Primary School

Protective Behaviour Curriculum

Links with School Curriculum and Standards Authority SCSA WA
and Early Years learning Framework EYLF

Contents

Dale Christian College is a Child Safe Organisation and seeks to always uphold the National Principles for Child Safe Organisations (Australian Human Rights Commission) in order to create a culture, adopt strategies and take action to promote child wellbeing and prevent harm to children and young people.

Vision, Mission and Core Values

Vision

Our Vision at Dale is to offer affordable, quality education within the framework of a Christ-Centred Biblical World View as we strive to equip our students with skills and strong values that encourage them to pursue excellence in all areas.

Mission

Every student at Dale Christian College will clearly hear the claims of Christ on their life through management, curriculum, and teaching practices and see the love of God at work in the College community.

Core Values

At Dale Christian College, our focus is on digging wells of wisdom and truth instead of building fences of exclusion. As staff, we pledge to infuse Christian principles into our activities and educational approaches, aiming to illuminate Christ's light in our community by embodying our core values in practical ways.

Honouring God and the Bible

- We commit to centering our practices and teachings on a Christ-focused biblical worldview. Our reverence for God and His Word permeates our daily devotions and curriculum. We work towards cultivating a community that seeks to Glorify God in all things.
"Love the Lord your God with all your heart and with all your soul and with all your strength." (Deuteronomy 6:5)

Respect: Others & Ourselves

- Respect is crucial in our college community, mirroring God's view of each individual as His beloved creation. Shown through courteous communication and acknowledging inherent value, we foster a Christ-centred, nurturing environment.
"So, in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets." (Matthew 7:12)

Stewardship & Responsibility

- We instill responsibility in our students through the care of College resources and personal belongings. Leadership roles and community service opportunities foster a sense of duty and environmental responsibility, aligning with our commitment to stewardship of God's creation.
"Whoever can be trusted with very little can also be trusted with much, and whoever is dishonest with very little will also be dishonest with much." (Luke 16:10)

Justice & Mercy

- Our College maintains just rules and consequences, echoing Jesus' teachings of justice and mercy. We inspire students to pursue fairness and exhibit compassion in their interactions, cultivating a community that values both justice and forgiveness. Students are encouraged to act justly, love mercy, and walk humbly with God.
"He has shown you, O mortal, what is good. And what does the Lord require of you? To act justly and to love mercy and to walk humbly with your God." (Micah 6:8)
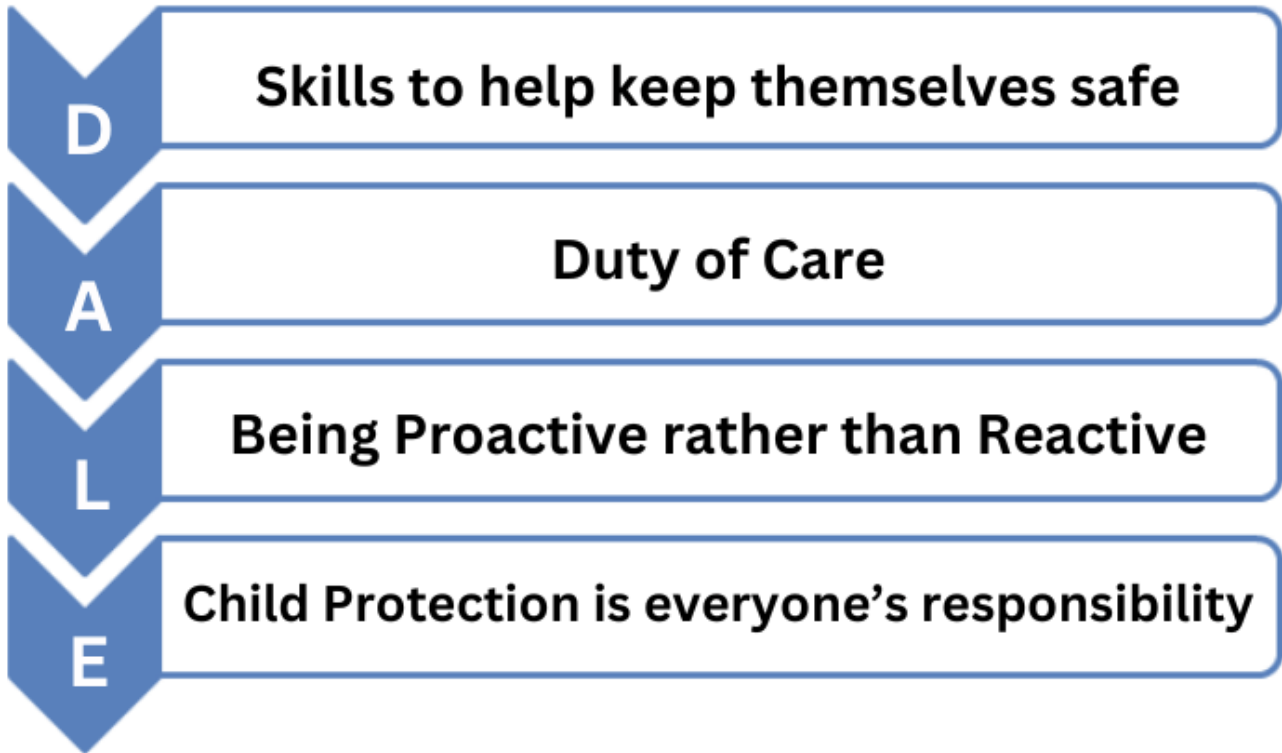
Pursuing Excellence

