourage your child to use the anatomical names for body parts so they can accurately describe any situation that may arise.
- » Reinforce the concept that the whole body is private.
- » Establish and monitor rules for online safety, social media, security and passwords.

Develop protective strategies:

- » Encourage your child to be assertive. Get them to practice saying 'no' or 'stop'.
- » Discuss the importance of telling a trusted person if something happens or they feel unsafe. Teach them to persist until someone listens.

For a selection of resources on child safety, visit:

<http://rantraining.e3learning.com.au/GetResource.jsp?resource=resource252>

