



KINGSWAY
CHRISTIAN COLLEGE

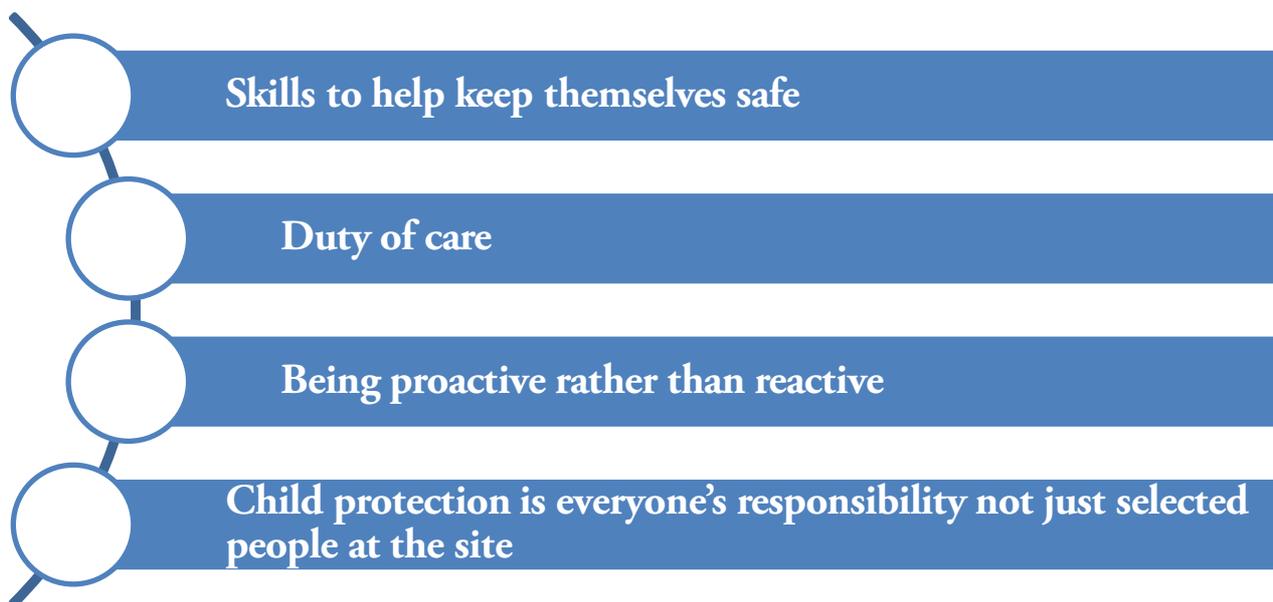
PROTECTIVE BEHAVIOURS CURRICULUM



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WHY DO WE TEACH CHILDREN ABOUT CHILD PROTECTION AND WHO IS RESPONSIBLE?



As part of the Registration Standards for Non-Government Schools – Standard 12 (Western Australia), schools are required to provide the following:

- (d) delivery to all students of a developmentally appropriate protective behaviours curriculum, developed by experts in child abuse prevention, and covering what the boundaries are between appropriate and inappropriate interactions and when, how and who to tell when a boundary is crossed; and
- (f) provision of information to parents and guardians about the protective behaviours curriculum, the Staff Code of Conduct, the student code of conduct and when, how and whom to tell when they have concerns about grooming, child abuse or other behaviour which is not permitted by either code.

Kingsway Christian College is committed to providing a child-safe environment which safeguards all students and is committed to promoting practices which provide for the safety, wellbeing and welfare of our children and young people. Kingsway Christian College expects all school community members including staff, volunteers, students, visitors and contractors to share this commitment.

The Keeping Safe : Child Protection Curriculum is set within the context of the School Curriculum and Standards Authority, the Early Years Learning Framework, the National Safe Schools Framework and the Australian Curriculum. The Kingsway Christian College Protective Behaviours Curriculum is established on this framework.

KEEPING SAFE : CHILD PROTECTION CURRICULUM OVERVIEW

| | Early Years Kindy – Year 2 | Primary Years: Years 3 – 5 | Middle Years: Years 6 – 9 | Senior Years: Years 11 - 12 |
|---|--|---|---|---|
| FOCUS AREA 1: The right to be safe | <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. Power in relationship 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 5. |
| FOCUS AREA 3 Recognising and reporting abuse | <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 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 |

PRIMARY PROTECTIVE BEHAVIOURS CURRICULUM

The Protective Behaviours curriculum at Kingsway has been in place for quite a few years and has been reviewed and updated. There are a few different resources being used in the implementation of the programme - the *Keeping Safe curriculum*, the *Protective Behaviours WA resources*, *Daniel Morcombe Foundation* resources and the *PATHs programme*. The staff select appropriate topics and resources from these programmes to deliver our Protective Behaviours curriculum.

