



Government  
of South Australia

Department for Education

# Renmark Primary School Newsletter



58 Murtho Street, Renmark, SA, 5341  
Phone: (08) 8586 5737  
Fax: (08) 8586 4020

Website: [www.renmarkr7.sa.edu.au](http://www.renmarkr7.sa.edu.au)  
Email: [dl.0376\\_info@schools.sa.edu.au](mailto:dl.0376_info@schools.sa.edu.au)  
Principal: Ms Lyn Bretag

No 1/2019

Term 1, Week 2

Thursday 7 February 2019

◆ Respect ◆ Excellence ◆ Self Belief ◆ Trust

## News from the Principal

Welcome to the 2019 school year. We've had a great start across the school with staff focused on building a strong classroom culture where everyone belongs, everyone supports each other and that all students and staff should expect to learn and teach in happy, safe and challenging learning environments.

We expect all students to treat others with kindness and respect. We understand that at times, some students may need a short time out of class to re-settle and return to class to try again. Such strategies develop self-regulation and acknowledge that at times it can be challenging to stay fully focused, especially if other issues are causing them to worry, feel upset or even being tired!

It's so important that students come to school ready for their day. Having a sound sleep the night before, calm routines regular bed times and being prepared with lunch, recess, Crunch'n'Sip and a water bottle ready; helps your child feel settled and organised for their day.

These small routines can have a big impact; allowing your child to gain the most from their learning.

***IT IS VERY IMPORTANT FOR YOUR CHILD TO BE AT SCHOOL EVERY DAY BEFORE 9.00am, TO STAY UNTIL THE END OF THE DAY AND TO ATTEND EVERY DAY UNLESS THEY ARE ILL OR HAVE AN URGENT FAMILY SITUATION. PLEASE MAKE THIS A PRIORITY.***

We monitor attendance very closely and become very concerned if students are absent or late for school on a regular basis. Where attendance is a concern, we will contact parents/caregivers to arrange a meeting to discuss how we can assist. As per Department policy other resources may also be accessed if required.

### GOVERNING COUNCIL AGM

Parents/caregivers will receive information next week about our Governing Council Annual General Meeting, Monday 4 March, 6.00 – 7.00pm in the Resource Centre. It would be

fantastic to have some more parents on Governing Council, we meet twice each term and highly value parent voice.

Please put this date in your diary and I hope to see as many parents as possible at our AGM.

It's been great to meet our new parents and students. Welcome to our school! The partnership between school and home is very important so please know that your ideas and questions are welcomed.

### DECODABLE READERS PARENT INFORMATION SESSION

Reception students are learning to read with Decodable Readers. This is a change from levelled readers. Students in years 1-3 may also utilise these books depending on the stage they are at in learning to read.

Mrs Brenda Pfitzner, our Deputy Principal is conducting a parent information session at school on **Tuesday 12 March, 5.00-6.00pm**. Please come along to find out more about how decodable readers support your child in learning to read; ask questions and take a look at the resources your child will be using.

All parents welcome.

### INVACUATION - 6 FEB 2019

Yesterday we experienced an incident involving a student that necessitated a lockdown at school, which was put in place in the interests of student and staff safety and well-being. This incident was well managed cooperatively with SAPOL, the student's family and school leadership staff.

I thank staff and students for their excellent response; everyone followed the practised procedure very well, maintaining calm and routine.

Thank you to parents/caregivers and visitors who were on site. Your understanding and support were much appreciated.

With thanks,  
Lyn Bretag

## Child Protection Curriculum

The Keeping Safe: Child Protection Curriculum (KS:CPC) is a child safety program for children and young people from age 3 to year 12. It teaches children to:

- recognise abuse and tell a trusted adult about it
- understand what is appropriate and inappropriate touching
- understand ways of keeping themselves safe.

The KS:CPC is mandated in all public preschools and schools and is taught every year by teachers who have completed a full day KS:CPC training course. It is a world-class, evidence-based child safety program that is used by a range of other Australian and international schools.

