

VARDY'S ROAD PUBLIC SCHOOL CHILD PROTECTION PROGRAM OVERVIEW

The aim of Child Protection Education is to assist students to develop skills in recognising and responding to unsafe situations, seeking assistance effectively, establishing and maintaining non-coercive relationships and strengthening attitudes and values related to equality, respect and responsibility.

The teaching of Child Protection is a requirement of the Department of Education.

THEME 1: RECOGNISING ABUSE

KINDER	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Protection</p> <p>I can be hurt.</p> <p>When hurt is not accidental it is called abuse.</p> <p>Child protection is being safe from harm or danger.</p>	<p>Protection.</p> <p>I can be hurt. Hurt can affect my body, feelings and thoughts. When hurt is not accidental it is called abuse. Protection is being safe from harm or danger.</p>	<p>Warning signals.</p> <p>When things happen to me or around me I get body signals. My body signals give me a message. Some signals give me a warning.</p>	<p>Protection.</p> <p>My body, my emotions and my thoughts can be harmed. As I grow older I can help protect myself.</p>	<p>Identifying safe and unsafe situations.</p> <p>I can be scared but safe. If I feel unsafe and have early warning signals I have to stop and think about whether I am unsafe. External signs can help me decide whether I am in a safe or unsafe situation.</p>	<p>Protection.</p> <p>All adults are responsible for protecting children from harm and abuse. Adults who are parents or carers, and adults who work in organisations and services that look after children have a special responsibility to care for, as well as protect, children.</p>	<p>Indicators of risk.</p> <p>There are internal signals and external signs which can help me recognise situations where I might be at risk of harm.</p>
<p>Body parts.</p> <p>I need to know that some parts of my body are private. As I grow older it is not OK for others to touch the private parts of my body unless I am ill, injured or need help to look after</p>	<p>Body parts.</p> <p>I need information about the parts of my body which are private and the correct names for these body parts. It is not OK for others to touch the private parts of my body unless I am ill, injured or need help to</p>	<p>Safe and unsafe situations.</p> <p>When I experience body signals I have to stop and think about whether I am safe or unsafe. Adventure can be scary but fun. If I am confused or experiencing warning</p>	<p>Body parts.</p> <p>I know the correct names for the private parts of my body. It is not OK for another person to touch the private parts of my body unless they are injured or I need help to clean them.</p>	<p>Physical abuse.</p> <p>Physical abuse is where a person's body is harmed or injured on purpose by another person. Physical abuse is never OK.</p>	<p>Body parts.</p> <p>Everyone has body parts which are private. Most people believe that the sexual parts of the body are private. It is not OK for anyone to look at or touch these parts unless help is needed and permission has been</p>	<p>Identifying risk situations, people and places.</p> <p>Some situations, people and places might be more likely than others to put me at risk of harm and abuse.</p>

myself.	look after myself.	signals I could be unsafe.			given.	
<p>Yes and no feelings.</p> <p>Knowing names for my feelings can help me understand when I need protection.</p> <p>Warning signals.</p> <p>My body has signals which give me messages. Some signals are warning signals.</p>	<p>Comfortable and uncomfortable feelings.</p> <p>When things happen to me or around me I get different feelings (emotions). Some feelings are comfortable and some feelings are uncomfortable.</p>	<p>Kinds of touch.</p> <p>There are different kinds of touch. I can tell if a touch is OK or not OK by thinking about the five factors: WHO? WHAT? WHEN? WHERE? and HOW?</p>	<p>Feelings and warning signals.</p> <p>Feelings and warning signals give me messages about being safe. I need to understand and act on these messages especially when they are uncomfortable or confusing.</p>	<p>Sexual abuse.</p> <p>Sexual abuse is wrong. If another person touches my sexual body parts in a way that is not OK or asks me to touch their sexual parts this is sexual abuse.</p> <p>Sexual abuse can also occur if a person shows me pictures or talks about sexual body parts in a way that is not OK.</p>	<p>Physical abuse and sexual abuse.</p> <p>I can recognise abuse. Physical abuse is any non-accidental harm or injury to a child by a parent, carer or other person. Sexual abuse is any unwanted sexual behaviour made towards a child. Physical abuse and sexual abuse are not OK and are never the child's fault.</p>	<p>Effects of abuse.</p> <p>Abuse and neglect can result in emotional and mental harm as well as physical harm.</p> <p>Abuse and neglect can affect the way children value themselves. They can affect the way children feel, think and act. Abuse and neglect are never OK.</p>
<p>Safe and unsafe situations.</p> <p>I can identify safe and unsafe situations by signals I see or feel.</p> <p>Touching.</p> <p>There are many different kinds of touching.</p>				<p>Effects of abuse.</p> <p>Abuse can hurt me emotionally and mentally as well as physically. Abuse is never OK.</p>	<p>Emotional abuse and neglect.</p> <p>I can recognise abuse. Emotional abuse is words and actions which hurt children's feelings and harm the way they think about themselves. Neglect occurs when children are harmed because they</p>	

					do not receive enough food, care and attention or medical care. Emotional abuse and neglect are not OK and are never the child's fault.	
--	--	--	--	--	---	--