In addition to this curriculum, the students enjoy an incursion with Constable Care in Term 4, as in previous years. The lower year levels experience puppets, music and a colourful set addressing the topic of *protective behaviours*, while the upper year levels' topic will cover *online protective behaviours*.

The existing curriculum for K-2 is outlined below:

KINDY

| Focus | Topics/Activities |
|---|---|
| Focus Area 1: The right to be safe | <ul style="list-style-type: none"> • Use mirrors and act out feelings. • Discuss facial expressions and body language. • Keeping safe: Feeling scared, discuss • All feelings are valid. Feelings are not good or bad. Feelings are reactions. • Book: How do you Feel? • Keeping safe: feeling sad, feeling happy story • Keeping safe: Story Angry, discuss • Discuss safe and unsafe feelings. • Introduce stop sign for uncomfortable feelings. Green go signs for safe feelings. "Stop I don't like it for uncomfortable feelings." • Role play safe behaviour - Crossing the road, carrying scissors, Getting into a car • Discuss safety rules – Discuss safe ways to behave in a shopping centre and safe ways to ride a bike. • Discuss what if someone wasn't sure if it was safe. What can they do? • Being in the dark, Being left outside, Being at a playground without an adult, Seeing a snake • Our body has signals as well. Pulse, Heart, breathing. • Story Jelly legs. • Jelly shaped person which the children finger paint with red, yellow or green • Discuss what an emergency is • What are warning signals? Ambulance flashing lights. Smoke alarm Sirens. |
| Focus Area 2: Relationships | <ul style="list-style-type: none"> • Networks at school and home • Relationship Circle • Developing trusted networks |
| Focus Area 3: | <ul style="list-style-type: none"> • Personal privacy: Going to the toilet. |

| Focus | Topics/Activities |
|--|---|
| Recognising and reporting abuse | <ul style="list-style-type: none"> • Personal privacy: Getting changed. • Safe and unsafe touching • Safe and unsafe secrets |
| Focus Area 4: Protective Strategies | <ul style="list-style-type: none"> • Problem solving strategies • Assertiveness • Resilience • Persistence |

PRE-PRIMARY

| Focus | Topic/Activities |
|--|---|
| Focus Area 1: The right to be safe | <ul style="list-style-type: none"> • We All Have Feelings • Feeling Happy • Feeling Sad • Characters' feelings • Different feelings • Strategies to identify feelings • Miming feelings • Introducing warning signs • Signs • Warning signs • How do we make it safe? • Stories about being safe • Identifying a safe place • Risk-taking and Emergencies • Defining unsafe • Unsafe situations • Defining an emergency • Personal emergency |
| Focus Area 2: Relationships | <ul style="list-style-type: none"> • Exploring the meaning of trust • Developing a personal network • People I don't know who might help • Understanding bullying • Dealing with bullying behaviour • Fair and Unfair |
| Focus Area 3: Recognising and reporting abuse | <ul style="list-style-type: none"> • Body Awareness • Personal Space • Names for Parts of the Body • Meaning of private • Our whole body is private • Touching that is 'ok' • Defining secrets • Recognising unsafe secrets • Tricks and trust • Cybersafety |
| Focus Area 4: Protective Strategies | <ul style="list-style-type: none"> • Problem-Solving Strategies with emphasis on telling • Remembering personal details • Revisiting trusted networks • Saying No |

