


C Safety Day – Vermont Primary



VERMONT
PRIMARY
SCHOOL
Learning For Our Future

VPS Child Safety Day aims to promote and educate the students about personal safety and awareness by empowering them to recognise, react and report. Children have the right to be safe and protected, including at school.

The curriculum has been developed by the Engagement and Wellbeing Professional Learning Team using the Daniel Morcombe Child Safety Curriculum and the Respectful Relationships Department of Education resources. Through a series of lessons, the students will learn how to recognise, react and report when they are unsafe or find themselves in situations that can have a significant detrimental effect on their physical, psychological or emotional wellbeing.

The curriculum aligns with the Victorian Curriculum of Health and Physical Education, Personal and Social Capabilities and the Child Safety Standards. We encourage you to talk to your child about what they are learning in class. The following table outlines the content that will be delivered followed by an explanation of how it is discussed with the students.

Year 3	Year 4	Year 5	Year 6
I can work with others to define safety.	I can work with others to define safety.	I can explain and provide relevant examples for <i>safe</i> and <i>unsafe</i> .	I can define and give examples of violence including physical, verbal, psychological and sexual in face to face and digital environments.
I can develop situational awareness by identifying environmental clues.	I can develop situational awareness by identifying environmental clues.	I can explain how risk affects personal safety and the safety of others and justify application of safe practises.	I can identify the emotional effects that violence can have for victims, observers, perpetrators and those closely connected to them.
I can explain appropriate and inappropriate touching of others.	I can explain appropriate and inappropriate touching of private parts.	I can provide examples to explain how risk-taking behaviour impacts on the safety of myself or others.	I can compare behaviours and actions I value in respectful friendships and explore these standards between genders.
I can identify different ways to respond to an unsafe situation.	I can explain the rules about private body parts.	I can compare thrill versus risk.	I can list behaviours that are considered sexual harassment and sexual assault and am aware there are laws relating.
I can apply my decision-making steps to a range of safety situations.	I can identify a range of strategies that will help me lead to a safe outcome.	I can identify the relationship between rules, laws and safety and how they play a role in keeping me safe.	
I can identify a problem, the action I would take, the result that may occur and the decision that will be the safest option.		I am aware of the Convention of the Right	



I understand rules keep me safe.		of the Child. I can explain the rules about private body parts.	I can explain the rules about private body parts.
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The Content

Adults are ultimately responsible for keeping children safe, however, there is evidence that safety education can result in important learning with lasting positive benefits for students. Learning about safety can help students become more confident to take steps to avoid unsafe situations and tell someone if they are in situations that are unsafe.

Recognise: These lessons focus on students being alert to clues in their environment (e.g. sound clues like alarms, visual clues such as hazard signs or smell clues such as smoke) and to body clues (e.g. goose bumps or racing pulse) which may help alert them to unsafe situations. Students will learn about children’s rights and their right to be treated fairly. They will learn about the importance of rules and that these exist to keep them safe. Learning rules about private body parts is also included to develop understanding about inappropriate touching.

Sadly, there is evidence that children as young as Foundation-age are exposed to this sort of harm, and in the majority of cases, by someone they know. Students will use anatomical language for private body parts in lessons to remove the shame and embarrassment often associated with discussing genitalia. Using anatomical language (e.g. penis, vagina) can improve the confidence of children to report inappropriate touching and removes any confusion that nicknames can cause.

React: This part of the curriculum focuses on students developing strategies for responding to unsafe situations. They will have opportunities to problem solve real life scenarios and think about different ‘react’ options. They will also learn that breaking rules may be necessary in order to become safe (e.g. crossing the road to escape a dog at large, saying “No” to an adult who is using inappropriate touch, breaking a window to escape a fire).

Report: A significant message of the curriculum is about reporting unsafe situations to an adult. Students are actively encouraged to become safe as quickly as possible if they can, and are reminded that it is necessary to report ‘unsafe’ incidents to an adult. This includes unsafe phone and online incidents (e.g. accessing rude or offensive materials online). Students nominate adult ‘safety helpers’ who they think will be prepared to listen to them and to give them the help they need. Students will identify a variety of adults including family and friends from inside and outside of their homes. They will be encouraged to let their safety helpers know they are nominated so that they are prepared to listen when approached by the student. Students are also taught to persevere until they get the help they need.



Talking with children about safety

Parents have an important role in reinforcing the messages being delivered in the curriculum. As a result of participating in the lessons, it is possible that your child will want to discuss safety issues or ask questions about safety. The following tips may assist you to talk with your child.