- At Dale Christian College, excellence transcends academics, focusing on personal growth in line with Christian teachings. We celebrate progress, embrace a growth mindset, and view mistakes as learning opportunities, encouraging efforts as if serving the Lord.
"Whatever you do, work at it with all your heart, as working for the Lord, not for human masters, since you know that you will receive an inheritance from the Lord as a reward. It is the Lord Christ you are serving." (Colossians 3:23-24)

Why do we teach children about child protection and who is responsible?

Dale 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. The College expects all school community members including staff, volunteers, students, visitors and contractors to share this commitment

D Skills to help themselves safe

A Duty of Care

L Being Proactive rather than Reactive

E Child Protection is everyone's responsibility

The teaching of this Protective Behaviours curriculum is part of the Non-Government school's registration with the Department of Education as stated in:

Registration Standard 10 Child Abuse Prevention
10.1 The school implements the National Child Safe Organisation Principles.
10.6 All students receive a protective behaviours and sexual abuse prevention education which:
a) is developed by experts in child abuse prevention;
b) is age and development-stage appropriate;
c) is culturally appropriate;
d) is integrated into the curriculum of the school and makes relevant subject matter links;
e) includes e-safety education; and
f) builds practical self-protective skills and strategies

2. Keeping Safe: Child Protection Curriculum Overview Primary School

EARLY YEARS KINDY – YEAR 2 (DALE CHRISTIAN COLLEGE)

Focus Area 1. The right to be safe	Focus Area 2. Relationships
Feelings	Rights & Responsibilities
Being safe	Identity and relationships
Warning signs	Power in relationships
Risk-taking and Emergencies	Trust and networks
Focus Area 3. Recognising and reporting abuse	**Focus Area 4. Protective strategies**
Privacy and body	Strategies for keeping safe
Touching	Persistence
Recognising abuse	
Secrets	

PRIMARY YEARS – YEARS 3 - 6 (DALE CHRISTIAN COLLEGE)

Focus Area 1. The right to be safe	Focus Area 2. Relationships
Feelings	Rights & Responsibilities
Being safe	Identity and relationships
Warning signs	Power in relationships
Risk-taking and Emergencies	Trust and networks
Focus Area 3. Recognising and reporting abuse	**Focus Area 4. Protective strategies**
Privacy and body	Strategies for keeping safe
Recognising abuse	Network review and community support
Cyber safety	
Domestic and family violence	