| Focus | Topics/Activities |
|---|---|
| <p>Focus Area 1: The right to be safe</p> | <ul style="list-style-type: none"> • Discuss: What are feelings? Why do we have them? Are they helpful? Do we need self-control with some feelings? • When I'm Feeling.... Book series by Trace Marone (Kind, loved, happy) • Discuss youtube clips/story and brainstorm other positive feelings (happy, thoughtful, calm, excited, pleased, encouraged, curious, joyful, brave, proud, persistent, peaceful, patient) • 'Students share when they felt each feeling and why. What do we do if we aren't sure what a person is feeling? • As per Week 1 but looking at negative feelings (anger, frustration, embarrassed, annoyance, shy, disappointed, lonely, proud, impatient, worried/anxious, stubborn) • I feel Angry Story "When I'm Feeling..." Book series by Trace Marone (angry, scared) • Discuss what we do when we feel negative feelings – It's ok to have negative feelings but it's not healthy to stay in them or sin because of them. <p>How would you feel? Similarities and Differences</p> <ul style="list-style-type: none"> • Smartboard Pics: Display pictures. Ask Students to write on the board how they would feel. When children share negative feelings ask, "What could you do to change that situation?" • How Do You Feel? (colour the face to show how you feel – discuss with a small group to see how they would feel and why) • Choose a feeling. Draw with permanent marker onto A3 white card (leaving space at the top for 'hair'). Use mirrors to look at self and include as many details as possible. <p>Self control, Turtle, Traffic lights, Solutions Circles</p> <ul style="list-style-type: none"> • Read selected stories from PATHS to illustrate each point. Discuss. Go for walk around school to see where Solution Circles and Friendship benches are. Role play in each area. • Workbook: It's Your Choice <p>Sometimes I feel lots of feelings at the same time</p> <ul style="list-style-type: none"> • Brainstorm feelings discussed from previous terms. Include: situations that these feelings arise, show that feeling on your face. • Read story from this week's Bible lesson. What might the characters have been feeling? Could they have been feeling more than 1 feeling at a time? When have you felt more than 1 feeling at a time? |

| Focus | Topics/Activities |
|--|---|
| | <ul style="list-style-type: none"> • Read "Jelly Legs." Discuss. • Workbook: Demonstrate and complete Body Signals page • Make 3 layered jelly. • Discuss the children in Jelly Legs at the slide and the tunnel – We should never do something that makes us feel unsafe even if our friends enjoy that activity or want us to do it. |
| Focus Area 2: Relationships | <ul style="list-style-type: none"> • What do you do if you feel unsafe at Church, the shops, at home, visiting friends? • Trust and Networks • Trust Tree • School Network • Youtube Stories Read Aloud • Being Bullied • The Recess Queen • Howard B Wigglebottom Learns About Bullying • Discuss each story: feelings and behaviour related to bullying and being bullied, what to do to be safe again • Bystander Bullies • Read Book: Jungle Bullies |
| Focus Area 3: Recognising and reporting abuse | I Can Think Of Ways To Stay Safe – Safe Touch, Tricky People <ul style="list-style-type: none"> • Present a variety of situations where someone might not feel safe (alone in a shop, being asked to go on a rollercoaster, being tickled or pushed over, inappropriate touch, etc), include 'Tricky People' (People who try to trick us into unsafe situations) and discuss: • What can we do to feel safe? (We all have a right to feel safe) • What if something scary or embarrassing has happened? (There's nothing too awful that we can't tell someone we trust) • We don't give up speaking up until we have been helped • Brainstorm other safety strategies • Read "Little Red Riding Hood" special version and discuss. |
| Focus Area 4: Protective Strategies | <ul style="list-style-type: none"> • Strategies for Keeping Safe • Remembering personal details • Revisiting trusted networks • Problem-solving scenarios • Choosing strategies for staying safe • Persistence |

| Focus | Activities |
|---|---|
| <p>Focus Area 1: The right to be safe</p> | <ul style="list-style-type: none"> • Children to understand why it is important to understand emotions and how it can impact on others' feelings. • How we can feel safe with our own feelings? • How we can make it safe for others when we can identify how we are feeling and share in a non-confrontational manner. • Read Text: "<i>When I'm Feeling Happy</i>". (Trace Moroney) • Show "Emotions"; chart. Students identify and describe emotions. • Read Text: "<i>When I'm Feeling Sad</i>". (Trace Moroney) • Review "Emotions" chart. Show pictures/ drawings/ cards of feelings. Brainstorm what they represent. • Discuss "sad" feelings at home, school and in the community; things that may onset this feeling. • Read Text: "<i>When I'm Feeling Angry</i>". (Trace Moroney) • Read Text: "<i>When I'm Feeling Scared</i>". (Trace Moroney) • Talk about things that people fear (real fears e.g the dark versus imaginary fears (fear of monsters). <p><u>"Being Safe/ Warning signs"</u></p> <ul style="list-style-type: none"> • Read and discuss text: "<i>Jelly Legs</i>". (Colin Varney) • Discuss where and when the characters feel safe and unsafe, how they feel, and the actions that are associated with the feeling of safety. • <u>Examine the following:</u> When we feel relaxed, comfortable and have a sense of well-being, we are generally feeling safe. When we are feeling frightened, worried, confused and tense, we are feeling unsafe. • Children create a shared meaning for the word safe. They identify feelings that they associate with safety, and reflect upon and discuss places where they are safe, people they are safe with, things they do when they are feeling safe, and devices and protective devices that are used in our community to keep us safe. • Students discuss some "safe/ unsafe" feelings they experience each day and warning signs of "safe" and "unsafe" behaviours; and body signals. • "These are my body signals." Children identify and record some body messages <p>Discuss how some rules can be broken in personal emergencies We can:-</p> <ul style="list-style-type: none"> • tell a secret • do "dobbing" • get someone into trouble. • What are some personal emergencies one might experience? |