THEME 2: POWER IN RELATIONSHIPS

KINDER	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Relationships.</p> <p>Relationships are connections I have with other people.</p> <p>There are different kinds of relationships.</p> <p>Trust.</p> <p>There are many people who care for me. I trust them because I have a relationship with them.</p>	<p>Relationships.</p> <p>Relationships are connections I have with other people.</p> <p>There are different kinds of relationships.</p> <p>Relationships can change.</p>	<p>Privacy.</p> <p>As I get older I have more responsibilities. I can look after my body myself. Some parts of my body are private. If I'm sick, hurt or need help to look after myself another person may need to touch the private parts of my body.</p>	<p>Relationships.</p> <p>Relationships are connections I have with other people. There are different kinds of relationships.</p>	<p>Abuse of power.</p> <p>People can have power in different ways. When people use their power they have a responsibility to use it in a fair and OK way which respects the rights of others.</p>	<p>Different types of relationships.</p> <p>Relationships are connections or links I have with other people. All relationships are different. Relationships can change. Healthy or positive relationships are based on trust and respect.</p>	<p>Sources of power.</p> <p>People can have power from different sources. They have choices in the way they can use their power. Power should be used in a fair and OK way that respects the rights of others.</p>
<p>Rights and responsibilities.</p> <p>I have a right to be cared for and to be safe. I can show care to others.</p> <p>Wanted and unwanted touching.</p> <p>Some touching can</p>	<p>Rights and responsibilities.</p> <p>Children have a right to health care and to be safe.</p>	<p>Wanted and unwanted touching.</p> <p>Others need permission to touch what is mine. If someone doesn't ask for my permission and I feel hurt or have a</p>	<p>Bullying.</p> <p>Bullying is not OK. It can hurt me physically, emotionally and mentally. If bullying happens to me there are strategies I can use to take action.</p>	<p>Bribes and threats.</p> <p>I know when I receive a real gift. I need to understand when a gift is used as a bribe. A person may use bribes or threats and expect me to do</p>	<p>Expectations of gender roles.</p> <p>I receive different messages about being a girl and being a boy. Society's expectations of masculinity and femininity can affect my actions,</p>	<p>Coercion.</p> <p>Coercion occurs when one person makes or tries to make another person do something which that person doesn't want to</p>

<p>be confusing. I have a right to say NO to unwanted touching.</p>		<p>warning signal I need to say NO, if I can, GO, if I can and always TELL someone.</p>		<p>things which are not OK. I should always tell if I am bribed or threatened.</p>	<p>behaviour and relationships. I have a wide range of choices, and I have choices about the way I want to be as a girl or a boy.</p>	<p>do. Coercion can involve guilt, threats, force and bribes. It can be hard to say NO and GO from coercion but I should always talk to someone about it or TELL an adult if I need help.</p>
	<p>Caring for others.</p> <p>Everyone needs to be touched in a caring way. Children can show care to others.</p>	<p>Unwanted touch – saying NO</p> <p>It's my body. Others need permission to touch me. If touching gives me a warning signal, makes me uncomfortable or hurts me, I have the right to say NO, to GO and to TELL.</p>	<p>Trust.</p> <p>Trust is developed in relationships. I trust others to care for me, to help keep me safe and to act in an OK and fair way towards me. Trust can be broken.</p>		<p>Personal rights.</p> <p>My rights include the right to be safe, to be cared for, to have my body, thoughts and feelings respected and to be treated fairly. These rights can be met for different children in a range of ways.</p> <p>Rights and responsibilities.</p> <p>I know my rights. I am responsible for respecting the rights of others. All adults have a</p>	<p>Harassment.</p> <p>Harassment is any act that is not wanted and offends or humiliates a person. It is usually directed at a person who is considered different in some way. Harassment is not acceptable behaviour in the school or community.</p>
			<p>Rights and responsibilities</p>			

			<p>ties.</p> <p>I know my rights. I have a right to be safe, to have my body, thoughts and feelings respected and to be treated fairly. When I have rights I also have responsibilities.</p>		<p>responsibility to protect children from harm and abuse.</p>	
--	--	--	---	--	--	--