3. Primary Protective Behaviours Curriculum - Links with EYLF & SCSA

3.1 YEAR KINDY

TERM 1

Focus Area 1: The right to be safe

Topic 1: Feelings 1.1 Characters' feelings 1.2 Different feelings 1.3 Strategies to identify feelings 1.4 Miming feelings	1.1 Children feel safe, secure and supported 1.3 Children develop knowledgeable and confident self-identities 1.4 Children learn to interact in relation to others with care, empathy and respect 3.1 Children become strong in their social and emotional wellbeing 3.2 Children take increasing responsibility for their own health and physical wellbeing
Topic 2: Being safe 2.1 How do we make it safe? 2.2 Stories about being safe 2.3 Identifying a safe place	

TERM 2

Focus Area 2: Relationship

Topic 1: Trust and networks 1.1 Exploring the meaning of trust 1.2 Developing a personal network 1.3 Will you be on my network please? 1.4 Relationship circles 1.5 People I don't know who might help	1.1 Children feel safe, secure, and supported 1.2 Children develop their emerging autonomy, interdependence, resilience and sense of agency. 1.3 Children develop knowledgeable and confident self-identities 3.2 Children take increasing responsibility for their own health and physical wellbeing

TERM 3

Focus Area 1: The right to be safe

Topic 3: Warning signs 3.1 Introducing warning signs 3.2 Signs 3.3 Warning signs	1.1 Children feel safe, secure, and supported 1.2 Children develop their emerging autonomy, interdependence, resilience and sense of agency. 1.3 Children develop knowledgeable and confident self-identities 3.2 Children take increasing responsibility for their own health and physical wellbeing

TERM 4

Focus Area 4: Protective strategies

Topic 2: Recognising abusive situations and secrets 2.1 Accidental or deliberate injury? 2.2 Identifying physical abuse 2.3 Identifying emotional abuse 2.4 Identifying sexual abuse 2.5 Identifying neglect 2.6 Identifying abuse – domestic violence	1.2 Children develop their emerging autonomy, interdependence, resilience and sense of agency. 1.3 Children develop knowledgeable and confident self-identities 1.4 Children learn to interact in relation to others with care, empathy and respect. 3.2 Children take increasing responsibility for their own health and physical wellbeing

3.2 YEAR PRE-PRIMARY

TERM 1

Focus Area 1: The right to be safe

Topic 1: Feelings 1.1 Characters' feelings 1.2 Different feelings 1.3 Strategies to identify feelings 1.4 Miming feelings	Personal and <u>social skills</u> to interact with others: expressing needs, wants and feelings, active listening, self-discipline discipline (ACPPS004) Emotional responses individuals may experience in different situations (ACPPS005) Appropriate language and actions to communicate feelings in different situations (ACPPS006) Safe active play in outdoor settings and the natural environment (ACPPS007)
Topic 2: Being safe 2.1 How do we make it safe? 2.2 Stories about being safe 2.3 Identifying a safe place	

TERM 2

Focus Area 2: Relationships

Topic 1: Trust and networks 1.1 Exploring the meaning of trust 1.2 Developing a personal network 1.3 Will you be on my network please? 1.4 Relationship circles 1.5 People I don't know who might help	Personal and <u>social skills</u> to interact with others: expressing needs, wants and feelings, active listening, self-discipline (ACPPS004) Protective behaviours to keep safe and healthy: saying 'no', moving away, telling an adult asking for help (ACPPS003) Trusted people in the community who can help individuals feel safe (ACPPS003)

TERM 3

Focus Area 1: The right to be safe

Topic 3: Warning signs 3.1 Introducing warning signs 3.2 Signs 3.3 Warning signs	Personal and <u>social skills</u> to interact with others: expressing needs, wants and feelings, active listening, self-discipline (ACPPS004) Appropriate language and actions to communicate feelings in different situations (ACPPS005)