| Focus | Activities |
|---|--|
| | <ul style="list-style-type: none"> • What rules can we break then? • Other possible actions • Practise and rehearse how to make a triple- zero call. • Identifying situations that need the help of emergency services. |
| <p>Focus Area 2: Relationships</p> | <ul style="list-style-type: none"> • Use and abuse of power • To demonstrate the language of safety model the use of non-blaming statements in everyday situations See following examples. • Encourage children to use “I feel...” or “I am...” • <u>Bullying</u> Read Book: Willy the wimp by Anthony Browne. Use words fair and unfair to describe the bullying and behavior associated with use and abuse of power. Children brainstorm what a person who bullies does to hurt another person as a class • <u>Dealing with bullying: See Appendix 4 Anti-bullying: whole site strategies.</u> Children sit in a circle and state what they think would be the best actions for someone to take to stop someone bullying. Use a similar grid as below to capture the responses. Discuss school's policy on bullying. • <u>Discuss fair and unfair situations.</u> Use Fair and Unfair Activity Cards. • <u>Introducing the concept of power.</u> • Tell children that sometimes when someone is unfair it is called “having power over another person”. Link to above activity. Discussion • Explore the meaning of trust. • Read Book: Finders Keepers for Franklin or Franklin Fibs. <p><u>Introduce - We can help ourselves to be safe by talking to people we trust.</u></p> <ul style="list-style-type: none"> • Who are some people that might be trusted? parents/ caregivers; teachers; doctor; police officer; relatives; friends. • What qualities might they have? Good listener; helpful; kind; does things to help; takes care of children; keeps them safe. • Who are some people we do not know who may be able to help keep us safe? Eg lost in a shopping centre- shop assistant, police, security officer, information centre. These people can be identified by a name badge, a uniform or an identity card. • <u>Developing a personal network-</u>Model how trusting relationships can change. Class brainstorms the different people that could be on a network (eg people with whom they feel close, whom they consider to be important, who are their |

| Focus | Activities |
|---|---|
| | <p>friends, and who will listen to them, believe them and will do something to help them feel safe again.)</p> <ul style="list-style-type: none"> • Practise and rehearse how to make a triple- zero call. • Identifying situations that need the help of emergency services. |
| <p>Focus Area 3: Recognising and reporting abuse</p> | <ul style="list-style-type: none"> • Introduce Relationships Circle and make links to Touching in relationships circle • <u>Ask</u> “How do we demonstrate these relationships?” Different discriminators include a handshake, hugs, a kiss, a cuddle and a wave. What if we don’t want a cuddle, a tickle, a hug or a kiss from someone in the ‘close to me circle’? - responses possible: tell the person, ask someone else to tell the person. <p>Online Safety.</p> <ul style="list-style-type: none"> • Discuss with children some rules for internet use. Use poster on CyberRules. <p><u>Rules may include:</u></p> <ol style="list-style-type: none"> 1. Protect private information- names, addresses, phone numbers, photos. 1. Be safe; know the risks- things you may see; people you may contact; things you may be encouraged to try. 2. Get help- Have an adult nearby if you feel scared or worried. 3. Use good manner online- Do not bully others and tell if someone tries to bully you. 4. Think carefully- Before taking action on the internet. |
| <p>Focus Area 4: Protective Strategies</p> | <ul style="list-style-type: none"> • Strategies for keeping safe • Review of personal details, trusted networks • Problem-solving different scenarios • Practicing and roleplaying assertive communication and saying ‘no’ • Persistence |

