Keeping Safe: Child Protection Curriculum

Early Years: Years R-2 concept summary

Focus Area 1: Right to be safe

Topics: Feelings; Being safe; Warning signs; Risk-taking and emergencies

- Children are given opportunity to analyse feelings of characters in stories and role-play a range of feelings with their peers. Skills are developed to identify their own feelings and the feelings of others.
- Children use stories and songs and identify the feelings associated with being safe and unsafe and the characteristics of safe places and unsafe places, including online safety. Relaxation as a strategy to feel safe is explored.
- Children learn the concept of warning signs and the three components: physical indicators (body messages); emotional indicators (feelings); and external signs (clues). Warning signs are discussed in familiar and safe environments to help children recognise a situation where there may be a risk of harm.
- Children develop understandings about emergencies and risk-taking by exploring and examining consequences and making decisions. The concept of personal emergencies is introduced, whereby children may need to break the normal rules in order to remain safe.

Focus Area 2: Relationships

Topics: Rights and responsibilities; Identity and relationships; Power in relationships; Trust and networks

- Children explore rights and responsibilities and needs and wants by using stories and age appropriate scenarios. Children's rights are introduced by looking at what children need to be healthy and safe, and identifying the responsibility adults have in keeping children safe.
- Children explore their personal identity and the importance or respecting diversity. They begin to understand the connections they have with their family and friends and explore these relationships.
- The concepts of bullying, fair and unfair, and power are all introduced. Children explore age-appropriate social issues to identify situations where there has been an abuse of power in a relationship and to demonstrate appropriate actions to take. The language of safety is an important aspect and non-blaming language is encouraged.
- Children develop an understanding of trust and trusted networks to consider who will listen to them and help them when they feel unsafe. Children explore a range of people who they may not know, but who may be able to help them if needed.

Focus Area 3: Recognising and reporting abuse

Topics: Privacy and the body; Recognising abuse; Secrets

- Body awareness, personal space and safe and unsafe touching in relationships are all introduced. Children learn anatomical names for parts of the body, including sexual body parts, and understand that their whole body is private.
- A range of developmentally appropriate situations are presented to children to help them identify forms of abuse, including domestic and family violence and online abuse, and the difference between accidental and deliberate injury. Consideration is given to the range of attitudes and values of children's families and communities.
- Children develop an understanding that while many secrets can be fun and exciting, some secrets are unsafe to keep. It is important for children to recognise unsafe secrets and tell a trusted adult about them.

Focus Area 4: Protective strategies

Topic: Strategies for keeping safe; Persistence

- Children are given the opportunity to practise assertive communication and are introduced to a range of problem-solving strategies. Children learn how to use the phone correctly, know their personal details, and understand when and with whom they can share this information including online safety.
- Children explore the importance of persistence to keep telling trusted adults when they feel unsafe until action is taken to help them and make them feel safe again. Role-play scenarios and stories focussing on persistence are used.