TERM 4

Focus Area 4: Protective Strategies

Topic 2: Recognising abusive situations and secrets 2.1 Accidental or deliberate injury? 2.2 Identifying physical abuse 2.3 Identifying emotional abuse 2.4 Identifying sexual abuse 2.5 Identifying neglect 2.6 Identifying abuse – domestic violence	Personal and <u>social skills</u> to interact with others: expressing needs, wants and feelings, active listening, self-discipline (ACPPS004) Protective behaviours to keep safe and healthy: saying 'no', moving away, telling an adult asking for help (ACPPS003)

3.3 YEAR 1

TERM 1

Focus Area 1: The right to be safe

Topic 2: Being safe 2.1 How do we make it safe? 2.2 Stories about being safe 2.3 Identifying a safe place	Strategies to use when help is needed, such as: dialling 000 in an emergency reading basic safety signs accessing a safety house or a trusted network asking a trusted adult (ACPPS017)
Topic 3: Warning signs 3.1 Introducing warning signs 3.2 signs 3.3 warning signs	

TERM 2

Focus Area 2: Relationships

Topic 1: Trust and networks 1.1 Exploring the meaning of trust 1.2 Developing a personal network 1.3 Will you be on my network please? 1.4 Relationship circles 1.5 People I don't know who might help	Personal strengths and how these change over time (ACPPS015) The strengths of other and how they contribute to positive outcomes, such as games and physical activities. (ACPPS015) Strategies to use when help is needed, such as: Dialling 000 in an emergency Reading basic safety signs Accessing a safety house or a trusted network Asking a trusted adult (ACPPS017) Appreciation and encouragement of the behaviour of others through the use of: Manners Positive language Praise (ACPPS019)
Topic 2: Rights and responsibilities 2.1 Shared understanding about rights 2.2 Needs and wants of pets	Positive ways to react to their own emotions in different situations, such as: walking away; seeking help; remaining calm (ACPPS020)

TERM 3

Focus Area 1: The right to be safe

Topic 4: Risk taking and emergencies 4.1 Defining unsafe 4.2 Unsafe situations 4.3 Risk taking 4.4 Looking for clues about risks	Strategies to use when help is needed, such as: dialling 000 in an emergency reading basic safety signs accessing a safety house or a trusted network asking a trusted adult (ACPPS017)

TERM 4

Focus Area 4: Protective strategies

Topic 1: Practising protective strategies	Positive ways to react to their own emotions in different situations, such as: walking away; seeking help; remaining calm
1.1 Memory activities	
1.2 Remembering name, address, telephone numbers	Ways health messages are communicated on:
1.3 Revisiting personal networks	Television
1.4 What if…? problem-solving	Posters
1.5 What if…? scenarios	Radio (ACPPS021)
1.6 Practising being assertive	
1.7 Freeze frame activity	Actions that support a safe classroom such as:
1.8 Saying NO activity	Moving around safely
1.9 Choosing save strategies to keep safe	Sharing appropriately
	Following class rules (ACPPS022)

3.4 YEAR 2

TERM 1

Focus Area 1: The right to be safe

Topic 2: Being safe	Strategies to use when help is needed:
2.1 How do we make it safe?	procedure and practice for dialling 000 in an emergency
2.2 Stories about being safe	locating safety houses and trusted networks in the local community (ACPPS017)
2.3 Identifying a safe place	
	Actions that keep people safe and healthy in and outside the classroom, such as:
	staying hydrated
	being sun smart
	following school rules (ACPPS022)
Topic 3: Warning signs	Ways health messages are communicated in the media and how they can influence personal health choices, such as 'slip, slop, slap' (ACPPS021)
3.1 Introducing warning signs	
3.2 Signs	
3.3 Warning signs	
Topic 4: Risk taking and emergencies	Strategies to use when help is
4.5 Defining an emergency	needed: procedure and practice for
4.6 Personal emergency	dialling
4.7 Thinking and feeling in an emergency	000 in an emergency
	locating safety houses and trusted networks
	in the local community (ACPPS017)