| Focus | Activities |
|---|---|
| <p>Focus Area 1: The right to be safe</p> | <ul style="list-style-type: none"> • Resilience • FEELINGS – We all have the right to feel safe • Coping • Problem-solving and relationships • Definition of safety. • Mind map of Personal Safety • Safety web activity. Ball of twine/wool. Pass around “safety means....” • Discuss Protective vs protection. • Describe early warning signs or ‘body messages’ that someone might have in an unsafe situation. View ‘Inside Out’ • Discuss feelings - Begin discussion of different types of feelings. – Mixed feelings, changing feelings, confused feelings, uncomfortable feelings. • Managing Uncomfortable Feelings (C&C) Role play with ‘Inside Out’ characters. • Start feelings word wall/board • Pose the question, how do we know when we are not safe? Y or X chart – combine knowledge of feelings and body messages. • Relaxation/meditation mindfulness • Use a mind map to explore Scary but fun (rollercoaster) Scary but not fun (injection) Scary, not fun, not safe (being lost) Discussion situations and how to identify if they are safe or unsafe. • Look at school’s emergency procedures • Discuss other possible signs of an emergency/not being safe. Flags, sirens, • Read chicken little and discuss what might have helped the character deal with the emergency better? Discuss personal emergency |
| <p>Focus Area 2: Relationships</p> | <ul style="list-style-type: none"> • RIGHTS and RESPONSIBILITIES – definition • Complete sheet – my rights and responsibilities • Bullying • Discuss ‘bully busters’ and what to do. • Explore and establish the definition of Power. • Power Scenarios • Bulldog, panda, Mouse – in terms of power • Define tricks/bribes/pressure - refer to power |

| Focus | Activities |
|--|--|
| | <ul style="list-style-type: none"> • Theme: WE can help ourselves to be safe by talking to people we trust. • Trust Walk Activity - define trust Relationships Circle/Personal Network Discuss Compliments – Compliment circle..I like the way___ does___> • Discuss identity • Lesson 26 PATHS – We Are All Unique |
| Focus Area 3: Recognising and reporting abuse | <ul style="list-style-type: none"> • Privacy and the body • Recognising abuse – safe and unsafe secrets • Cyber safety – media classifications, television programmes, photos and digital images, magazines |
| Focus Area 4: Protective Strategies | <ul style="list-style-type: none"> • Strategies for keeping safe – helpful and unhelpful thinking and problem solving • Review Network • Persistence |

| Focus | Activities |
|--|--|
| Focus Area 1: The right to be safe | <ul style="list-style-type: none"> • Family Communication • PATHS Kid (Complimenting) • Cooperative Learning Skills • The Golden Rule • Problem Solving and the Golden Rule • Feelings Review • Recognizing and Controlling Anger • Calm or Relaxed, Tense • Learning activities: Focus Area 1 [The Right to Feel Safe] • Explore the Concept of Safety. • Early Warning Signs. • Understanding of different feelings we have • ‘What is safe?’ • Discuss with students the following feelings. Mixed Feelings, Confused Feelings, Changing Feelings, Uncomfortable Feelings. • Risk-taking and emergencies |
| Focus Area 2: Relationships | <ul style="list-style-type: none"> • Understanding rights and responsibilities – in relationships • Identity and relationships – Gender stereotyping, Relationship Circle, unsafe behaviour • Power in Relationships. -Identify the type of power used. Positive or abusive. • Was the power used in a responsible manner or an abusive manner? Tricks and bribes • Trust and Networks |
| Focus Area 3: Recognising and reporting abuse | <ul style="list-style-type: none"> • Privacy and the body • Recognising and reporting Abuse • Cyber safety |
| Focus Area 4: Protective Strategies | <ul style="list-style-type: none"> • Strategies for Keeping Safe – Assertive responses, problem-solving • Network review • Persistence |

