



Keeping SAFE

Child Protection Curriculum



Child protection



Children and young people have a right to:

- ❖ be treated with respect and to be protected from harm
- ❖ be asked to express their views and wishes about matters affecting their lives and to have those views appropriately considered by adults
- ❖ 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'
- ❖ the support of school based counsellors or designated staff in their education or care
- ❖ environment whose role includes being an advocate for their safety and wellbeing.

Child safety responsibilities

- ❖ All people employed by the Department for Education must have training in mandatory notification, called *Responding to Risks of Harm, Abuse and Neglect – Education and care*
- ❖ Schools, preschools and childcare centres have a responsibility to protect children, to keep them safe and ensure that effective abuse prevention programs are implemented
- ❖ The *Keeping Safe: Child Protection Curriculum* is mandated in all department schools and preschools
- ❖ Supporting policies and regulations:
 - *Child protection in education and early childhood services policy*
 - *Education and Children's Services Regulations 2020*
 - *Curriculum, pedagogy, assessment and reporting: early childhood services to year 12 policy.*

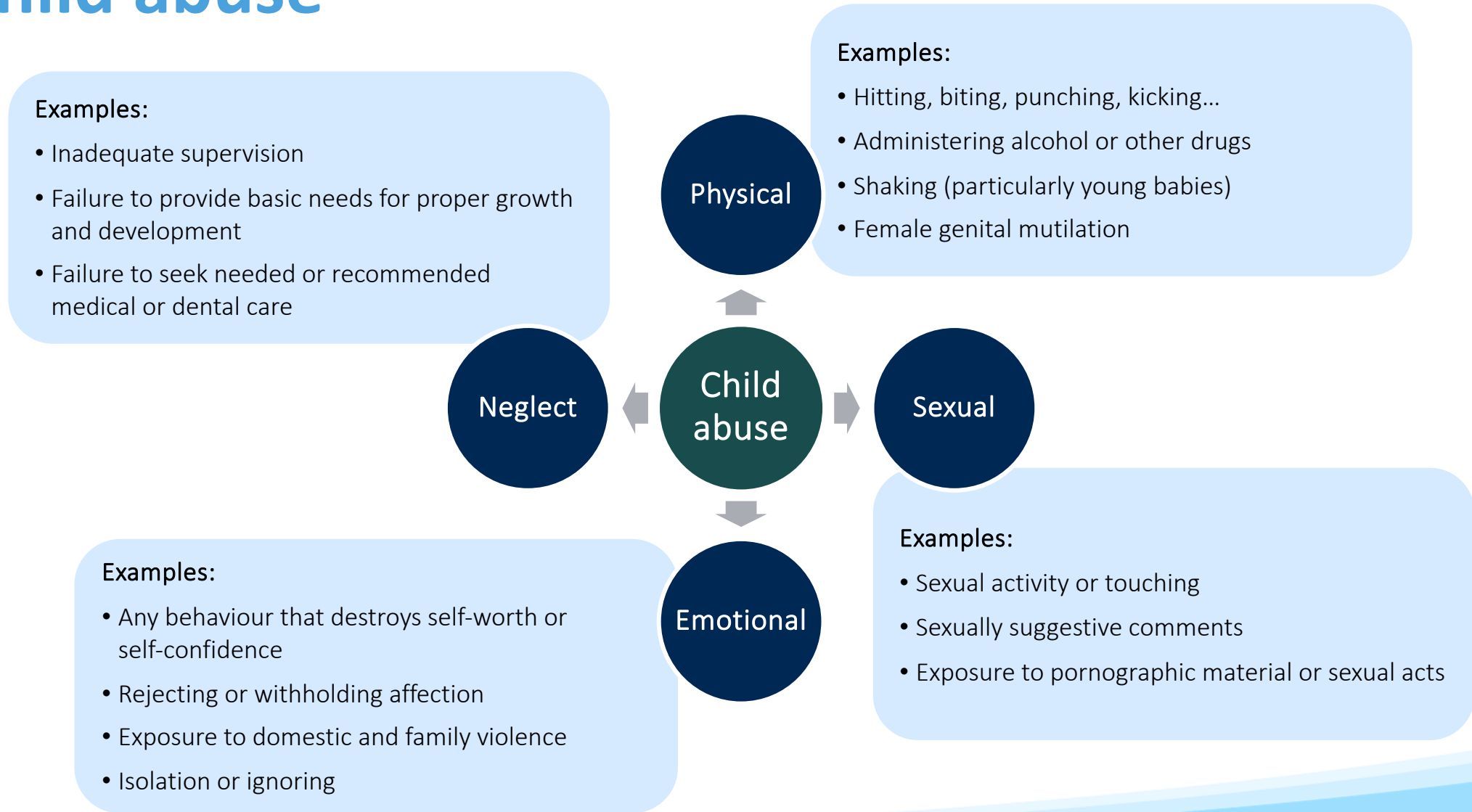
Child safety strategies



Some of the ways we contribute to children's safety include:

- ❖ screening the people who want to work with children and young people