TERM 2

Focus Area 2: Relationships

Topic 1: Trust and networks 1.1 Exploring the meaning of trust 1.2 Developing a personal network 1.3 Will you be on my network please? 1.4 Relationship circles 1.5 People I don't know who might help	Personal strengths and achievements and how they contribute to personal identities (ACPPS015) Strategies to include others in activities and games (ACPPS019) Ways to interpret the feelings of others in different situations, such as: words other people use; facial expressions; body language (ACPPS020)
Topic 2: Rights and responsibilities 2.3 Behaviour code and children's rights 2.4 Rights of children	Changes in relationships and responsibilities as individuals grow older (ACPPS016)
Topic 3: Use and abuse of power 3.1 Demonstrate the language of safety 3.2 Understanding bullying 3.3 Dealing with bullying behaviour 3.4 Fair and unfair 3.5 Introducing the concept of power 3.6 Adults using power	

TERM 3

Focus Area 3: Recognising and reporting abuse

Topic 1: Privacy and names of parts of the body 1.1 Body awareness 1.2 Personal space 1.3 Names for parts of the body 1.4 Meaning of private 1.5 Our whole body is private 1.6 Touching that is 'OK' **1.7** 'OK' touching relationships	Strategies and behaviours that promote health and wellbeing: Personal hygiene practices Healthy eating Sufficient sleep Staying hydrated Regular physical activity (ACPPS018)
Topic 2: Recognising abusive situations and secrets 2.1 accidental or deliberate injury? 2.2 Identifying physical abuse 2.3 Identifying emotional abuse 2.4 Identifying sexual abuse 2.5 Identifying neglect 2.6 Identifying abuse – domestic violence	

TERM 4

Focus Area 3: Recognising and reporting abuse

Topic 2: Recognising abusive situations and secrets 2.7 Online safety 2.8 Defining secrets 2.9 Recognising unsafe secrets 2.10 Tricks and trust	

Focus Area 4: Protective strategies

Topic 2: Persistence 2.1 Theme reinforcement 2.2 Introduction to persistence 2.3 Persistence 2.4 Practising persistence	Personal strengths and achievements and how they contribute to personal identities (ACPPS015)

3.5 YEAR 3

TERM 1

Focus Area 1: The right to be safe

Topic 1: Exploring the concept of safety 1.1 Definition of safety 1.2 Adults caring for children	Factors that strengthen personal identities, such as the influence of family friends' school (ACPPS033)
Topic 2: Reviewing the concept of warning signs 2.1 Warning signs: physical indicators 2.4 Feeling unsafe 2.5 Imagining a safe place	Assertive behaviours and communication skills to respond to unsafe situations, such as: keeping calm using appropriate nonverbal communication skills seeking help (ACPPS035)
Topic 3: Unsafe situations and acceptable risk taking 3.1 Ideas about being safe 3.4 What is an emergency?	

TERM 2

Focus Area 2: Relationships

Topic 1: Understanding rights and responsibilities 1.1 Rights 1.2 Responsibilities	
Topic 2: Trust and networks 2.1 Trust Walk 2.2 Relationship circle 2.3 Developing a personal network 2.4 Network letters	Behaviours that show empathy and respect for others (ACPPS037)
Topic 3: Developing personal identity 3.1 Identity web 3.2 Design personal birthday cards	
Topic 4: Power in relationships 4.1 Exploring definition of power 4.3 Tricks and bribes 4.4 Pressure	