1. Ask your child what they have learnt about safety
 - a. Asking what your child has been learning is a good way to start talking about safety and will help you gauge their current understanding. The table above lists what is being discussed in each year level and will help prompt additional discussion at home.
 - b. Finding out what your child knows about safety helps you to build on that knowledge. Encourage regular discussions with your child about these safety messages. This shows your child that you are interested and comfortable talking with them about safety and gives them opportunities to raise concerns.
 - c. Another way to discuss safety with your child is to use 'teachable moments'.
2. Teachable moments
 - a. Often opportunities or 'teachable moments' arise in our daily lives that can be used to start a discussion or are useful for considering recognise, react and report strategies. For example:
 - i. a television show about surf lifesavers could lead to a discussion about water safety
 - ii. using a zebra crossing could lead to a conversation about how to safely cross the road
 - iii. planning what your child should do if you are late collecting them from the pick up zone
 - iv. giving advice on how to answer the phone or front door.
 - b. By talking about safety in everyday situations, you will help your child to build knowledge and develop skills to recognise, react and report if they are in an unsafe situation.
3. Discuss 'What ifs...'
 - a. Whilst you cannot predict when your child may find themselves in an unsafe situation, speaking with them about what they could do in a variety of situations can help them to be prepared. Using 'What if...' questions for a range of safety situations is useful. For example, 'What if...'
 - i. there was a fire in the house?
 - ii. they get lost at the local shopping centre?
 - iii. they access or get shown rude pictures online?
 - iv. an adult asks them to help search for a lost dog?
 - b. Answering questions

Parents may find it useful to familiarise themselves with the websites and stories the teachers will be using during the safety lessons. These resources are listed in this parent guide. A selection of other safety resources have also been listed that may help you to discuss and answer questions about a wide range of safety topics including: beach, fire and online safety as well as private body parts rules.



If you are uncomfortable talking about a topic, be honest with your child and tell them that even though you may feel embarrassed, you are willing to talk about the topic because it is important. And remember, parents don't have to know all the answers. If you are unsure of the answer to a question, be honest and then find out together. What is most important is that your child knows they can approach you if they have a question about safety, now and in the future.

Keeping children safe

When children are taught to recognise, react and report unsafe situations they may report a range of unsafe situations including dangers in the community, online or to their personal safety. Occasionally, this may include reports of harm by another person. Advice about disclosures and where to get assistance can be found at:

<http://www.dhs.vic.gov.au/for-individuals/children,-families-and-young-people/child-protection/about-child-abuse>

Parents are advised to contact the Department of Health and Human Services, **East Division Intake - 1300 360 391** if a disclosure of abuse to your child or a child you know is made. Contact numbers for other Divisions in Victoria can be found here:

<http://www.dhs.vic.gov.au/for-individuals/children,-families-and-young-people/child-protection/child-protection-contacts>

Resources

Resources that will be used in the classroom

The following children's story books and websites will be used by teachers to teach key safety messages. You may find these useful to read with your child to reinforce the messages taught in class. Please note, where a book is unavailable, a teacher may substitute another book to teach the key safety message. *(The resources listed were current at the time of publication).*

Books

Foundation

- Bagnall, A. (2003). *Lost at the Show*. Learning Media, NZ. (ISBN: 0478275609)

Year 1

- Edwards, R. (2005). *Little Monkey's One Safe Place*. Frances Lincoln Limited, UK. (ISBN: 9781845075798)

Year 2

- Laws, C. and Moore, A. (2006). *Brave Knight*. The Protective Behaviours Consultancy Group of NSW Inc, NSW. (ISBN: 9780957992641)

