



## The Keeping Safe Child Protection Curriculum

The Keeping Safe Child Protection Curriculum (KS:CPC ) is mandated in all public preschools and schools and is taught by teachers who have completed a full day KS:CPC training course. It is a world-class, evidence-based child safety program that is used by a range of other Australian and international schools.

The program is based on the belief that all children and young people have a right to:

- be treated with respect and to be protected from harm
- be asked for their opinions about things that affect their lives and to be listened to 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 curriculum follows two main themes:

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

The two themes are explored through four focus areas:

- the right to be safe
- relationships
- recognising and reporting abuse
- protective strategies.

The focus areas are targeted to the age of the learners.

These summary links below tell you more about what is taught in each age group:

- [Early years: ages 3-5](#)
- [Early years: years R-2](#)
- [Primary years: years 3-5](#)
- [Middle years: years 6-9](#)



## Keeping Safe: Child Protection Curriculum

### Concept summary – Early Years: Ages 3–5

#### Focus Area 1: Right to be safe

Topics: Feelings; Being safe; Warning signs

- Everyday experiences provide learning opportunities for children to develop awareness of feelings, body language and the associated vocabulary. If a child expresses feelings such as fear, sadness or worry, it is useful to help them explore the cause of the feelings and ways of reacting.
- Children explore safe and unsafe through role-play, picture books, social stories, drama and songs. They look at behaviour and rules of safety and are introduced to emergencies and relaxation techniques.
- Children explore the body's responses associated with feeling unsafe – the physiological warning signs. It is acknowledged that not all children experience warning signs, potentially as a result of abuse, neglect, trauma, illness or disability. It is therefore important to discuss other methods or recognising unsafe or risky situations.

#### Focus Area 2: Relationships

Topics: Rights and responsibilities; Identity and relationships; Trust and networks

- Children explore rights and responsibilities and the meaning on the terms needs and wants, and fair and unfair. They begin to develop a sense of their own power to deal with various situations and assertive communication skills.
- When children develop a sense of their own identity, they discover their physical, emotional, intellectual, spiritual and social needs and rights. They begin to understand the connections they have with their family and friends and explore these relationships.
- Children develop an understanding of trust and trusted networks to consider who will listen to them and help them when they feel unsafe. They are introduced to the concept of persistence – to keep telling until someone listens and takes action to help them feel safe.

#### Focus Area 3: Recognising and reporting abuse

Topics: Privacy and the body; Touching; Recognising abuse; Secrets

- It is important that children use anatomical names for parts of the body, including sexual body parts, and understand that their whole body is private.
- Children need to understand that they have rights regarding their bodies and that they need to respect the rights of other children not to be touched. They need to be able to recognise the difference between appropriate and inappropriate touching, as well as the concept of necessary but uncomfortable touch. Communication strategies to tell someone 'no' or 'stop' if they feel unsafe are also explored.
- A range of developmentally appropriate situations are presented to children to help them identify forms of abuse and the difference between accidental and deliberate injury. Children explore a range of people who they may not know, but who may be able to help them if needed.
- Children develop an understanding that while many secrets can be fun and exciting, some secrets are unsafe to keep. The difference between OK and not OK secrets, together with the concept of threats, are explicitly taught so that children can identify unsafe secrets, or secrets they are not sure about, and seek help from a trusted adult.

#### Focus Area 4: Protective strategies

Topic: Strategies for keeping safe

- Young children are extremely vulnerable so it is important to provide them with strategies to help them keep safe. Children are given the opportunity to practise assertive communication and persistence and are introduced to a range of problem-solving strategies. Emergencies and trusted networks are reviewed from Focus Areas 1 and 2.





## Keeping Safe: Child Protection Curriculum

### Concept summary – Early Years: Years R–2

#### Focus Area 1: Right to be safe

Topics: Feelings; Being safe; Warning signs; Risk-taking and emergencies

- Children are given opportunity to analyse feelings of characters in stories and role-play a range of feelings with their peers. Skills are developed to identify their own feelings and the feelings of others.
- Children use stories and songs and identify the feelings associated with being safe and unsafe and the characteristics of safe places and unsafe places, including online safety. Relaxation as a strategy to feel safe is explored.
- Children learn the concept of warning signs and the three components: physical indicators (body messages); emotional indicators (feelings); and external signs (clues). Warning signs are discussed in familiar and safe environments to help children recognise a situation where there may be a risk of harm.
- Children develop understandings about emergencies and risk-taking by exploring and examining consequences and making decisions. The concept of personal emergencies is introduced, whereby children may need to break the normal rules in order to remain safe.

