



## Keeping Safe Planning Guide –Kindy – (Early Years: Ages 3-5)

### St Brigid's Collie

*Keeping Safe Curriculum has been mapped to ensure all topics are distributed across the year levels. See Disability units for students with additional needs.*

	Term 1	Term 2	Term 3	Term 3
	Focus Area 1: The right to be safe	Focus Area 2: Relationships	Focus Area 3: Recognising and reporting abuse	Focus Area 4: Protective Strategies
Pre-primary	<p><u>Topic 1: Feelings</u></p> <ul style="list-style-type: none"> <li>1.1 Feelings pictures and symbols</li> <li>1.2 Safe and unsafe language</li> <li>1.3 Body language</li> <li>1.4 Dealing with feelings</li> </ul> <p><u>Topic 2: Being Safe</u></p> <ul style="list-style-type: none"> <li>2.1 Safety behaviours</li> <li>2.2 Safety rules</li> <li>2.3 Reinforce concept of safe and unsafe</li> <li>2.4 Emergencies</li> <li>2.5 Relaxation</li> </ul> <p><u>Topic 3: Warning signs</u></p> <ul style="list-style-type: none"> <li>3.1 Understanding signals</li> <li>3.2 Body signals</li> <li>3.3 Warning signs</li> </ul>	<p><u>Topic 1: Rights and Responsibilities</u></p> <ul style="list-style-type: none"> <li>1.1 Rights and responsibilities</li> <li>1.2 Needs and wants</li> <li>1.3 Fair and unfair</li> <li>1.4 Anti-harassment strategies</li> <li>1.5 Assertive language</li> </ul> <p><u>Topic 2: Identity and relationships</u></p> <ul style="list-style-type: none"> <li>2.1 Exploring identity</li> <li>2.2 Exploring relationships</li> <li>2.3 Relationships circle</li> </ul> <p><u>Topic 3: Trust and networks</u></p> <ul style="list-style-type: none"> <li>3.1 Exploring the meaning of trust</li> <li>3.2 Trust walk</li> <li>3.3 People we trust</li> <li>3.4 Developing a trusted network</li> <li>3.5 Network diagram</li> <li>3.6 Network ticks</li> <li>3.7 Using networks</li> </ul>	<p><u>Topic 1: Privacy and the body</u></p> <ul style="list-style-type: none"> <li>1.1 Parts of the body</li> <li>1.2 Meaning of private</li> <li>1.3 Our whole body is private</li> <li>1.4 Health and Safety rules regarding privacy</li> </ul> <p><u>Topic 2: Touching</u></p> <ul style="list-style-type: none"> <li>2.1 Safe touching</li> <li>2.2 Personal space</li> <li>2.3 Babies and touching</li> <li>2.4 Necessary but uncomfortable touching</li> <li>2.5 Unsafe touching</li> <li>2.6 'No' or 'stop'</li> </ul> <p><u>Topic 3: Recognising abuse</u></p> <ul style="list-style-type: none"> <li>3.1 Accidental and deliberate injury</li> <li>3.2 People I don't know who might help</li> <li>3.3 Identifying abuse</li> </ul> <p><u>Topic 4: Secrets</u></p> <ul style="list-style-type: none"> <li>4.1 Secrets</li> <li>4.2 Keeping secrets</li> <li>4.3 Why it is sometimes difficult to 'tell'</li> <li>4.4 Threats</li> </ul>	<p><u>Topic 1: Strategies for keeping safe</u></p> <ul style="list-style-type: none"> <li>1.1 Emergency review</li> <li>1.2 Emergency information</li> <li>1.3 Triple Zero Kids' Challenge</li> <li>1.4 Network review</li> <li>1.5 Assertiveness – practising 'no' and 'stop'</li> <li>1.6 Problem solving: 'Stop, think, do'</li> <li>1.7 Problem solving: 'What if ...?'</li> <li>1.8 Persistence stories</li> </ul>