Other Books not used by teachers that maybe helpful

<http://www.danielmorcombe.com.au/>



<http://www.education.vic.gov.au/about/programs>

- Bueti, A 2012, The Quest for Courage. SunnyKids and the Encouragement Foundation, Queensland. (ISBN 978 0 9872604 8 2) <http://read2remember.org.au/buy-the-book/>
- Carlson, N 2003, Harriet and the Roller Coaster. Lerner Publishing Group Inc. Minneapolis. (ISBN: 978 157505 202 1)
- Ironside, V 2011, The Huge Bag of Worries. Hodder Children's Books. London. (ISBN: 978 0 340 90317 9)
- Laguna, S. & Pignataro, A 2007, Stephen's Music. Hachette Livre Australia Pty Ltd. Sydney. (ISBN: 978 0 7344 1016 0)
- Langford, J 2011, Try Again, Emma. Pearson Australia. Victoria. (ISBN: 978 1 4425 4799 5)
- Rochester, K 2011, Be Brave. JoJo Publishing. Melbourne. (ISBN: 978 0 9808710 1 2)
- Thomas, P 2003, I Can be Safe. Barron's Educational Series Inc. New York. (ISBN: 10: 0764124609/ 13: 9780764124600)
- United Nations Children's Fund (UNICEF) 2002, For Every Child (Red Fox edition). Random House Children's Books. London. (ISBN: 978 0 099 40865 9) Book order details: <http://www.unicef.org.uk/Education/Resources-Overview/Resources/For-Every-Child>

Helpful Websites for Students

- **Being Safety Smart** - <http://www.beingsafetysmart.com.au/BSS/>
 - Being Safety Smart is a free-to-use online educational game providing safety strategies for children from six to eight years of age. The program is designed to increase the awareness of children to situations within the community which might impact upon their personal safety and to empower them with the ability to act appropriately and with confidence.
- **Budd:e Primary (Years 3–4)** - <https://budd-e.staysmartonline.gov.au/primary/main.php>
 - Budd:e Primary has been developed for primary schools students, Years 3 and above. Budd:e educates students about the risks people take by going online, and the possible consequences of those risks. It also provides education about safety measures we can use to help reduce our risk online.
- **Convention on the Rights of the Child (Save the Children Fund)** - http://www.savethechildren.org.au/images/content/resources/UN_Convention_on_the_Rights_of_the_Child/Child_friendly_version_of_CRC_-_Save_Australia.pdf
 - This version of the United Nations Convention on the Rights of the Child, developed by the Save the Children Fund is particularly suitable for students in Years 3–4.
- **CyberQuoll (Years 5–6)** - <http://www.cybersmart.gov.au/cyberquoll/index.htm>
 - CyberQuoll, developed by the Australian Communications and Media Authority (ACMA), is aimed at students in upper primary. The CyberQuoll online activities aim to educate students about online risks.
- **Cybersafety Help Button** - <http://education.qld.gov.au/student-services/behaviour/qsav/cybersafety-button.html>
 - The Cybersafety Help Button is a new Australian Government initiative, supported by the Department of Education, Training and Employment, designed to keep children and families safe online. It is an online resource hub that provides instant 24 hour access to cybersafety help and information.



- **Cybersmart ACMA** (Australian Communications and Media Authority) - <http://www.cybersmart.gov.au/>
 - Cybersmart provides activities, resources and practical advice to help young children, teens and parents safely to enjoy the online world.
- **Kids Helpline** - <http://www.kidshelp.com.au/>
 - Kids Helpline is a free, private and confidential telephone and online counselling service specifically for young people aged between five and 25 years of age. The Kids Helpline website contains downloadable resources for parents relating to online safety.
- **Meerilinga Rights of the Child** - [http://www.meerilinga.org.au/United Nations Children's Fund \(UNICEF\) Convention on the Rights of the Child animations](http://www.meerilinga.org.au/United Nations Children's Fund (UNICEF) Convention on the Rights of the Child animations)
 - Meerilinga is a not-for-profit organisation and registered charity that promotes the United Nations Convention on the Rights of the Child. The organisation works to raise the status of children in Western Australia. Meerilinga have developed a colourful, Australian-themed poster outlining the United Nations Rights of the Child. The poster is available from the shop section of the website. This UNICEF website has a range of animated vignettes that illustrate the individual Articles that make up the Convention on the Rights of the Child. Please note that some of the Articles 1 to 20 and Articles 21 to 54 vignettes are not suitable for students. Recommended vignettes have been listed in the curriculum materials and teachers will view the animations to assess their suitability prior to showing students. http://www.unicef.org/rightsite/433_cartoons.php
- **United Nations Children's Fund (UNICEF) What Rights? Flyer** - http://www.unicef.org/magic/media/documents/what_rights_flyer_english.pdf
 - The 'What Rights? Flyer' is a child-friendly version of the Convention on the Rights of the Child. This resource is recommended for use with students in Years 5–6.