- ❖ providing staff and volunteers with expected standards of behaviour towards children and young people
- ❖ providing supervision of children in the class, in the yard and on school excursions and camps
- ❖ implementing policies that supports children to be safe and addresses all forms of abuse
- ❖ involving children in making decisions about their preschool/school and class
- ❖ teaching children how to develop positive relationships and providing opportunities to build self-esteem
- ❖ teaching the *Keeping Safe: Child Protection Curriculum*.

Child abuse



Why children don't tell

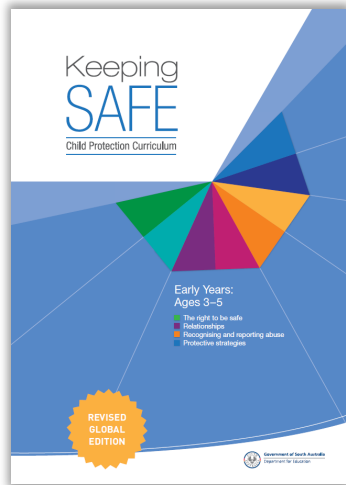
- ❖ **Self-blame** - they think they did something wrong
- ❖ **Shame** - revealing what they have endured
- ❖ **Trauma** - reliving the experience
- ❖ **Fear** - threatened by the perpetrator, protecting their family or they might get in trouble
- ❖ **Shock** - disillusionment and shock may cause them to be silent
- ❖ **Doubt** – that people won't listen and won't believe them
- ❖ **Attention** – they like the attention from the perpetrator
- ❖ **Ignorance** – they don't understand that they are being abused and that it is wrong. They don't know who they can tell.

Keeping Safe: Child Protection Curriculum (KS:CPC)

- ❖ Child safety and respectful relationships curriculum
- ❖ Developed by child protection experts, education leaders and teachers
- ❖ Evidence based and highly regarded nationally and internationally
- ❖ Regularly updated to align with contemporary research and curriculum
- ❖ Delivered by KS:CPC trained teachers
- ❖ Proactive rather than reactive