## Keeping Safe Planning Guide –Pre-primary – Year 2 (Early Years R-2)

### St Brigid's Collie

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	Term 1	Term 2	Term 3	Term 3
	Focus Area 1: The right to be safe	Focus Area 2: Relationships	Focus Area 3: Recognising and reporting abuse	Focus Area 4: Protective Strategies
Pre-primary	<p><u>Topic 1: Feelings</u> 1.5 Characters' feelings 1.6 Different feelings</p> <p><u>Topic 2: Being Safe</u> 2.1 How do we make it safe? 2.2 Stories about being safe</p> <p><u>Topic 3: Warning signs</u> 3.1 Introducing Warning Signs 3.3 Warning signs</p>	<p><u>Topic 1: Rights and Responsibilities</u> 1.6 Needs and wants of pets</p> <p><u>Topic 2: Identity and relationships</u> 2.1 Exploring identity 2.2 Exploring relationships</p> <p><u>Topic 4: Trust and networks</u> 4.1 Exploring the meaning of trust 4.2 Developing a trusted network 4.4 People I don't know who might help</p>	<p><u>Topic 1: Privacy and the body</u> 1.5 Body awareness 1.3 Parts of the body 1.5 Our whole body is private 1.6 Touching that is 'OK'</p> <p><u>Topic 3: Secrets</u> 3.1 Defining secrets</p>	<p><u>Topic 1: Strategies for keeping safe</u> 1.1 Memory activities 1.2 Remembering name, address, telephone numbers 1.4 Revisiting trusted networks 1.8 Saying 'no'</p>
Year 1	<p><u>Topic 1: Feelings</u> 1.7 Strategies to identify feelings</p> <p><u>Topic 2: Being Safe</u> 2.2 Stories about being safe 2.3 Identifying a safe place</p> <p><u>Topic 3: Warning signs</u> 3.1 Introducing warning signs 3.2 Signs 3.3 Warning signs</p> <p><u>Topic 4: Risk-taking and emergencies</u> 4.1 Defining unsafe and risk-taking 4.2 Unsafe situations and risk-taking 4.4 Defining an emergency</p>	<p><u>Topic 1: Rights and Responsibilities</u> 1.2 Children's rights 1.3 Behaviour code and children's rights</p> <p><u>Topic 2: Identity and relationships</u> 2.2 Exploring relationships 2.3 Relationships circle</p> <p><u>Topic 3: Power in relationships</u> 3.1 Demonstrate the language of safety 3.2 Understanding bullying 3.4 Fair and unfair</p> <p><u>Topic 4: Trust and networks</u> 4.1 Exploring the meaning of trust 4.2 Developing a trusted network 4.3 Will you be on my network please? 4.4 People I don't know who might help</p>	<p><u>Topic 1: Privacy and the body</u> 1.1 Body awareness 1.2 Personal space 1.3 Parts of the body 1.4 Meaning of private 1.5 Our whole body is private</p> <p><u>Topic 2: Recognising abuse</u> 2.1 Accidental or deliberate injury 2.2 Identifying physical abuse</p> <p><u>Topic 3: Secrets</u> 3.2 Recognising unsafe secrets 3.3 Tricks and trust</p>	<p><u>Topic 1: Strategies for keeping safe</u> 1.6 Remembering name, address, telephone numbers 1.7 Revisiting trusted networks 1.8 'What if...?' problem solving 1.9 'What it...?' scenarios 1.10 Practising being assertive 1.8 Saying no 1.9 Choosing strategies to keep safe</p> <p><u>Topic 2: Persistence</u> 2.2 Introduction to persistence 2.4 Practising persistence</p>



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Year 2

Topic 1: Feelings

- 1.3 Strategies to identify feelings
- 1.4 Miming feelings

Topic 2: Being Safe

- 2.3 Identifying a safe place

Topic 3: Warning signs

- 3.1 Introducing warning signs
- 3.2 Signs
- 3.3 Warning signs

Topic 4: Risk-taking and emergencies

- 4.3 Looking for clues about risks
- 4.4 Defining an emergency
- 4.5 Personal emergency
- 4.6 Thinking and feeling in an emergency

Topic 1: Rights and Responsibilities

- 1.7 Children's rights
- 1.8 Behaviour code and children's rights

Topic 2: Identity and relationships

- 2.2 Exploring relationships
- 2.3 Relationships circle

Topic 3: Power in relationships

- 3.3 Dealing with bullying behaviour
- 3.5 Introducing the concept of power
- 3.6 Adults using power

Topic 4: Trust and networks

- 4.1 Exploring the meaning of trust
- 4.2 Developing a trusted network
- 4.3 Will you be on my network please?
- 4.4 People I don't know who might help