### Why we teach children about keeping safe

The department has a legal responsibility to protect children and young people from abuse in its own settings and in the wider community. All children and young people have a right to:

- be treated with respect and to be protected from harm
- be asked for their opinions about things that affect their lives and to be listened to
- feel and be safe in their interactions with adults and other children and young people
- understand as early as possible what is meant by 'feeling and being safe'.

### The curriculum follows 2 main themes:

- we all have the right to be safe
- we can help ourselves to be safe by talking to people we trust.

### The 2 themes are explored through 4 focus areas:

- the right to be safe
- relationships
- recognising and reporting abuse
- protective strategies.

The focus areas are targeted to the age of the learners. For further information about this program, we have included fact sheets for each of the year levels at the end of the newsletter.

## Breakfast Club

Every Thursday morning from 8.15-8.45am breakfast club will run from the kitchen. All students welcome to attend! We would like to thank the Paringa Bakery for making this possible and free to all students!



## Safer Internet Day



Safer Internet Day (SID) is an annual, worldwide event held on Tuesday 5 February 2019. It aims to help encourage a better internet, with this year's theme—'**Together for a better internet**' encouraging individuals to create a better internet by developing four, critical skills. We call these skills the 4Rs: Respect, Responsibility, Reasoning and Resilience.

Students from the middle and upper primary classes have been viewing and completing learning activities from "#Game On," a cybersafety video that follows the online experiences of a group of lower secondary students who find themselves in situations that catch them off-guard and teach them the consequences of making poor decisions online.

Topics include cyberbullying, excessive gaming, sharing passwords, free downloads and online friends.



## Badge Presentation Assembly

On **Wednesday 13 February** will be our first official assembly of the year. We have invited the Mayor of Renmark and Paringa Council Mayor, Mr Neil Martinson, to come and present our 2019 Student Leaders, Sports Leaders, SRC and Little Leaders with their badges.

**Assembly will be held in the hall, beginning at 9.10am**

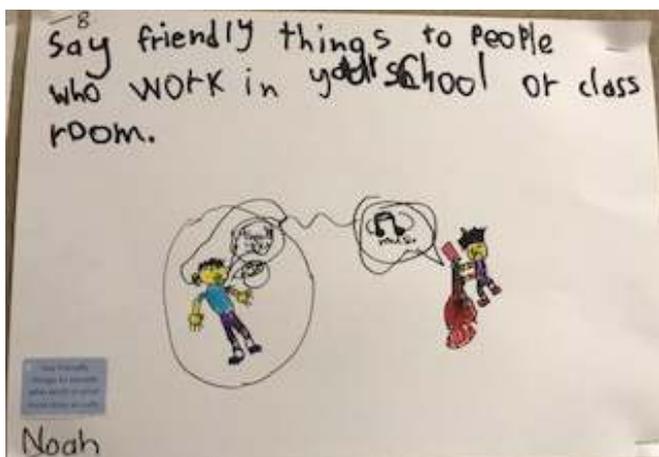
## Friendly February with Room 2

**'The best way to cheer yourself up is to cheer somebody else up'**

Room 2 have been discussing 'Friendly February,' a way of reminding us to use daily actions to help make the month ahead a much friendlier one!

All classes have been involved in discussions about their classroom and yard success criteria, talking about ways they can be successful learners at RPS.

Sometimes kind words are just what we all need.



## Star Reader Program

### Scholastic

Scholastic are running a Reading program in 2019, exclusive to scholastic schools only. By holding a small bookfair during our Meet and Greet (Tuesday 12 Feb), Scholastic will supply us with prizes for the children in recognition of their reading achievements (including stickers, bookmarks and lanyards). There are also extra-special 'Star Reader Packs' designed to reward two students per term for their reading achievements. See the attached flyer on Page 6 for more info.

We look forward to seeing you at the library on Greet and Meet night.

Vicki and Narelle

## Parent Group 2019

- Want to be more involved with Renmark Primary School?
- Want to enjoy doing some fun projects with your child's school?
- Do you have fun creative ideas you would like to see in action?
- Would you like to be part of helping with activities at school?