Helpful Books and Websites for Parents

Readings and Books

- Briggs, F 2010, *Smart parenting for safer kids*. Docklands, VIC: JoJo Publishing. Wurtele, S., & Berkower, F 2010, *Off limits: A parent's guide to keeping kids safe from abuse*. Brandon, VT: The Safer Society Press.
- Wurtele, S 2010, *Out of harm's way: A parent's guide to protecting young children from sexual abuse*. Seattle, WA: Parenting Press.
- Barth, A 2009, *Annabelle's Secret*. Loving Healing Press. Michigan, United States. (ISBN: 13: 978 1 932690 95 8)
- Garner, L 2009, *Some Secrets Hurt: A story of healing*. Shadow Mountain Publishers. Utah, United States. (ISBN 13: 978 1 60641 135 3)
- Kleven, S 1997, *The Right Touch*. Illumination Arts Publishing Company Inc. Washington. (ISBN 0935699104)
- Martin, H 2011, *Hayden-Reece learns a valuable lesson that private means 'Just for you'*. Hung Hing Off-Set Printing Co, Ltd. China. (ISBN: 9780980529449)
- Starishevsky, J 2007, *My Body Belongs to Me*. Safety Star Media. New York. (ISBN: 97809821216 03)
- Thomas, R & Herran, J 2006, *Health and Safety: Street Smart*. Macmillan Education Australia Pty Ltd. South Yarra, Vic. (ISBN: 978 1 4202 0433 9)

Online Resources

- **Daniel Morcombe Foundation** - <http://danielmorcombe.com.au/>
 - The Daniel Morcombe Foundation website contains downloadable child safety resources and information about the foundation.



- **Department of Community Safety – Kids’ Page** - <http://www.emergency.qld.gov.au/kids/>
 - This page contains safety focused games, interactive activities, stories, fun history and photo links and includes making emergency plans with the family.
- **The Child Safety Standards** - <http://www.vrqa.vic.gov.au/childsafepages/parents.html>
 - In 2013, the Victorian Parliament held an Inquiry into the Handling of Child Abuse by Religious and Other Non-Government Organisations, resulting in the Betrayal of Trust Report. The report found that more could be done to strengthen existing approaches to child safety. In response, the Victorian Government is phasing in child safe standards for organisations that work with children, including schools. This site outlines the standards that all schools must adhere to.
- **Australian Federal Police website** - <http://www.afp.gov.au/>
 - The Australian Federal Police are dedicated to preventing all Australians from becoming victims of online crime by informing them how to use technology safely and responsibly. The website contains parent and teacher resources as well as youth resources and community resources.
- **Bullying. No Way!** - <http://www.bullyingnoway.com.au/>
 - Bullying. No way! is developed and managed by all Australian education authorities for use by Australia’s Government, Catholic and Independent school communities. Links are available for students, teachers and parents and responds to issues of bullying, harassment, discrimination and violence to create safe school communities.
- **NAPCAN** - <http://www.napcan.org.au/>
 - The National Association for Prevention of Child Abuse and Neglect (NAPCAN) is a national charity founded on concern for all children and focused on bringing about change to ensure their safety and wellbeing. The website provides information for parents as well as background information for teachers. The following printable brochures produced by NAPCAN may be useful for parents:
 - 30 ways to boost a child’s confidence - <http://www.napcan.org.au/images/uploads/pdf/95s4wrzcog12.pdf>
 - Listening to children - <http://www.napcan.org.au/images/uploads/pdf/1flrxo8vzs.pdf>
 - Listening to young people - <http://www.napcan.org.au/images/uploads/pdf/j4aq3d06xs004.pdf>
 - Keeping children safe from sexual abuse - <http://www.napcan.org.au/images/uploads/pdf/3vefzm7eo1uu.pdf>
 - Domestic violence hurts children too! - <http://www.napcan.org.au/images/uploads/pdf/hzbx7hn8v0g0gwk.pdf>
- **Surf Life Saving Australia (SLSA) – Beach safety** - <http://sls.com.au/beach-safety>
 - The site contains links to beach safety videos, workbooks with MP3 audio files, interactive games and brochures for visitors to the beach. Safety messages include swimming between the flags and sun safety tips.
- **Transport and Main Roads (Qld) – Bicycle education** - <http://www.tmr.qld.gov.au/Travel-and-transport/Cycling/Bike-user-guide/Parents-and-teachers/Bike-education>



- The site contains a link to a parent brochure (PDF) which details: how to teach children to ride safely; safety equipment and a checklist; tips on bike maintenance; and choosing the right bike for a child.

This brochure has been adapted from the resources supplied by the Queensland Department of Education and Training.