Topic 1: Privacy and the body

- 1.3 Parts of the body
- 1.4 Meaning of private
- 1.5 Our whole body is private
- 1.7 'OK' touching in relationships

Topic 2: Recognising abuse

- 2.2 Identifying physical abuse
- 2.3 Identifying emotional abuse
- 2.4 Identifying sexual abuse
- 2.5 Identifying neglect
- 2.6 Identifying domestic and family violence
- 2.7 Online safety

Topic 3: Secrets

- 3.2 Recognising unsafe secrets
- 3.3 Tricks and trust

Topic 1: Strategies for keeping safe

- 1.2 Remembering name, address, telephone numbers
- 1.3 Revisiting trusted networks
- 1.4 'What if...?' problem-solving
- 1.6 Practising being assertive
- 1.7 Role playing assertive
- 1.8 Saying 'no'
- 1.10 Resilience

Topic 2: Persistence

- 2.1 Theme reinforcement
- 2.3 Persistence
- 2.3 Practising persistence



## Keeping Safe Planning Guide – Year 3-5

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*Keeping Safe Curriculum has been mapped to ensure all topics are distributed across the year levels. See Disability units for students with additional needs.*

	Term 1	Term 2	Term 3	Term 3
	Focus Area 1: The right to be safe	Focus Area 2: Relationships	Focus Area 3: Recognising and reporting abuse	Focus Area 4: Protective Strategies
Year 3	<p><u>Topic 1: Being Safe</u> 1.1 Definition of Safety 1.3 Imagining a Safe Place</p> <p><u>Topic 2: Warning Signs</u> 2.1 Warning signs: physical indicators 2.3 Exploring different types of feelings 2.4 Feeling unsafe</p> <p><u>Topic 3: Risk-taking and emergencies</u> 3.1 Ideas about being safe 3.4 What is an emergency?</p>	<p><u>Topic 1: Rights and Responsibilities</u> 1.1 Rights and responsibilities</p> <p><u>Topic 2: Identity and relationships</u> 2.1 Identity web 2.4 Relationship circle</p> <p><u>Topic 3: Power in relationships</u> 3.1 Exploring a definition of power 3.4 Pressure 3.5 Bullying as an abuse of power</p> <p><u>Topic 4: Trust and networks</u> 4.1 Trust walk 4.2 Developing a trusted network 4.3 Network letters</p>	<p><u>Topic 1: Privacy and the body</u> 1.2 Parts of the body 1.3 Exploring the meaning of private 1.4 Our bodies are private 1.5 Touching</p> <p><u>Topic 2: Recognising abuse</u> 2.1 Exploring abuse 2.2 Definition of abuse 2.3 Physical abuse 2.6 Basic needs 2.7 Sexual abuse 2.9 Recognising safe and unsafe secrets</p> <p><u>Topic 3: Cyber safety</u> 3.1 Media classifications 3.3 Television programs 3.5 Photographs and digital images 3.6 Magazines</p>	<p><u>Topic 1: Strategies for keeping safe</u> 1.1 Helpful and unhelpful thinking 1.4 'What if...?' problem-solving 1.5 POOCH problem-solving</p> <p><u>Topic 2: Networks</u> 2.1 Networks 2.3 Persistence</p>
Year 4	<p><u>Topic 1: Being Safe</u> 1.4 Adults caring for children 1.5 Imagining a Safe Place</p> <p><u>Topic 2: Warning Signs</u> 2.1 Warning signs: physical indicators 2.2 Warning signs: chart 2.4 Feeling unsafe</p> <p><u>Topic 3: Risk-taking and emergencies</u> 3.3 Identifying risks 3.4 What is an emergency?</p>	<p><u>Topic 1: Rights and Responsibilities</u> 1.6 United Nations Convention on the Rights of the Child</p> <p><u>Topic 2: Identity and relationships</u> 2.2 Gender Stereotypes 2.3 Unsafe behaviour 2.4 Relationships circle</p> <p><u>Topic 3: Power in relationships</u> 3.1 Exploring a definition of power 3.2 Power scenarios 3.3 Tricks and bribes 3.4 Pressure</p> <p><u>Topic 4: Trust and networks</u> 4.2 Developing a trusted network 4.3 Network letters</p>	<p><u>Topic 1: Privacy and the body</u> 1.6 Parts of the body 1.7 Exploring the meaning of private 1.8 Our bodies are private 1.9 Touching</p> <p><u>Topic 2: Recognising abuse</u> 2.2 Definition of abuse 2.4 Emotional abuse 2.7 Sexual abuse 2.8 Domestic violence and family violence</p> <p><u>Topic 3: Cyber safety</u> 3.2 Video media and computer games 3.3 Television programs 3.4 Internet 3.5 Photographs and digital images</p>	<p><u>Topic 1: Strategies for keeping safe</u> 1.2 Assertive responses 1.4 'What if...?' problem-solving 1.5 POOCH problem-solving 1.6 Practising problem-solving</p> <p><u>Topic 2: Networks</u> 2.1 Networks 2.3 Persistence</p>