Special Lunches, Fundraising, Gardening, Mother's Day, Father's Day, Sausage Sizzle, Walk To School Day Lunch, Fruit Days....**Who is responsible for all of these great activities and projects?**

### The PARENT GROUP!!

**Meeting Tuesday 12 Feb 2019 10.30am, please meet in the office.**

If you are interested in joining, or just want to find out some more information; please return the slip that was sent home this week or pop in and let us know at the office. A member of the Parent Group will then contact you.

## SAPSASA Regional Athletics Carnival – Loxton

Please be advised that the carnival will be held on Wednesday 20 March this year.

Mrs Hueppauff has already begun to talk to students about the carnival and has started the training process.

# Parent Reminders...

## Materials & Service Charge for 2019

Thank you to the families who have organised payment, school card or instalment plans. If you have yet to do this, please come in and see us at the office ASAP. A reminder that **School Card** applications must be completed each year, they don't continue from the previous year.

## Student info/medical details

Please return your child/ren's personal information update ASAP. Visit your GP if you require updated medical plans and/or signed medication agreements and update any student information that may need changing.

## Breakfast Club

Breakfast Club is held every **Thursday from 8.15-8.45am**; in the kitchen.

## School Banking

Bank SA school banking occurs every Tuesday. Applications are available from Bank SA.

## School lunch orders

**Fridays only** – orders **MUST** be in by 9.00am on Thursdays. Menu's and order bags are available at the office. Please ensure all lunch orders include the **CLASS NUMBER**, not just the class teacher's name.

**Tri State Graphics** have introduced an **online store**. Shop from the comfort of home, order and pay direct online and receive a contact message when your goods are ready, or request that your goods be shipped out to you direct. <https://www.tristategraphics.com.au/shop/>

## Junior State Softball Carnival – March 9- 11, 2019



The Riverland Softball Association are hosting the Junior State Softball Championships, which are to be held from March 9 - 11 at Glassey park. We welcome all players U/13, U/15 And U/17, boys and girls, to represent our region.

For further information, please contact Michelle Bradtke, Riverland Softball Association – Carnival Coordinator on Mob: 0404 145 329 between 1-2pm 5- 6pm weekdays. Alternatively please contact me on email [sbradtke@bigpond.com](mailto:sbradtke@bigpond.com). Can all interested players please get names to Riverland School Sport Convenor Peter Safralidis, at [peter.safralidis968@schools.sa.edu.au](mailto:peter.safralidis968@schools.sa.edu.au).

April 2019  
**NEXT STEP PROGRAM**

**5-8 year olds | \$90**  
Monday 15 April, Adelaide Oval  
9am – 12pm OR 1pm – 4pm  
Restricted to 120 registrations per session.

**9-14 year olds | \$110**  
Tuesday 16 April, Adelaide Oval  
9am – 2pm  
Maximum 125 registrations.

**Each participant will receive:**  
Personalised Guernsey, football, drink bottle, SANFL Statewide Super League Grand Final Family Pass & other awesome goodies.

Register before 25 February, for your chance to be one of the 2019 SANFLW Grand Final Medal Presenters

**REGISTER NOW**

These clinics will sell out fast - DON'T MISS OUT  
Registrations close Monday 4 March

**CADELL**  
**MY HEALTHY RIVER TOOLKIT**  
**TOUR**  
**SUNDAY 10 FEBRUARY, 2019**

Celebrating **World Wetlands Day** and witnessing the outcomes of environmental watering at the recently filled Cadell Wetland. The tour will be guided by Nature Foundation SA, Riverland West Landcare, NRM Education Officer and community. The Tour is free of charge but **bookings are essential** for catering. Please call 8541 2611 by 7 February to secure your spot!