| Focus | Activities |
|--|---|
| <p>Focus Area 1: The right to be safe</p> | <ul style="list-style-type: none"> • ALL ABOUT US Discussion and work around similarities and differences Problem Solving 1: Meetings and the Golden Rule to review problem-solving steps; (intro PS meetings into class on an ‘as needed’ basis). Specific- to model the steps of the Problem Solving Poster, and to discuss ways to calm down and handle stress. • Ways to Calm Down To discuss the effects of stress on behaviour; to reinforce the importance of self-control. Specific objectives – To provide skilled practise in one way of calming down; to discuss how our level of stress is related to our method of self-control. • CALM, RELAXED OR TENSE Learning to relate abstract feeling concepts to personal experiences; to introduce additional methods for calming down. Specific Objectives – to review feelings of CALM OR RELAXED OR TENSE; to identify physical signs of feeling tense and relaxed; to learn a muscle relaxation exercise that is helpful in reducing stress and tension; to practise deep belly breathing as a way of calming down. • THE RIGHT TO BE SAFE Everyone has the right to feel safe Early Warning Signs Feelings- <i>a ‘feelings; scale’ before to evaluate our feelings.</i> |
| <p>Focus Area 2: Relationships</p> | <ul style="list-style-type: none"> • Rights and responsibilities • Healthy and unhealthy relationships • Power in relationships • Review of Trust and Networks |
| <p>Focus Area 3: Recognising and reporting abuse</p> | <ul style="list-style-type: none"> • Privacy and the body • Puberty, privacy and appropriate touching • Recognising abuse and what to do • Cyber safety |
| <p>Focus Area 4: Protective Strategies</p> | <ul style="list-style-type: none"> • Discussion and work around similarities and differences Problem Solving 1: Meetings and the Golden Rule to review problem-solving steps; (intro PS meetings into class on an ‘as needed’ basis). |

| Focus | Activities |
|-------|--|
| | <p data-bbox="655 165 1390 241">Specific- to model the steps of the Problem Solving Poster, and to discuss ways to calm down and handle stress.</p> <ul data-bbox="611 264 951 376" style="list-style-type: none"><li data-bbox="611 264 858 293">• Network review<li data-bbox="611 309 951 338">• Local support networks<li data-bbox="611 353 794 383">• Persistence |

| Focus | Activities |
|--|--|
| <p>Focus Area 1: The right to be safe</p> | <ul style="list-style-type: none"> • Problem Solving: The Golden Rule Teach the class the problem solving steps from PATHS guide lesson 3. • Ways to Calm Down • Calm or Relaxed, Tense • Ways to Cope with Stress • Problem Solving • Introduction to Feelings • Introduce the lesson by discussing different words we use for feelings, for example feeling stressed. Feelings Thesaurus I • Introduce the lesson by reviewing intensity of feelings that we feel. Point out intensity of feelings on the feelings scale poster. Feelings Thesaurus II • Review the previous lesson and point out to the Feelings scale • Learning activities – Early Warning Signs. Outcomes: Reviewing the concept of Early Warning Signs, so students recognise physical indicators, signs, unsafe situations and feelings experienced. • Part 1: <i>Blurb: My body has signals, which give me messages. Some signals are warning signals.</i> Ask students: What do signals do? (Signals give us messages.) Discuss the messages given by each of the above signals. • Introduce EARLY WARNING SIGNS: Body signals could include: <i>Bouncy tummy, squirmy tummy, lumpy tummy, warm body, cold-shivery body, sweaty hands, quick breathing, racing heart, frozen heart, smiley face, crying eyes, open eyes, shaky knees.</i> • Part 2: Exploring different types of feelings. <i>Blurb: our feelings about events or people may change and that is okay.</i> • Risk-taking and emergencies • Defining psychological pressure and manipulation |
| <p>Focus Area 2: Relationships</p> | <ul style="list-style-type: none"> • Rights and responsibilities of a child • Rights and responsibilities in close relationships • Healthy and Unhealthy relationships • Power in relationships • Trust and Networks |
| <p>Focus Area 3:</p> | <ul style="list-style-type: none"> • Privacy and the body |

| Focus | Activities |
|--|---|
| Recognising and reporting abuse | <ul style="list-style-type: none"> • Defining public and private • Parts of the body and changes • Discussion relating to domestic and family violence • Bystander intervention |
| Focus Area 4: Protective Strategies | <ul style="list-style-type: none"> • Strategies for keeping safe – problem-solving • Explore resilience and the language of resilience • Network review and community support |