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Year 5

Topic 1: Being Safe

1.3 Imagining a safe place

Topic 2: Warning Signs

2.1 Warning signs: physical indicators

2.4 Feeling unsafe

Topic 3: Risk-taking and emergencies

3.2 A timeline of independence

3.5 Personal emergency

Topic 1: Rights and Responsibilities

1.2 United Nations Convention on the Rights of the Child

Topic 2: Identity and relationships

2.2 Gender Stereotypes

2.4 Relationships circle

Topic 3: Power in relationships

3.1 Exploring a definition of power

3.3 Tricks and bribes

3.5 Bullying as an abuse of power

Topic 4: Trust and networks

4.2 Developing a trusted network

4.3 Network letters

Topic 1: Privacy and the body

1.1 Parts of the body

1.2 Exploring the meaning of private

1.3 Our bodies are private

1.4 Touching

Topic 2: Recognising abuse

2.2 Definition of abuse

2.3 Physical abuse

2.5 Neglect

2.7 Sexual abuse

2.8 Domestic and family violence

Topic 3: Cyber safety

3.2 Video media and computer games

3.4 Internet

3.5 Photographs and digital images

Topic 1: Strategies for keeping safe

1.3 Observational skills

1.4 'What if...?' problem-solving

1.5 POOCH problem-solving

1.7 Scenarios dealing with abuse issues

Topic 2: Networks

2.1 Networks

2.2 Local support networks

2.3 Persistence



## Keeping Safe Planning Guide –Year 6

### St Brigid's Collie

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	Term 1	Term 2	Term 3	Term 3
	Focus Area 1: The right to be safe	Focus Area 2: Relationships	Focus Area 3: Recognising and reporting abuse	Focus Area 4: Protective Strategies
Year 6	<p><u>Topic 1: Warning signs</u> 1.1 Exploring Theme 1: 'We all have the right to be safe' 1.2 Warning signs 1.4 Relaxation activity</p> <p><u>Topic 2: Risk-taking and emergencies</u> 2.1 Risk taking 2.2 Exploring emergencies</p> <p><u>Topic 3: Psychological pressure and manipulation</u> 3.1 Defining psychological pressure and manipulation</p>	<p><u>Topic 1: Rights and Responsibilities</u> 1.1 What rights do children and young people have? 1.2 Rights and responsibilities in close relationships</p> <p><u>Topic 2: Identity and relationships</u> 2.1 Exploring relationships 2.2 Healthy and unhealthy relationships</p> <p><u>Topic 3: Power in relationships</u> 3.1 Types and use of power 3.6 Characteristics of bullying 3.9 School policy on bullying</p> <p><u>Topic 4: Trust and networks</u> 4.1 Trust 4.2 Trusted networks</p>	<p><u>Topic 1: Privacy and the body</u> 1.1 Defining public and private 1.3 Parts of the body</p> <p><u>Topic 2: Recognising abuse</u> 2.1 Revisit group norms 2.2 Defining abuse 2.3 Recognising abuse 2.4 Using warning signs to recognise abuse 2.5 Neglect and physical and emotional abuse 2.7 Sexual abuse</p> <p><u>Topic 3: Cyber Safety</u> 3.1 Being aware on the internet 3.2 Online abuse 3.5 Developing a cyber safety fact sheet</p> <p><u>Topic 4: Domestic and family violence</u> 4.1 What is domestic and family violence? 4.4 Bystander intervention</p>	<p><u>Topic 1: Strategies for keeping safe</u> 1.1 Trust, talk, take control 1.2 Problem-solving card activity 1.6 Exploring resilience 1.7 Language of resilience</p> <p><u>Topic 2: Strategies for keeping safe</u> 2.1 Network review challenge 2.4 Persistence</p>