THEME 3: PROTECTIVE STRATEGIES

KINDER	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Safety strategies</p> <p>NO GO TELL</p> <p>Safety rules can help to keep me safe. If I am in an unsafe situation I need to say NO and to GO if I can and to tell someone about it.</p> <p>Networks.</p> <p>Having a number of adults for my network is very important. I can use my network for help and support.</p>	<p>Safety rules.</p> <p>Rules can help keep me safe. It's hard to have rules for everything but feelings and body indicators can help me decide if I am safe or unsafe.</p>	<p>Happy and unhappy secrets.</p> <p>Some secrets should not be kept. There are many people I can tell if I have an unhappy secret. Someone will help me. Even if it is a secret problem I should always find someone I can tell.</p>	<p>Safety strategies:</p> <p>NO GO TELL</p> <p>It is important to follow safety rules but I also need some strategies to use if I am unsafe. If I feel threatened or unsafe I should say NO if I can, GO if I can and TELL a trusted adult.</p>	<p>Secrets.</p> <p>I feel happy and excited when I keep some secrets. If I have a secret which causes me to feel unhappy or unsafe it should not be kept.</p>	<p>NO GO TELL</p> <p>NO GO TELL are safety strategies I can use in any unsafe or threatening situation. It can be difficult to use these strategies. If I can't say NO or GO from a difficult situation I can always TELL someone about it, even if it is later.</p>	<p>Talking about it.</p> <p>It is important to TELL a trusted adult about situations of harm or abuse. Adults are in a position to provide protection. Talking to a friend can be helpful in gaining relief, support and advice.</p>
<p>Standing strong-saying NO</p> <p>When I say NO I need to use my body and say NO</p>	<p>Networks.</p> <p>Having a support network of adults I can trust is very important. I</p>	<p>Telling.</p> <p>It is important that I tell a trusted adult if I am feeling</p>	<p>Networks.</p> <p>My network is a group of adults that I know, see regularly and trust. I can</p>	<p>Skills for telling.</p> <p>TELLING a trusted adult about abuse can be difficult.</p>	<p>Networks.</p> <p>My child protection network is a group of about five adults whom</p>	<p>Using personal networks.</p> <p>I have a personal network</p>

<p>in a strong way.</p> <p>Prepared to GO.</p> <p>Before I GO I need to decide where I will GO to.</p>	<p>can go to my network to talk about warning signals, uncomfortable feelings or unhappy secrets. My network is there for help and support.</p>	<p>mixed up, uncomfortable or unsafe or if I have an unhappy secret.</p>	<p>go to these people for help and support. They can help to protect me from harm or abuse. The members of my network may change (over time).</p>	<p>Having support from a friend and using good communication skills can help you to TELL.</p>	<p>I trust and could TELL if I am unsafe, threatened or abused. My network can change.</p>	<p>of trusted adults and supportive friends. If I feel unsafe or threatened I can choose people from this network to go to for support or advice, or to help me be safe.</p>
<p>Happy and unhappy secrets.</p> <p>Most secrets are happy secrets. If a secret is unhappy it can be hard to talk about it. However it is important to tell an adult you trust about an unhappy secret.</p>	<p>Saying NO.</p> <p>Saying NO can be hard sometimes. When I can say NO I need to say it in a strong, clear way. Using body language can help make my message clearer.</p>	<p>Persistence.</p> <p>Telling can be hard. Sometimes when I TELL people they don't listen or act. I have to be persistent if I'm feeling hurt or unsafe.</p>	<p>Feel-think-act</p> <p>Feel-think-act are steps which can help me decide if I am unsafe. If I think I might be unsafe I have to make a decision about my safety.</p> <p>NO GO assertiveness.</p> <p>It can sometimes be difficult to say NO and GO. If I am assertive and use body language it can make my message stronger.</p> <p>NO GO other strategies.</p>	<p>Seeking help.</p> <p>It is important to seek help when you feel unsafe or have been hurt or abused. It is important that you TELL and that you keep on TELLING until you are protected.</p>	<p>Planning for safety.</p> <p>As I grow up I am more responsible for myself, my actions and my behaviour. I am able to make choices about my life. It is smart to plan ahead to be safer.</p> <p>Responding to risk situations.</p> <p>I need to trust my feelings if I feel unsafe or at risk in a situation. NO GO TELL strategies can help me. There are other specific strategies that I can use to be safer if I am in a risk</p>	<p>Community support.</p> <p>There are people in my school community and the larger community who I can go to for help or protection if I am bullied, harassed, abused or feeling confused about a personal issue.</p>
<p>Telling-persistence</p> <p>TELLING can be hard. Sometimes people don't listen. I have to keep telling until someone listens if I'm feeling</p>	<p>Assertiveness.</p> <p>Being assertive can help me when I have warning signals or feel unsafe.</p> <p>Prepared to</p>	<p>My strategies.</p> <p>There are strategies I can use to help me when I have a NO feeling or am unsafe.</p>	<p>NO GO other strategies.</p>	<p>My strategies</p> <p>I can use a range of strategies to help protect myself if I feel unsafe or have been</p>	<p>My strategies</p> <p>I can use a variety of strategies to help protect myself from harm,</p>	<p>My strategies</p>

<p>unsafe or having warning signals.</p> <p>My strategies.</p> <p>I can use the NO GO TELL strategies to help me when I have a NO feeling or am unsafe.</p>	<p>GO</p> <p>It is not always possible to GO but if I can I have to think about how and where to GO.</p> <p>Revise:</p> <p>NO GO TELL</p>	<p>Revise:</p> <p>NO GO TELL.</p>	<p>It can be difficult to say NO. I can use other strategies to help me be safe.</p>	<p>harmed or abused.</p> <p>NO GO TELL</p>	<p>situation.</p>	<p>risk, harassment and abuse. I also have strategies for accessing support from my network of friends and trusted adults and from people in my community.</p> <p>NO GO TELL</p>
--	---	--	--	---	-------------------	---