Primary School Protective Behaviour Curriculum

Links with

School Curriculum and Standards Authority
SCSA WA
&
Early Years Learning Framework
EYLF

Dale Christian School - Vision and Mission

Our vision is to offer affordable, quality, Christ-centred education and to equip our students with skills and strong values that encourage them to pursue excellence spiritually, academically and socially.

We strive to ensure that every student who attends, will clearly hear the claims of Christ over their lives in areas of management, curriculum and teaching practices. We seek to provide opportunities for students to learn in a peaceful, Christ-centred environment, where there is a sense of meaning and security. Our families can experience the love of God at work and the Holy Spirit is able to minister to all members of the school community.

Our students should demonstrate respect and have the courage to make decisions which are not necessarily popular, but righteous. The students will have a sense of fairness and justice. Dale Christian School will strive to equip them to become effective life-long learners with strong resiliency, flexibility and problem-solving abilities.   *(Micah 6:8)*

Version Management

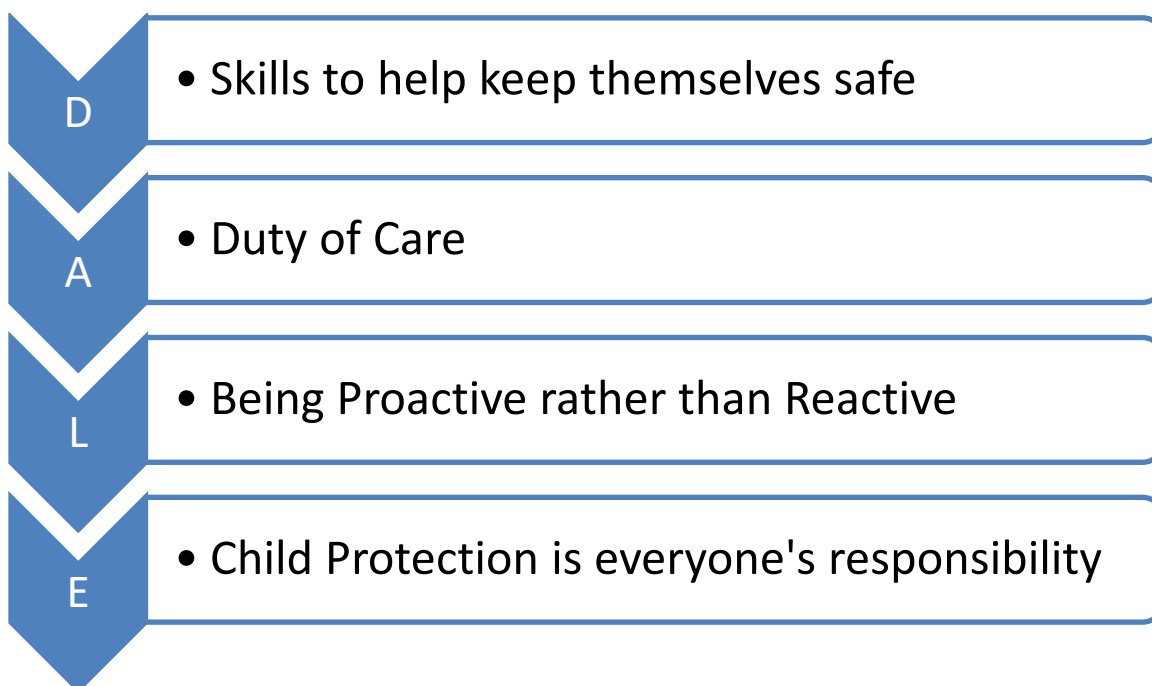| Version	Date Published	Changes Made	Author of Changes
1	2019 05 10	PBC links with SCSA Year 1-6	EH
2	2019 05 24	PBC links with EYLF K-PP	JW
3	2020 03 14	New Document & Format	FJ

Dale Christian School 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.

Contents

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

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

D • Skills to help keep 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 School)

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

Primary Years – Years 3-6 (Dale Christian School)

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

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: Relationships

Topic 1: Trust and networks	1.1 Children feel safe, secure, and supported
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	1.2 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	1.1 Children feel safe, secure, and supported
3.1 Introducing warning signs 3.2 Signs 3.3 Warning signs	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	1.2 Children develop their emerging autonomy, interdependence, resilience and sense of agency.
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	1.3 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	Personal and social skills to interact with others: expressing needs, wants and feelings, active listening, self-discipline (ACPPS004)
1.1 Characters' feelings 1.2 Different feelings 1.3 Strategies to identify feelings 1.4 Miming feelings	Emotional responses individuals may experience in different situations (ACPPS005) Appropriate language and actions to communicate feelings in different situations (ACPPS005)
Topic 2: Being safe 2.1 How do we make it safe? 2.2 Stories about being safe 2.3 Identifying a safe place	Actions that promote health, safety and wellbeing, (ACPPS006) Safe active play in outdoor settings and the natural environment (ACPPS007)

