

# Keeping Safe: Child Protection Curriculum

## Parent and carer fact sheet | Early Years: Ages 3–5

### 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 Ages 3-5, 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></ul>	<b>2. Relationships</b> <ul style="list-style-type: none"><li>▪ Rights &amp; responsibilities</li><li>▪ Identity &amp; 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>▪ Touching</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></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://tiny.cc/KSCPC-ParentCarerInfo>.

### 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: Ages 3–5

## Focus Area 1: Right to be safe

### Support your child to:

- understand different feelings and emotions, eg happy, sad, scared, angry, surprised
- know what to say if they feel unsafe such as 'Stop it' or 'I don't like it when...'
- recognise safe and unsafe situations in different places and make a set of rules for each, eg at home, at the shops, at the park
- know what they can do if they feel unsafe and how important it is to talk to a trusted adult
- give examples of who they believe is a trusted adult
- understand what an emergency looks like and sounds like and know what they can do if one occurs, eg dial 000, get help from an adult
- 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 have warning signs, eg tell a trusted adult.

## 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 and toys, and things they need such as food, a bed and a safe place to live
- recognise fair and unfair situations, eg sharing their toys, playing with others in the sandpit, taking someone's food, hurting someone
- practise assertive language particularly when they feel unsafe (eg threatened, in danger, scared, harassed or worried) such as holding a hand up and saying 'No' or 'Stop, I don't like it when you...'
- understand different types of relationships they have with people such as family, friends, neighbours, teacher, police officer
- draw (write/scribe) people they feel they can trust including people they know and people they don't know (eg when they are lost or unsafe they could talk to a police officer or shopkeeper)
- practise talking to the people on their trusted network
- know how to get help if they need it, eg talk to parents/carers, teacher or other trusted people, ring 000.

### 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
- practise saying 'No' and 'Stop it' if they feel unsafe or are being touched in a way that makes them feel uncomfortable
- understand the importance of telling a trusted adult if they feel unsafe, uncomfortable or scared
- know what are unsafe situations or behaviours (different forms of abuse), eg being hurt, being touched inappropriately, seeing others being abused. Use puppets or stories
- understand who they can seek help from in the community, eg police officer, shopkeeper, bus driver
- know the difference between safe and unsafe secrets, eg safe secret – a birthday present; unsafe secret – someone tried to touch their sexual body parts. If they are not sure about a secret then they must talk to a trusted adult
- know what a threat is and what to do if someone threatens them. Practise being assertive and ways to tell a trusted adult.

### Useful resources:

<https://esafety.gov.au/iparent> | <https://www.1800respect.org.au>

## Focus Area 4: Protective strategies

### Support your child to:

- practise solving problems in a range of safe environments, eg use puppet play to demonstrate safe and unsafe scenarios and resolutions for how they can keep themselves safe
- practise assertive language such as 'No' or 'Stop, I don't like it when you...'
- regularly review their trusted networks to ensure they include people that they know will listen to them and help them
- include people on their network from a range of environments, eg family, preschool, emergency contacts
- be persistent, especially when seeking help (to keep asking for help until a trusted adult helps them).

### Useful resource:

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