TERM 3

Focus Area 3: Recognising and reporting abuse

Topic 1: Privacy and names of part of the body 1.1 Reproductive parts of the body 1.2 Exploring the meaning of private 1.3 Our bodies are private 1.4 Touching	Physical, social and emotional changes that occur as individuals grow older, such as changes to: The body Friendships and feelings (ACPPS034)
Topic 2: Recognising abuse, neglect and unsafe secrets 2.1 Exploring abuse 2.2 Definition of abuse 2.3 Physical abuse 2.8 Recognising safe and unsafe secrets	
Topic 3: Electronic media safety 3.1 Media classifications 3.2 Video, media, movies and DVD's	Choices and behaviours conveyed in health information and messages (ACPPS039)

TERM 4

Focus Area 4: Protective strategies

Topic 1: Problem-solving and keeping safe 2.1 Exploring abuse 2.2 Definition of abuse 2.3 Physical abuse 2.8 Recognising safe and unsafe secrets	Assertive behaviours and communication skills to respond to unsafe situations, such as: Keeping calm using appropriate non-verbal communication skills seeking help (ACPPS035) Circumstances that can influence the level of emotional response to situations (ACPPS038)
Topic 2: Review of networks 2.1 Networks 2.3 Persistence	

3.6 YEAR 4

TERM 1

Focus Area 1: The right to be safe

Topic 2: Reviewing the concept of warning signs 2.2 Warning signs – chart 2.3 Exploring different types of feelings 2.4 Feeling unsafe	Personal behaviours and strategies to remain safe in uncomfortable or unsafe situations, such as: being alert and aware of unsafe situations using assertive behaviour and language knowing who or where to go for help in the community (ACPPS035) Strategies to ensure safety and wellbeing at home and at school, such as: following school rules identifying and choosing healthier foods for themselves (ACPPS036) (ACPPS040)
Topic 3: Unsafe situations and acceptable risk taking 3.1 Ideas about being safe 3.3 Unsafe situations 3.4 What is an emergency?	Personal behaviours and strategies to remain safe in uncomfortable or unsafe situations, such as: being alert and aware of unsafe situations using assertive behaviour and language knowing who or where to go for help in the community (ACPPS035) Strategies to ensure safety and wellbeing at home and at school, such as: following school rules identifying and choosing healthier foods for themselves (ACPPS036) (ACPPS040)

TERM 2

Focus Area 2: Relationships

Topic 1: Understanding rights and responsibilities 1.1 Rights 1.2 Responsibilities	Strategies that help individuals to manage the impact of physical, social and emotional changes, such as: positive self-talk assertiveness seeking help sharing responsibilities (ACPPS034) Strategies to identify and manage emotions before reacting (ACPPS038)
Topic 2: Trust and networks 2.1 Trust Walk 2.2 Relationship circle 2.3 Developing a personal network	Personal behaviours and strategies to remain safe in uncomfortable or unsafe situations, such as: being alert and aware of unsafe situations using assertive behaviour and language knowing who or where to go for help in the community (ACPPS035) The positive influence of respect, empathy and the valuing of differences in relationships (ACPPS037)
Topic 3: Developing personal identity 3.1 Identity web 3.3 Unsafe behaviour	Strategies to cope with adverse situations and the demands of others (ACPPS038)
Topic 4: Power in relationships 4.1 Exploring a definition of power 4.5 Bullying as an abuse of power	

TERM 3

Focus Area 3: Recognising and reporting abuse

Topic 1: Privacy and names of part of the body 1.1 Reproductive parts of the body 1.2 Exploring the meaning of private 1.3 Our bodies are private 1.4 Touching	
Topic 2: Recognising abuse, neglect and unsafe secrets 2.1 Exploring abuse 2.2 Definition of abuse 2.3 Emotional abuse 2.8 Recognising safe and unsafe secrets	
Topic 3: Electronic media safety 3.1 Media classifications 3.3 Television programs 3.4 Internet	Ways in which health information and messages can influence health decisions and behaviours (ACPPS039)

