

Keeping Safe: Child Protection Curriculum

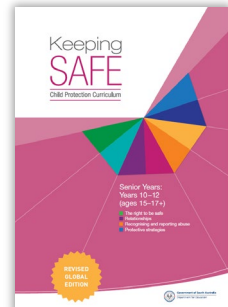


Parent and carer fact sheet | Senior Years: Ages 15-17+

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 17+. Teachers who deliver the curriculum complete training in its use. The KS:CPC fits primarily within health and wellbeing but can be taught across multiple learning areas.



Why is child protection important?

Protecting the safety and wellbeing of children and young people is a fundamental responsibility that cannot be compromised by other considerations.

All children and young people have a right to:

- be treated with respect and to be protected from harm
- be asked to express their views and wishes about matters affecting their lives and to have those views appropriately considered by adults
- 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 staff in their education or care environment whose role includes being an advocate for their safety and wellbeing.

What is included?

The KS:CPC is divided into four Focus Areas each covering a number of topics. For Years 10-12 (Ages 15-17+) these are:

1. The right to be safe ▪ Risk-taking & emergencies ▪ Psychological pressure & manipulation	2. Relationships ▪ Rights & responsibilities ▪ Identity & relationships ▪ Power in relationships ▪ Trust & networks
3. Recognising and reporting abuse ▪ Privacy & the body ▪ Recognising abuse ▪ Cyber safety ▪ Domestic & family violence	4. Protective strategies ▪ Strategies for keeping safe ▪ Network review & community support

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.



Supporting your child | Senior Years: Ages 15-17+

Focus Area 1: Right to be safe

Support your child to:

- understand their warning signs when they feel unsafe or scared, eg butterflies in stomach, heart beating fast, shivering, sweating, feeling sick, can't move
- recognise risky or unsafe situations in a range of contexts and know how to respond appropriately, eg getting into a car when someone has been drinking or taking drugs, sending sexual photos to someone using a mobile phone
- maintain a positive wellbeing, eg managing stressful situations through relaxation, listening to music, exercising, sports
- recognise and appropriately respond to psychological pressure and manipulation such as online scams.

Focus Area 2: Relationships

Support your child to:

- understand that all children and young people have rights
- know what their rights and responsibilities are, including at home, school and work and within intimate relationships
- understand the law of sexual consent and what it means, ie consensual; without pressure, manipulation or coercion; understand what they are consenting to (mental and physical capacity, not confused by drugs or alcohol)
- know the difference between healthy and unhealthy relationships and strategies to keep safe
- understand that personal power can be used positively and negatively. Reinforce that some people who use their power negatively (such as people who abuse children), know that it is wrong
- know what discrimination is in a variety of contexts and how to safely challenge it. Discrimination is a violation of human rights and is against the law
- how to recognise sexual harassment and what to do if they or someone they know are being sexually harassed
- identify trusted people at home, in the family, at school and in the community. Include a support service such as Kids Helpline
- identify people that can help when they are away from home or their community, eg police officer, bus driver, shop keeper
- be aware of support services that are available online, over the phone and face-to-face.

Focus Area 3: Recognising and reporting abuse

Support your child to:

- understand the concept of privacy and know that their whole body is private – no one has the right to touch them
- use correct terminology when referring to sexual body parts. This is important if seeking help and reporting abuse
- identify strategies for managing youth related health and wellbeing issues and how to make safe and informed choices, eg body image, sexual health, starting work, parties, drugs and alcohol, driving
- recognise different forms of abuse (physical, emotional, sexual, neglect) and what to do if they or someone they know is being abused, eg physical harm, grooming, administration of drugs and/or alcohol, exposure to domestic and family violence, exposure to pornography or sexual acts, being manipulated or forced to engage in sexual activity, being intimidated or isolated, and not having their basic needs met
- use technology such as the internet, mobile phones and computers in a safe, responsible and ethical way
- know how to stay safe online and maintain a positive digital reputation.
- understand that sexting and online abuse is against the law.

Focus Area 4: Protective strategies

Support your child to:

- practise solving problems in a range of situations, eg they get off the bus at the wrong stop and can't find their way home, a friend's parent makes sexual suggestions, someone offers to drive them home from a party
- be assertive especially in difficult situations, eg stay calm, be strong and clear, say 'No' or 'Stop' firmly and '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
- be aware of support services available in the community and how to access them
- be persistent, especially when seeking help (to keep asking for help until a trusted adult helps them).