

# Keeping Safe: Child Protection Curriculum

## Parent and carer fact sheet | Early Years: Years R–2

### What is the Keeping Safe: Child Protection Curriculum?

The Keeping Safe: Child Protection Curriculum (KS:CPC) is a respectful relationships and child safety curriculum that teaches all children and young people they have the right to be safe and they can help themselves to be safe by talking to people they trust.

The KS:CPC is delivered by teachers to children and young people each year from Age 3 to Year 12. Teachers who deliver the curriculum complete training in its use. The KS:CPC fits primarily within the Health and Physical Education learning area of the Australian Curriculum but can be taught across multiple learning areas.



### Why is child protection important?

The Department for Education 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’
- 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 Protection in Schools, Early Childhood Education and Care Services Policy*, 2019).

### What is included?

The KS:CPC is divided into four Focus Areas each covering a number of topics. For Years R-2, these are:

<b>1. The right to be safe</b> <ul style="list-style-type: none"><li>▪ Feelings</li><li>▪ Being safe</li><li>▪ Warning signs</li><li>▪ Risk-taking &amp; emergencies</li></ul>	<b>2. Relationships</b> <ul style="list-style-type: none"><li>▪ Rights &amp; responsibilities</li><li>▪ Identity &amp; relationships</li><li>▪ Power in relationships</li><li>▪ Trust &amp; networks</li></ul>
<b>3. Recognising and reporting abuse</b> <ul style="list-style-type: none"><li>▪ Privacy &amp; the body</li><li>▪ Recognising abuse</li><li>▪ Secrets</li></ul>	<b>4. Protective strategies</b> <ul style="list-style-type: none"><li>▪ Strategies for keeping safe</li><li>▪ Persistence</li></ul>

### How can I support my child with the KS:CPC?

- Provide relevant information about your child to their teacher that could assist with the delivery of the curriculum.
- Understand and reinforce the key messages of the KS:CPC. Refer to the information on the following page.

### How can I find out more information about the KS:CPC?

- Speak to your child’s teacher or the preschool or school’s leadership staff.
- Go to the KS:CPC website for concept summaries and additional information: [http://kscpc.2.vu/DE\\_ParentsCarers](http://kscpc.2.vu/DE_ParentsCarers).

### What support services and additional information are available?

- Child and Family Health: <http://cyh.com.au>
- Kids Helpline parent information: <https://kidshelpline.com.au/parents>
- National sexual assault, domestic and family violence counselling service: <https://www.1800respect.org.au>
- Parenting SA (and Parent Easy Guides): <http://parenting.sa.gov.au>
- Raising children network: <http://raisingchildren.net.au>



# Supporting your child | Early Years: Years R–2

## Focus Area 1: Right to be safe

### Support your child to:

- understand different feelings and emotions, eg happy, sad, scared, angry, surprised
- show a variety of feelings and know that we all need to express our feelings and emotions
- understand what being safe means and what makes a place safe. Reinforce in a range of environments, eg at home, at school, at the park, at the shops
- know what a warning sign might look and feel like, eg seeing someone suddenly get angry, butterflies in tummy, heart beating fast, shivering, can't move
- understand what they can do if they experience warning signs, eg tell a trusted adult
- recognise safe and unsafe situations and risk-taking, eg using scissors, crossing the road, going on the monkey bar for the first time, talking to unknown people
- understand what an emergency looks like and sounds like and know what they can do if one occurs, eg tell a trusted adult, dial 000.

## Focus Area 2: Relationships

### Support your child to:

- understand that we all have rights, eg the right to be safe, the right to be cared for, the right to be listened to
- know the difference between things they may want such as chocolate or toys, and things they need such as food, a bed and a safe place to live
- understand relationships with their family, friends and others, and safe ways to interact (if consensual and trusted), eg hug, kiss, shake hands, wave
- recognise what bullying behaviour looks like and what to do if they or someone else is being bullied, eg tell the person to stop, walk away, talk to a trusted adult
- understand that personal power can be used positively and negatively, eg letting another child join in the game, not taking turns on the slippery dip
- know what to do if someone tells them to do something that feels unsafe
- identify trusted people at home, in the family, at school and in the community. Include a support service, eg Kids Helpline
- practise talking to the people on their trusted network and know how to get help if they need it.

**Useful resources:** <http://tiny.cc/UNCRC-Simplified> | <http://tiny.cc/BullyStoppers-Parents> | <https://kidshelpline.com.au>

## Focus Area 3: Recognising and reporting abuse

### Support your child to:

- know and use the correct names for sexual body parts (see <http://tiny.cc/CallBodyPartsWhatTheyAre> for information)
- understand that their whole body is private (including sexual body parts and the mouth) and no one has the right to touch them without their permission
- know the difference between safe and unsafe touching, eg safe – if two friends agree to hold hands or hug; unsafe – touching sexual body parts unless receiving medical treatment by a trusted adult, doctor or nurse
- understand that some touch may be uncomfortable but necessary, eg when going to the doctor or dentist
- understand the meaning of consent and practise saying 'No' and 'Stop it' if they feel unsafe or are being touched in a way that makes them feel uncomfortable
- know how to recognise abuse (physical, emotional, sexual, neglect), eg being hurt, seeing others being abused, being touched inappropriately, no food or clean clothes
- understand who they can seek help from in the community if lost or unsafe, eg police officer, shopkeeper, bus driver
- know how to use the internet safely and respectfully (under supervision)
- know the difference between safe and unsafe secrets, tricks and threats, eg safe – surprise birthday present; unsafe – sexual touching, being threatened with punishment or tricked with gifts. If unsure, talk to a trusted adult.

Note: Sexual body parts is the term used to accurately describe the parts of the body usually covered by underwear – bottom, breasts, penis, testes, vagina and vulva. Private body parts is another term sometimes used, however it is vital to remind children that their whole body is private not just the parts covered by their underwear.

**Useful resources:** <https://esafety.gov.au/iparent> | <https://www.1800respect.org.au> | [http://kscpc.2.vu/Parent\\_ConsentInfo](http://kscpc.2.vu/Parent_ConsentInfo)

## Focus Area 4: Protective strategies

### Support your child to:

- practise telling a trusted adult a problem
- practise saying their name, address and telephone number
- regularly review their trusted networks to ensure they include people that they know will listen to them and help them
- practise solving problems in a range of environments, eg use puppet play or role modelling situations and resolutions
- practise assertive language such as 'No' or 'Stop, I don't like it when you...'
- be persistent, especially when seeking help (to keep asking for help until a trusted adult helps them).

### Useful resource:

<http://tiny.cc/BHC-Assertiveness>