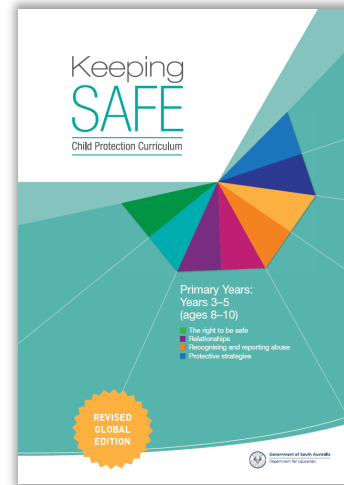
Year level documents



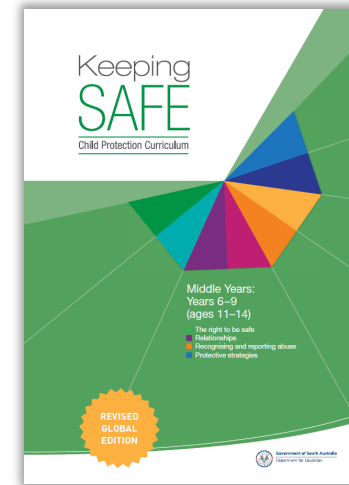
Early Years:
Ages 3-5



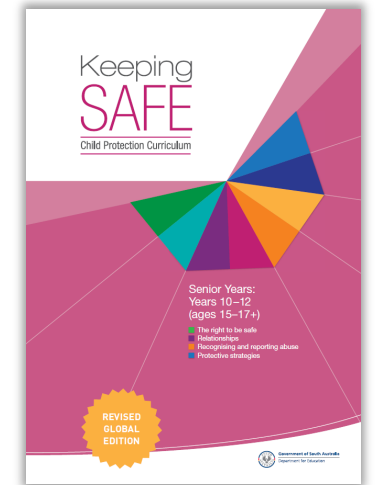
Early Years:
Ages 5-7



Primary Years:
Ages 8-10



Middle Years:
Ages 11-14



Senior Years:
Ages 15-17+

Aims

- ❖ Recognise abuse and tell a trusted adult about it
- ❖ Understand what is appropriate and inappropriate touching
- ❖ Understand ways of keeping themselves safe



Themes



Focus Areas



The right to be safe



Relationships



Recognising and reporting abuse



Protective strategies

GENERAL INTRODUCTION

Summary of topics—Age 3 to Year 12

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

	Early Years: Ages 3-5	Early Years: Years R-2	Primary Years: Years 3-5	Middle Years: Years 6-9	Senior Years: Years 10-12
FOCUS AREA 1: The right to be safe	<ol style="list-style-type: none"> 1 Feelings 2 Being safe 3 Warning signs 	<ol style="list-style-type: none"> 1 Feelings 2 Being safe 3 Warning signs 4 Risk-taking and emergencies 	<ol style="list-style-type: none"> 1 Being safe 2 Warning signs 3 Risk-taking and emergencies 	<ol style="list-style-type: none"> 1 Warning signs 2 Risk-taking and emergencies 3 Psychological pressure and manipulation 	<ol style="list-style-type: none"> 1 Risk-taking and emergencies 2 Psychological pressure and manipulation
FOCUS AREA 2: Relationships	<ol style="list-style-type: none"> 1 Rights and responsibilities 2 Identity and relationships 3 Trust and networks 	<ol style="list-style-type: none"> 1 Rights and responsibilities 2 Identity and relationships 3 Power in relationships 4 Trust and networks 	<ol style="list-style-type: none"> 1 Rights and responsibilities 2 Identity and relationships 3 Power in relationships 4 Trust and networks 	<ol style="list-style-type: none"> 1 Rights and responsibilities 2 Identity and relationships 3 Power in relationships 4 Trust and networks 	<ol style="list-style-type: none"> 1 Rights and responsibilities 2 Identity and relationships 3 Power in relationships 4 Trust and networks
FOCUS AREA 3: Recognising and reporting abuse	<ol style="list-style-type: none"> 1 Privacy and the body 2 Touching abuse 3 Recognising abuse 4 Secrets 	<ol style="list-style-type: none"> 1 Privacy and the body 2 Recognising abuse 3 Secrets 	<ol style="list-style-type: none"> 1 Privacy and the body 2 Recognising abuse 3 Cyber safety 	<ol style="list-style-type: none"> 1 Privacy and the body 2 Recognising abuse 3 Cyber safety 4 Domestic and family violence 	<ol style="list-style-type: none"> 1 Privacy and the body 2 Recognising abuse 3 Cyber safety 4 Domestic and family violence
FOCUS AREA 4: Protective strategies	<ol style="list-style-type: none"> 1 Strategies for keeping safe 	<ol style="list-style-type: none"> 1 Strategies for keeping safe 2 Persistence 	<ol style="list-style-type: none"> 1 Strategies for keeping safe 2 Network review and community support 	<ol style="list-style-type: none"> 1 Strategies for keeping safe 2 Network review and community support 	<ol style="list-style-type: none"> 1 Strategies for keeping safe 2 Network review and community support

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

23

Focus Area 1: The right to be safe

Progression of topics

Although some topics are not identified in all year levels, the concepts are covered within other topics, eg feelings.