TERM 4

Focus Area 4: Protective strategies

Problem-solving and keeping safe 1.1 Helpful and unhelpful thinking 1.2 Assertive responses 1.3 Observational skills 1.5 POOCH problem-solving model 1.7 Scenarios dealing with abuse issues	Use of persistence and resilience as tools to respond positively to challenges and failure, such as: using self-talk seeking help thinking optimistically (ACPPS033) Strategies that help individuals to manage the impact of physical, social and emotional changes, such as: positive self-talk assertiveness seeking help sharing responsibilities (ACPPS034)
Topic 2: Review of networks 2.1 Networks 2.3 Persistence	Strategies to identify and manage emotions before reacting

3.7 Year 5

Term 1

Focus Area 1: The right to be safe

Topic 2: Reviewing the concept of warning signs	Strategies that promote a safe, healthy lifestyle, such as:
2.1 Warning signs – physical indicators	comparing food labels on products increased physical activity
2.2 Early warnings - chart	practising sun safety (ACPPS054)
2.3 Exploring different types of feelings	
2.4 Feeling unsafe	Preventive health measures that promote and maintain an
2.5 Imagining a safe place	individual's health, safety and wellbeing, such as:
	bicycle safety; sun safety (ACPPS058)
	Identify, plan and apply the elements of scientific investigations to answer questions and solve problems using: equipment and materials safely and identifying potential risks (ACSIS086)
Topic 3: Unsafe situations and acceptable risk taking	Select, and apply, safe procedures when using components and equipment to make solutions (WATPPS30)
3.1 Ideas about being safe	
3.2 A timeline of independence	
3.3 Unsafe situations	
3.4 What is an emergency?	
3.5 Personal emergency	

Term 2

Topic 1: **Understanding rights and responsibilities**	Identify, plan and apply the elements of scientific investigations to answer questions and solve problems using equipment and materials safely and identifying potential risks (ACSIS086)
1.1 Rights	
1.2 Responsibilities	
1.3 UN Convention on the Rights of the Child	The key values that underpin Australia's democracy, including freedom, equality, fairness and justice (ACHASSK115)
Topic 2: Trust and networks	Skills and strategies to establish and manage relationships over time, such as:
2.1 Trust Walk	exploring why relationships
2.2 Relationship circle	change assessing the impact of
2.3 Developing a personal network	changing relationships on health and wellbeing building new friendships dealing with bullying and harassment (ACPPS055)
	Ways in which inappropriate emotional responses impact on relationships, such as:
	Loss of trust
	Fear
	Loss of respect (ACPPS056)
	Digital systems have components with basic functions that may connect together to form networks which transmit data (ACTDIK014)
Topic 3: Developing personal identity	Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE083)
3.1 Identity web	
3.3 Unsafe behaviour	

Topic 4: Power in relationships 4.1 Exploring a definition of power 4.2 Power scenarios 4.5 Bullying as an abuse of power	Why people work in groups to achieve their aims and functions, and exercise influence, such as volunteers who work in community groups (e.g. rural fire services, emergency services, youth groups (ACHASSK118)

Focus Area 2: Relationships

TERM 3

Focus Area 3: Recognising and reporting abuse

Topic 1: Privacy and names of parts of the body	Changes associated with puberty which vary with individuals: Physical; mental; emotional (ACPPS052)
Topic 2: Recognising abuse, neglect and unsafe secrets 2.1 Exploring abuse 2.2 Definition of abuse 2.5 Neglect 2.6 Basic needs 2.7 Sexual abuse 2.8 Recognising safe and unsafe secrets	
Topic 3: Electronic media safety 3.1 Media classifications 3.4 Internet 3.5 Photographs and digital images 3.6 Magazines	Reliable sources of information that inform health, safety and wellbeing, such as: Internet based information Community health organisations Publications and other media (ACPPS053) (ACPPS057) Digital systems have components with basic functions that may connect together to form networks which transmit data (ACTDIK014)