TERM 2
Focus Area 2: Relationships

Topic 1: Trust and networks	Personal and _social skills_ to interact with others: expressing needs, wants and feelings, active listening, self-discipline (ACPPS004)
1.1 Exploring the meaning of trust	
1.2 Developing a personal network	
1.3 Will you be on my network please?	Protective behaviours to keep safe and healthy: saying 'no', moving away, telling an adult asking for help (ACPPS003)
1.4 Relationship circles	
1.5 People I don't know who might help	
	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	Personal and social skills to interact with others: expressing needs, wants and feelings, active listening, self-discipline (ACPPS004)
3.1 Introducing warning signs	
3.2 Signs	Appropriate language and actions to communicate feelings in different situations (ACPPS005)
3.3 Warning signs	

TERM 4
Focus Area 4: Protective strategies

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

3.3 YEAR 1
TERM 1
Focus Area 1: The right to be safe

Topic 2: Being safe	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)
2.1 How do we make it safe?	
2.2 Stories about being safe	
2.3 Identifying a safe place	
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	Personal strengths and how these change over time (ACPPS015)
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	The strengths of others 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	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)
4.1 Defining unsafe 4.2 Unsafe situations 4.3 Risk taking 4.4 Looking for clues about risks	

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:
1.1 Memory activities 1.2 Remembering name, address, telephone numbers 1.3 Revisiting personal networks 1.4 What if…? problem-solving 1.5 What if…? scenarios 1.6 Practising being assertive 1.7 Freeze frame activity 1.8 Saying NO activity	walking away seeking help remaining calm (ACPPS020) Ways health messages are communicated on: television

1.9	Choosing strategies to keep safe	posters radio (ACPPS021) Actions that support a safe classroom, such as: moving around safely sharing appropriately following class rules (ACPPS022)

3.4 YEAR 2
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: procedure and practice for dialling 000 in an emergency locating safety houses and trusted networks in the local community (ACPPS017) 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 3.1 Introducing warning signs 3.2 Signs 3.3 Warning signs	Ways health messages are communicated in the media and how they can influence personal health choices, such as 'slip, slop, slap' (ACPPS021)
Topic 4: Risk taking and emergencies 4.5 Defining an emergency 4.6 Personal emergency 4.7 Thinking and feeling in an emergency	Strategies to use when help is needed: procedure and practice for dialling 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	Changes in relationships and responsibilities as individuals grow older (ACPPS016)
2.3 Behaviour code and children's rights 2.4 Rights of children	

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	Strategies and behaviours that promote health and wellbeing: personal hygiene practices healthy eating sufficient sleep staying hydrated regular physical activity (ACPPS018)
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	

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

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 a 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 parts 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 & 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	Choices and behaviours conveyed in health information and messages (ACPPS039)
3.1 Media classifications 3.2 Video media, movies and DVDs	

TERM 4
Focus Area 4: Protective strategies

Topic 1: Problem-solving and keeping safe	Assertive behaviours and communication skills to respond to unsafe situations, such as: keeping calm using appropriate nonverbal communication skills seeking help (ACPPS035) Circumstances that can influence the level of emotional response to situations (ACPPS038)
1.1 Helpful and unhelpful thinking 1.2 Assertive responses 1.3 Observational skills 1.4 'What if . . .?' problem-solving model	
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	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)
2.2 Warning signs: chart 2.3 Exploring different types of feelings 2.4 Feeling unsafe	
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 parts 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 2.4 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

Topic 1: Problem-solving and keeping safe	Use of persistence and resilience as tools to respond positively to challenges and failure, such as: using self-talk seeking help thinking optimistically (ACPPS033)
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	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 (ACPPS038)

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: comparing food labels on products increased physical activity practising sun safety (ACPPS054)
2.1 Warning signs: Physical indicators 2.2 Early warnings: chart 2.3 Exploring different types of feelings 2.4 Feeling unsafe 2.5 Imagining a safe place	Preventive health measures that promote and maintain an 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 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	Select, and apply, safe procedures when using components and equipment to make solutions (WATPPS30)

TERM 2
Focus Area 2: Relationships

Topic 1: Understanding rights and responsibilities 1.1 Rights 1.2 Responsibilities 1.3 UN Convention on the Rights of the Child	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) The key values that underpin Australia's democracy, including freedom, equality, fairness and justice (ACHASSK115)
Topic 2: Trust and networks 2.1 Trust walk 2.2 Relationship circle 2.3 Developing a personal network	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) 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 3.1 Identity web 3.3 Unsafe behaviour	Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE083)
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)

TERM 3
Focus Area 3: Recognising and reporting abuse

Topic 1: Privacy and names of parts 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	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	Ways that personal identities change over time (ACPPS051)
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	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	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)
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	
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 2.1 Network review challenge 2.2 Network support card 2.3 Community support networks	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)

In addition, Assemblies, Chapel Service, Morning Devotions in Form Class, Christian Living Lessons, Devotion with Primary Staff focuses on:

- Respect in our School Community and Wider Community
  - (Resilience, Encouragement, Stewardship, Politeness, Excellence, Co-operation, Truth)