Early Years: Ages 3–5	Early Years: Ages 5-7	Primary Years: Ages 8-10	Middle Years: Ages 11-14	Senior Years: Ages 15-17+
1. Feelings	1. Feelings			
2. Being safe	2. Being safe	1. Being safe		
3. Warning signs	3. Warning signs	2. Warning signs	1. Warning signs	
	4. Risk-taking and emergencies	3. Risk-taking and emergencies	2. Risk-taking and emergencies	1. Risk-taking and emergencies
			3. Psychological pressure and manipulation	2. Psychological pressure and manipulation

Focus Area 2: Relationships

Progression of topics

Early Years: Ages 3–5	Early Years: Ages 5-7	Primary Years: Ages 8-10	Middle Years: Ages 11-14	Senior Years: Ages 15-17+
1. Rights and responsibilities	1. Rights and responsibilities	1. Rights and responsibilities	1. Rights and responsibilities	1. Rights and responsibilities
2. Identity and relationships	2. Identity and relationships	2. Identity and relationships	2. Identity and relationships	2. Identity and relationships
	3. Power in relationships	3. Power in relationships	3. Power in relationships	3. Power in relationships
3. Trust and networks	4. Trust and networks	4. Trust and networks	4. Trust and networks	4. Trust and networks

Focus Area 3: Recognising and reporting abuse

Progression of topics

Although some topics are not identified in all year levels, the concepts are covered within other topics, eg touching.

Early Years: Ages 3–5	Early Years: Ages 5-7	Primary Years: Ages 8-10	Middle Years: Ages 11-14	Senior Years: Ages 15-17+
1. Privacy and the body	1. Privacy and the body	1. Privacy and the body	1. Privacy and the body	1. Privacy and the body
2. Touching				
3. Recognising abuse	2. Recognising abuse	2. Recognising abuse	2. Recognising abuse	2. Recognising abuse
4. Secrets	3. Secrets			
		3. Cyber safety	3. Cyber safety	3. Cyber safety
			4. Domestic and family violence	4. Domestic and family violence

Focus Area 4: Protective strategies

Progression of topics

Although some topics are not identified in all year levels, the concepts are covered within other topics, eg persistence.

Early Years: Ages 3–5	Early Years: Ages 5-7	Primary Years: Ages 8-10	Middle Years: Ages 11-14	Senior Years: Ages 15-17+
1. Strategies for keeping safe	1. Strategies for keeping safe	1. Strategies for keeping safe	1. Strategies for keeping safe	1. Strategies for keeping safe
	2. Persistence			
		2. Network review and community support	2. Network review and community support	2. Network review and community support

Implementing the KS:CPC

- ❖ A whole site commitment on keeping children safe
- ❖ Is part of the classroom/centre learning program
- ❖ Aligned to contemporary curriculum
- ❖ Taught every year at every year level
- ❖ Provides children with knowledge and skills to recognise abuse and tell a trusted adult
- ❖ Provides children with knowledge and skills to help keep themselves safe



Sensitive topics

- ❖ The KS:CPC provides teachers with explicit strategies for covering sensitive topics whilst catering for children's developmental level, culture, family backgrounds or disabilities.
- ❖ It is often the more sensitive topics that provide children with the best information and strategies to help keep them safe.
- ❖ Parents/carers are encouraged to provide staff with any relevant information that could assist them with the delivery of the curriculum for their child.

Example: The importance of knowing the correct anatomical names of the body:

- healthy respect for our bodies
- effectively communicate experiences of inappropriate touching
- explicit verbal labelling of body parts when disclosing abuse
- sexual offenders are less likely to target children who have knowledge of 'okay and not okay touches' and the correct names of their genitals, than those who do not.



You can help your child by:

- ❖ actively listening and talking together
- ❖ encouraging respectful relationships
- ❖ monitoring safe online use
- ❖ supporting them to practise problem solving strategies
- ❖ monitoring changes in behaviour
- ❖ reinforcing that it is OK to say 'no'
- ❖ supporting and monitoring their trusted networks
- ❖ encouraging them to tell a trusted person if something happens or if they feel unsafe
- ❖ reinforcing persistence and to keep telling until someone listens, takes action and they are safe
- ❖ being informed about the KS:CPC.



Parent/carer information

- ❖ Parent/carer permission is not required for children to participate in the curriculum under the *Children and Young People (Safety) Act, 2017* and the *Education and Children's Services Regulations 2020*.
- ❖ However, we do encourage parents/carers to seek information about the child protection curriculum from their child's school, preschool or childcare centre.
- ❖ Fact sheets, concept summaries and information can be found on the department's website:

http://kscpc.2.vu/DE_ParentsCarers