TERM 4

Focus Area 4: Protective strategies

Topic 1: Problem-solving and keeping safe 1.1 Helpful and unhelpful thinking 1.2 Assertive responses 1.6 Practising problem-solving	Ways that individuals and groups adapt to different contexts and situations (ACPPS051) Skills and strategies to establish and manage relationships over time, such as: exploring why relationships change assessing the impact of changing relationships on health and wellbeing building new friendships dealing with bullying and harassment (ACPPS055)
Topic 2: Review of networks 2.1 Networks 2.2 Local support/networks 2.3 Persistence	Skills and strategies to establish and manage relationships over time, such as: exploring why relationships change assessing the impact of changing relationships on health and wellbeing building new friendships dealing with bullying and harassment (ACPPS055)

3.8 YEAR 6

TERM 1

Focus Area 1: The right to be safe

Topic 1: Safety and risk-taking 1.1 Exploring Theme 1 'We all have the right to be safe' 1.3 Exploring resiliency	
Topic 2: Warning signs and emergencies 2.1 Warning Signs in unsafe situations 2.2 What if someone does not have warning signs? 2.3 A-Z examples of psychological pressure, manipulation and 'brainwashing' 2.4 Exploring emergencies 2.5 Planning for a serious emergency 2.6 Relaxation activity	Strategies that promote a healthy lifestyle, such as: refusing medicines, tobacco, alcohol or other drugs improving the nutritional value in meals increasing physical activity being safe in an online environment (ACPPS054) Situations in which emotions can influence decision-making: in peer group with friends with family during sporting or physical activities (ACPPS056)

TERM 2

Focus Area 2: Relationships

Topic 1: Rights and responsibilities in relationships 1.1 What rights do children and young people have? 1.2 Exploring relationships 1.3 Defining healthy relationships 1.4 Trust 1.5 Networks 1.6 Personal relationship circle	Ways that personal identities change over time (ACPPS051) Skills to establish and manage positive relationships, such as: showing respect and empathy being cooperative actively listening being trustworthy accepting differences (ACPPS055)
Topic 2: Power in relationships 2.1 Defining power 2.2 Use of power 2.3 Power in relationships 2.4 Use or abuse of power 2.5 Guilt 2.6 Power and the construction of gender	

TERM 3

Focus Area 3: Recognising and reporting abuse

Topic 1: Recognising abuse 1.1 Revisit group norms 1.2 Personal space 1.3 Defining public and private 1.4 Privacy 1.5 Anatomical names 1.6 Defining abuse 1.7 Recognising abuse 1.8 Using warning signs to recognise abuse	Strategies and resources to understand and manage the changes and transitions associated with puberty, such as: Minimising and managing conflict Recognising and building self-esteem Selecting and managing relationships (ACPPS052)
Topic 2: Identifying abuse and neglect 2.1 Neglect and physical and emotional abuse 2.2 Why is it difficult to talk about sexual abuse? 2.3 Sexual Abuse	

TERM 4

Focus Area 4: Protective strategies

Topic 1: Problem-solving strategies	Criteria that can be applied to sources of information to assess their credibility (ACPPS053)
1.1 Trust, talk take control 1.2 Problem-solving card activity 1.5 Strategies when a friend discloses 1.6 Language of resilience 1.7 Persistence	
Topic 2: Network review and community support	Preventive health measures that can promote and maintain community health, safety and wellbeing, such as: creating social connections for better mental health meeting physical activity recommendations (ACPPS058)
2.1 Network review challenge 2.2 Network support card 2.3 Community support networks	

The Protective Behaviours Curriculum is integrated across all year levels from Kindergarten to Year 12, forming a part of the Health and Physical Education Curriculum. It is also incorporated into various school activities, including the Highway Heroes program for Kindergarten to Year 6, form classes, devotions, chapel services, assemblies, incursions, Christian Living classes, and other relevant learning areas as appropriate.

Additionally, our staff emphasize respect both within our College and in the broader community, while also focusing on key Biblical values:

- **R**esilience
- **E**ncouragement
- **S**tewardship
- **P**oliteness
- **E**xcellence
- **C**o-operation
- **T**ruth

DALE CHRISTIAN COLLEGE