SECONDARY PROTECTIVE BEHAVIOURS CURRICULUM

YEAR 7

| Focus Area | Key Content | Key Activities |
|--|----------------------------|--|
| CHAPTER: MYSELF AND OTHERS | | |
| Focus Area 1: The right to be safe | Developing a sense of self | Exploring self What are my influences Spheres of influence |
| Focus Area 4: Protective strategies | All about you | Forming your own identity Who are my trusted people |

| Focus Area | Key Content | Key Activities |
|--|----------------------|---|
| CHAPTER: VALUES | | |
| Focus Area 3: Recognising and reporting abuse | What are my values | Values statements Reflecting on value |
| | Influences on values | Exploring the influences of community, law and family on our values |
| | Reflecting on values | Watch short clips of Steve Jobs, Severn Sukuzi and Nick Vujicic |

| Focus Area | Key Content | Key Activities |
|---|---|--|
| CHAPTER: RELATING SKILLS | | |
| Focus Area 1: The right to be safe Focus Area 4: Protective strategies | Caring and respectful relationships | Qualities of respectful relationships |
| | Rights and responsibilities | Relating to each other role play |
| | Connecting with people – supportive friendships | Analysing our connections, qualities of friendships |
| | Communication; give and take | Applying communication skills Analysing conflict, finding solutions |

| Focus Area | Key Content | Key Activities |
|---|---|---|
| CHAPTER: BULLYING | | |
| Focus Area 1: The right to be safe Focus Area 2: | Bullying Recognising bullying behaviours | What is bullying behaviour Behaviour wheel of bully tactics Recognising bullying behaviours in others |

| Focus Area | Key Content | Key Activities |
|----------------------|---------------------------------|---|
| Relationships | Recognising bullying behaviours | Recognising bullying behaviours in yourself Recognising situations that trigger bullying behaviour |
| | Appropriate behaviours | Appropriately assertive behaviours |
| | Seeking help | Kids Helpline website analysis Stand up for yourself activity |

| Focus Area | Key Content | Key Activities |
|--|-----------------------------------|--|
| CHAPTER: RESILIENCE | | |
| Focus Area 4: Protective strategies | What is resilience Self-esteem | Where do I belong Positive self-talk, accepting compliments, recognising our strengths |
| | Balanced thinking | Pessimism vs. optimism, breaking the cycle |
| | Coping | What can you do to relax, ways to deal with stress |

| Focus Area | Key Content | Key Activities |
|--|--|---|
| CHAPTER: CHANGING AND GROWING | | |
| Focus Area 3: Recognising and reporting abuse | Puberty – Managing changes associated with puberty | Anatomical names for sexual body parts |
| | Focus Area 4: Protective strategies | Emotional and social changes |
| Seeking help | | Accessing resources surrounding changes associated with adolescence Accessing resources relating to health advice and concerns |

YEAR 8

| Focus Area | Key Content | Key Activities |
|--|-----------------------|--|
| CHAPTER: MENTAL HEALTH | | |
| Focus Area 1: The right to be safe | Being healthy | Dimensions of health Trusted networks |
| Focus Area 4: Protective strategies | What is mental health | What is good mental health Maslow's hierarchy of needs Environmental factors affecting mental health Taking control |

| Focus Area | Key Content | Key Activities |
|--|--|---|
| CHAPTER: CYBER SENSE | | |
| Focus Area 3: Recognising and reporting abuse | Cyberbullying, signs of, tips to avoid | Recognising risks, exploring scenarios, research activity |
| Focus Area 2: Relationships | What to do if you are cyberbullied, seeking help | Watch video on bullying and create role play based on issues raised |
| | Your digital reputation, tips to maintain | Film clip analysis – The Social Network, "Google yourself" activity |
| | Online security, e-security | Explore identity theft, scams, malware How to protect yourself |

| Focus Area | Key Content | Key Activities |
|--|--------------------------|--|
| CHAPTER: PERSONAL SAFETY | | |
| Focus Area 1: The right to be safe | Know your comfort levels | Saying no to friends Saying no to adults When to say no |
| Focus Area 3: Recognising and reporting abuse | What is consent | Asking for permission Consent and the law Researching the laws |
| Focus Area 4: Protective strategies | Safety strategies | Making clear plans Trusting your feelings Being observant Mobile phones and awareness |
| | Make yourself safe | Being assertive Tell a trusted, responsible adult Assessing your safety |

| Focus Area | Key Content | Key Activities |
|------------|------------------|--|
| | | Building a trust network Starting the conversation Peer pressure Aggressive attitudes and behaviours Dealing with pressure |
| | Support networks | Sources of support Adults, government and community organisations |