#### Focus Area 2: Relationships

Topics: Rights and responsibilities; Identity and relationships; Power in relationships; Trust and networks

- Children explore rights and responsibilities and needs and wants by using stories and age appropriate scenarios. Children's rights are introduced by looking at what children need to be healthy and safe, and identifying the responsibility adults have in keeping children safe.
- Children explore their personal identity and the importance of respecting diversity. They begin to understand the connections they have with their family and friends and explore these relationships.
- The concepts of bullying, fair and unfair, and power are all introduced. Children explore age-appropriate social issues to identify situations where there has been an abuse of power in a relationship and to demonstrate appropriate actions to take. The language of safety is an important aspect and non-blaming language is encouraged.
- Children develop an understanding of trust and trusted networks to consider who will listen to them and help them when they feel unsafe. Children explore a range of people who they may not know, but who may be able to help them if needed.

#### Focus Area 3: Recognising and reporting abuse

Topics: Privacy and the body; Recognising abuse; Secrets

- Body awareness, personal space and safe and unsafe touching in relationships are all introduced. Children learn anatomical names for parts of the body, including sexual body parts, and understand that their whole body is private.
- A range of developmentally appropriate situations are presented to children to help them identify forms of abuse, including domestic and family violence and online abuse, and the difference between accidental and deliberate injury. Consideration is given to the range of attitudes and values of children's families and communities.
- Children develop an understanding that while many secrets can be fun and exciting, some secrets are unsafe to keep. It is important for children to recognise unsafe secrets and tell a trusted adult about them.

#### Focus Area 4: Protective strategies

Topic: Strategies for keeping safe; Persistence

- Children are given the opportunity to practise assertive communication and are introduced to a range of problem-solving strategies. Children learn how to use the phone correctly, know their personal details, and understand when and with whom they can share this information including online safety.
- Children explore the importance of persistence to keep telling trusted adults when they feel unsafe until action is taken to help them and make them feel safe again. Role-play scenarios and stories focussing on persistence are used.





## Keeping Safe: Child Protection Curriculum

### Concept summary – Primary Years: Years 3–5

#### Focus Area 1: Right to be safe

Topics: Being safe; Warning signs; Risk-taking and emergencies

- Students gain an understanding of what safety means and strategies for keeping safe. Students need to understand that adults are responsible for protecting children and keeping them safe.
- Students review warning signs and the three components: physical indicators (body messages); emotional indicators (feelings); and external signs (clues) using a range of contextualised scenarios. Feelings are further explored, focussing on mixed, changing, confused and uncomfortable feelings, and how to identify unsafe feelings.
- Students explore their own safety and situations that might be scary, fun, unsafe or a combination of these. Students consider strategies to identify and assess risks and what to do to minimise risk. Emergencies are explored in the context of both general and personal emergencies.

#### Focus Area 2: Relationships

Topics: Rights and responsibilities; Identity and relationships; Power in relationships; Trust and networks

- Students explore what it means to have rights and responsibilities and are introduced to the United Nations Convention on the Rights of the Child.
- Students explore their personal identity and the connections they have with their family, friends and other people. Gender stereotypes are discussed, focussing on behaviours and expectations that may be harmful.
- Students gain an understanding that everyone has power; how and when people use their power is up to them. If someone chooses to use power in a way that does not respect the rights of others it is an abuse of power. Bullying as a form of abuse of power, together with the concepts of tricks, bribes and pressure, are explored.
- Students further their understanding of trust and continue to develop trusted networks. Students explore a range of people who they may not know, but who may be able to help them if needed.

