



# Safety Day – Vermont Primary



## And Kindergarten

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 and Kindergarten.

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. The Kindergarten curriculum aligns with Victorian Early Years Learning Development Outcomes in the areas of Identity and Wellbeing. 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.

Kindergarten	Foundation	Year 1	Year 2
I can name a trusted adult.	I can recognise safe and unsafe situations.	I can use clues to recognise if a situation is safe or unsafe.	I can use clues to recognise if a situation is safe or unsafe.
I can tell a trusted adult if I feel worried or unsafe.	I can react to unsafe situations.	I can use the senses sight, hearing and smell to decide if a situation is unsafe.	I can use the senses look (sight), sound (hearing), smell to decide if a situation is unsafe.
	I understand how clothes protect my body.	I can recognise signs in my local community that warn me if a situation is unsafe.	I understand how clothes protect my body.
	I can tell someone when we feel unsafe – No! Go! Tell!	I understand how clothes protect my body.	I can respond when I do not like the way my body is being treated by someone else.



		<p>I can respond when I do not like the way my body is being treated by someone else.</p> <p>I can tell someone when we feel unsafe – No! Go! Tell!</p>	<p>I can tell someone when we feel unsafe – No! Go! Tell!</p> <p>I can call emergency services on 000 and ask for help when needed.</p>
--	--	---	---

## 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.

### *Kindergarten*

The students will read the books *Little Monkeys One Safe Place and Everyone's Got a Bottom*. These books sensitively teach the children about having a trusted adult in their life who they can talk to when feeling worried or unsafe and the subject of inappropriate touch. This is done in a non-threatening and age-appropriate way using the slogan 'from our head to our toes we can say what goes.'

### *Foundation to Year 2*

**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. 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

### Kindergarten

- Edwards, R. (2005). *Little Monkey's One Safe Place*. Frances Lincoln Limited, UK. (ISBN: 9781845075798)
- Rowley, T. (2008). *Everyone's Got a Bottom*. Family Planning Queensland, Qld. (ISBN: 9780957912960)

### Foundation

- Bagnall, A. (2003). *Lost at the Show*. Learning Media, NZ. (ISBN: 0478275609)
- Power, R and Power, K. (2014). *My Underpants Rule!* Kate Rule Publishing Limited. (ISBN10: 0992953006)

### Year 1

- Edwards, R. (2005). *Little Monkey's One Safe Place*. Frances Lincoln Limited, UK. (ISBN: 9781845075798)
- Power, R and Power, K. (2014). *My Underpants Rule!* Kate Rule Publishing Limited. (ISBN10: 0992953006)

### Year 2

- Buckley, C and Harrison, A. (2017). *Is this an Emergency? Ambulance*. Published by Authors. (ISBN: 9780646952901)
- Rowley, T. (2008). *Everyone's Got a Bottom*. Family Planning Queensland, Qld. (ISBN: 9780957912960)

## Other Books not used by teachers that maybe helpful

- Bodsworth, N. (1989). *A Nice Walk in the Jungle*. Penguin Group. Melbourne. (ISBN: 0670824763)
- Moroney, T. (2005). *When I'm Feeling Scared*. The Five Mile Press, Vic. (ISBN: 1741245052)
- Sanders, J. (2010). *Some Secrets Should Never Be Kept*. Upload Publishing, Vic. (ISBN 9780646546230)
- Brennan, H. and Graham, J. (2012). *Is This Normal? Understanding Your Child's Sexual Behaviour*.
- Family Planning Queensland, Fortitude Valley. (ISBN: 9780977570881)
- Kleven, S. (1997). *The Right Touch*. Illumination Arts Publishing Company Inc, Washington. (ISBN: 0935699104)
- Laws, C. and Moore, A. (2007). *Max's Creepy Crawly Slimy Things*. The Protective Behaviours Consultancy Group of NSW Inc, New South Wales. (ISBN: 0957992637)
- O'Malley, J. (2002). *Jasmine's Butterflies*. Justine O'Malley, Western Australia. (ISBN: 064649967)
- Spellman, C. (1997). *Your Body Belongs to You*. Albert Whitman & Company. (ISBN: 9780807594735)



- Starishevsky, J. (2007). *My Body Belongs to Me*. Safety Star Media, New York. (ISBN: 9780982121603)

### Online Resources

#### Year 2

- [Triple Zero Kids' Challenge](http://kids.triplezero.gov.au/index.php?lang=en) - <http://kids.triplezero.gov.au/index.php?lang=en>
  - Triple Zero Kids' Challenge is an online interactive game to teach young people about the importance and appropriate use of the triple zero (000) emergency number. It features animated characters enacting emergency scenarios and the steps to take when dealing with emergency situations. This game is aimed at children aged five to 10 years of age.

### Helpful Websites

- [Kids Helpline](http://www.kidshelp.com.au/) - <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.
- [Hector's World – Australian Communications and Media Authority \(ACMA\) version](http://www.cybersmart.gov.au/Young%20Kids/Hectors%20World.aspx) - <http://www.cybersmart.gov.au/Young%20Kids/Hectors%20World.aspx>
  - Hector's World features fun and engaging characters. Children can observe the characters as they learn how to stay safe online. The experiences of Hector and his friends offer children practical guidance in managing risks and reinforces the importance of responsible online behaviour.
- [Being Safety Smart](http://www.beingsafetysmart.com.au/BSS/) - <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.
- [Cybersmart ACMA \(Australian Communications and Media Authority\)](http://www.cybersmart.gov.au/) - <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.
- [Daniel Morcombe Foundation](http://danielmorcombe.com.au/) - <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/) - <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/childsafe/Pages/parents.html) - <http://www.vrqa.vic.gov.au/childsafe/Pages/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.

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