| Focus Area | Key Content | Key Activities |
|--|--|--|
| CHAPTER: ADVANCED CYBER SENSE | | |
| Focus Area 3: Recognising and reporting abuse | Cyberbullying, signs of, tips to avoid | Recognising risks, exploring scenarios, research activity |
| Focus Area 2: Relationships | Your digital reputation | Film clip analysis – The Social Network, “Google yourself” activity |
| | Sexting, legal issues | Exploring legal ramifications for sender, recipient, distributor etc |
| | Sexual predators, online safety | Grooming Psychological pressure and manipulation Exploring scenarios |
| | Online security, e-security | Explore Identity Theft, Scams, Malware How to protect yourself |

| Focus Area | Key Content | Key Activities |
|--|--|---|
| CHAPTER: SEXUAL HEALTH | | |
| Focus Area 1: The right to be safe | Rights and responsibilities | Responsible sexual conduct, consent |
| Focus Area 3: Recognising and reporting abuse | Being in control | Take control, know the risks, protecting yourself and others Dating violence |
| | Focus Area 4: Protective strategies | Getting help |

| Focus Area | Key Content | Key Activities |
|---|---------------------------------------|--|
| CHAPTER: ABOUT ALCOHOL | | |
| Focus Area 1: The right to be safe | Overview, what is alcohol, effects of | Decision making, assessing the risks, why do you drink |
| | How much do I know about alcohol | Immediate effects, long term effects |
| | Alcohol consumption | Safe levels, binge drinking, alcohol and the law, community impact |
| | The pressures surrounding alcohol | Harms caused at every level of society, who can help |

| Focus Area | Key Content | Key Activities |
|------------|-------------|----------------|
| | | |

| Focus Area | Key Content | Key Activities |
|---|-----------------|---|
| CHAPTER: PARTY SAFE | | |
| Focus Area 1: The right to be safe | Minimising risk | Staying safe, planning for fun |
| | Party safe | Playing it safe, planning a party, impact of drugs/alcohol at parties |
| | Peer pressure | Scenarios and situations |

YEAR 10, 11 & 12

| Focus Area | Key Content | Key Activities |
|---|------------------------------------|--|
| CHAPTER: ADVANCED PERSONAL SAFETY | | |
| Focus Area 1: The right to be safe Focus Area 2: Relationships Focus Area 4: Protective strategies | Protective behaviours | Taking responsibility Strategies and actions to keep safe Minimising harm – thinking ahead |
| | Know your comfort levels | Saying no to adults, strategies for saying no Your right to be and feel safe Activity: threats to your safety |
| | Rights and responsibilities | What is consent Consent and respect in relationships Resisting the social pressure Legal consent |
| | Signs of an unhealthy relationship | Warning signs Knowing when it is time to end a relationship |
| | Strategies for improving safety | Planning ahead Trusting your feelings – body signals Safety in public places Daniel Morcombe story Being observant and being assertive Reporting abuse – getting help |
| | Support networks | Sources of support Adults, government and community organisations |

| Focus Area | Key Content | Key Activities |
|---|----------------------------------|--|
| CHAPTER: DRUG EDUCATION | | |
| Focus Area 1: The right to be safe | Introduction | Legal vs Illegal drugs, recreational drugs |
| | Types of drugs and their effects | Classifying drugs, consequences of use |
| | Mental health | Understanding mental health and drugs |
| | Party drugs: Use and abuse | Rick taking behaviours Video |

| Focus Area | Key Content | Key Activities |
|--|--|---|
| CHAPTER: ADVANCED SEXUAL HEALTH | | |
| Focus Area 1: The right to be safe | Sexuality; rights and responsibilities | Know your rights, what are your responsibilities |
| Focus Area 2: Relationships | Sexual harassment and assault | Exploring sexual harassment, victim blaming, where to get support |
| | Being in control | Responsible sexual conduct, consent |
| Focus Area 3: Recognising and reporting abuse | Communication styles | Assertive, aggressive, passive, passive aggressive |
| | Getting help | Accessing health services and information |
| Focus Area 4: Protective strategies | | |

In addition, workshops are held with senior students while on camp, or during pastoral support time, on:

- Respect in relationships – what to expect, what’s not acceptable from your partner. Where to find help if problems arise.
- Sexting – what it is, what the long term repercussions of it are and what the legal issues are behind it are.
- Clickview: “One Click from Disaster”
- What to do if someone asks you for a photograph of yourself
- Digital Footprint – what you put online stays online