#### Focus Area 3: Recognising and reporting abuse

Topics: Privacy and the body; Recognising abuse; Cyber safety

- Students continue to explore the concept of privacy, with an emphasis on public and private (eg locations and personal information) and safe and unsafe touching. Students use anatomical names for sexual body parts, and understand that their whole body is private.
- A range of developmentally appropriate situations are presented to children to help them identify physical, emotional and sexual abuse, and neglect, and what to do if they or someone they know is experiencing abuse. Students gain an understanding of domestic and family violence and explore strategies and support networks to keep themselves safe.
- Students learn strategies to remain safe in the digital and online world. They learn about media classifications of video media and computer games and explore the use of photographs and images. Explicitly covered are issues of someone taking photographs of children when it is not OK to do so, and the sending of rude pictures using the internet or a mobile phone.

#### Focus Area 4: Protective strategies

Topic: Strategies for keeping safe; Network review and community support

- Encouraging students to think in helpful, positive ways promotes resiliency. Students learn a range of problem-solving strategies using relevant age appropriate scenarios. Assertive communication, persistence and resilience are all explored in this process.
- Networks should be reviewed and updated regularly. The student's trusted network includes people they trust but can also include people in the community such as the police and various helplines. Persistence is reinforced so students understand that they need to keep telling until someone listens and takes action.







## Keeping Safe: Child Protection Curriculum

### Concept summary – Middle Years: Years 6–9

#### Focus Area 1: Right to be safe

Topics: Warning signs; Risk-taking and emergencies; Psychological pressure and manipulation

- Students further develop their understanding of warning signs and to recognise them. Skills are developed to recognise an unsafe situation in the absence of warning signs, knowing that some children and young people may not have them, while others may have warning signs but choose to ignore them.
- Students explore risk-taking and strategies to assess risk through a range of stories, whilst recognising that some risks may have both negative and positive consequences. Students practise planning for local emergencies or disasters, and can apply this process to their own personal emergencies.
- Psychological pressure and manipulation is explored including the many ways that it may be experienced, such as in bullying and advertising. Strategies to stop it occurring and/or reduce its impact are identified.

#### Focus Area 2: Relationships

Topics: Rights and responsibilities; Identity and relationships; Power in relationships; Trust and networks

- Students develop a sense of their rights and responsibilities and explore the United Nations Convention on the Rights of the Child. Rights and responsibilities within close relationships are explored, including sexual consent laws.
- Healthy and unhealthy relationships are explored in greater detail; students learn to identify boundaries, how to manage conflict and what support services are available to them. The social construction of gender, gender stereotypes and expectations are explored using a range of resources and examples from popular media.
- Power, the types of power and the way power is used are explored in detail in a range of contexts. Students explore bullying by analysing the sometimes complex characteristics of bullying and the various bullying roles. Students identify what to do in bullying situations and what is considered effective bystander behaviour.
- Students consider trusted networks for a range of situations and/or contexts and the necessary attributes of people on their trusted networks. It is reinforced that students may need to approach people who they do not know in order to access help.

#### Focus Area 3: Recognising and reporting abuse

Topics: Privacy and the body; Recognising abuse; Cyber safety; Domestic and family violence

- Students explore public and private in regards to possessions, ideas/thoughts, places and personal information, and what to do if they feel that their right to privacy is not being respected. Students use anatomical names for sexual body parts, and understand that their whole body is private.
- Students develop their understanding of physical, emotional and sexual abuse, and neglect. They identify strategies to talk about difficult topics, such as sexual abuse and consider the range of support services available to them. Students also consider the effects of dating violence and what to do if they are in an abusive relationship.
- Students explore online abuse and abuse using mobile phones and consider how they can be positive digital citizens. Students investigate the potential risks associated with using digital technologies and are informed of the relevant laws, including laws about child pornography, sexting and defamation.
- Students gain an understanding of domestic and family violence and that exposure to domestic and family violence is a form of child abuse. Students explore the effects on children, commonly held myths and are introduced to safe bystander intervention.

#### Focus Area 4: Protective strategies

Topic: Strategies for keeping safe; Network review and community support

- Students practise a range of problem-solving strategies using relevant age appropriate scenarios. Assertive communication, persistence and resilience are all explored in this process.
- Students review their trusted networks and investigate a broader range of community support services. Persistence is reinforced so students understand that they need to keep telling until someone listens and takes action.