**11:00am Meet at Cadell Wetland**  
intersection of Heinrich & Dalzell Rd

**11:15am Wetlands & Their Importance**  
An overview of recent environmental watering that has occurred at this site with Natalie Stalenberg from NFA  
**Macroinvertebrates**  
Find out what waterbugs are living in the wetland with Cindy from NRM Ed

**1:15pm Barbecue Lunch**

**Adopt A Tree**  
A glimpse into the life of floodplain and wetland trees and the My Healthy River Toolkit with Dr Anne Jensen

**Birds, Water and Life**  
Pick up some binoculars and discover which water birds have made Cadell Wetland their new home

**FREE EVENT**

**Nature FOUNDATION SA**

**CIT**  
CENTRAL IRRIGATION TRUST

**KIDS ACTIVITIES**

**Australian Government**

**Riverland West Landcare**

**Government of South Australia**

Project Officer Riverland West Landcare  
T 8541 2611 M 0429 049 309  
E [Karen@rwlndcare.org.au](mailto:Karen@rwlndcare.org.au)

# WHAT'S ON ???

## Community notices

### Riverland Oral Health Centre (school aged dental)

Address: 10 Maddern Street, Berri SA 5343.

Open Monday to Friday 8.30am-4.30pm Phone: 8580 2700. In an emergency or for after hour's advice call: 1800 022 222.

Dental care is free for most children-SA Dental bulk bill Medicare.

### Renmark Out of School Hours Care

OSHC opening hours: 6.30am-8.30am & 3.15pm-6.30pm,

Pupil free days and School Holidays 6.30am-6.30pm.

Please Call: 8586 4481 for bookings.

### National Karate Academies Renmark

For R-7 at the RPS Hall on Wednesdays (enter from 19<sup>th</sup> St. Renmark).

Phone Jeff on 0417 938 076.

### Family Activities Program

Follow the link below to access a fantastic 'Family Activities Program' put together by the Renmark Paringa Council.

The Program includes activities suitable for all age groups.

<http://www.renmarkparinga.sa.gov.au/familyactivities>

## School Uniform Donations

Do you have any second hand school uniforms; particularly T-shirts that you would consider donating? Any school uniform donations are very welcome.

Second hand uniforms can be purchased from the front office for a gold coin donation.

## 2019 Term Dates

Term 1: 29 January – 12 April (11 wks)

Term 2: 29 April – 5 July (10 wks)

Term 3: 22 July – 27 September (10 wks)

Term 4: 14 October – 13 December (9 wks)

## Dates to remember

### Term 4

#### Week 1 and 2

January	29	Back to school
February	5	Safer Internet Day

#### Week 3

February	11	Governing Council 6pm
February	12	<b>Meet &amp; Greet 2.40 – 5.00pm</b>
February	13	<b>Assembly – Badge presentations</b>

#### Week 4

February	19	Yr. 7 Leadership Day (Loveday)
----------	----	--------------------------------

#### Week 5

February	25	Governing Council AGM 6pm
February	26	<b>Assembly 2.40pm</b>

#### Week 6 and 7

March	11	<b>PUBLIC HOLIDAY</b> Adelaide Cup
March	12	<b>PUPIL FREE DAY</b>
March	15	National day against Bullying

#### Week 8

March	18	Governing Council 6pm
March	21	<b>Assembly 12.25pm</b> <b>Harmony Day</b>

#### Week 9, 10 and 11

April	12	2.30pm <b>DISMISSAL</b> (Casual day)
-------	----	--------------------------------------

*Please Note: Dates are subject to change*

Don't forget to check out our School website @ <http://www.renmarkr7.sa.edu.au>

And



RENMARK PRIMARY SCHOOL OFFICIAL

## PLEASE NOTE

Riverland/State SAPSASA dates are still to be added to the Newsletter.

You can find a copy of the 2019 SAPSASA Calendar on their Facebook Page: **Riverland School Sport**

# Celebrate Reading!

BACK BY  
POPULAR  
DEMAND!

## Star Reader



The Scholastic **Star Reader** program helps you recognise, praise and reward students for reading, every week of the school year. Using recognition and rewards is a proven way to get more kids reading and kids reading more!

Scholastic is your reading partner and committed to developing a lifetime passion for reading amongst your students. Findings from the Scholastic **Australian Kids and Family Reading Report™** confirm that children's behaviours and views on reading books for fun are greatly improved when school leaders endorse and encourage reading.

See the full report here [scholastic.com.au/readingreport](http://scholastic.com.au/readingreport)

Partner with us and we will provide everything you need to celebrate and encourage reading for all of 2019.



# Keeping Safe: Child Protection Curriculum

## Parent and carer fact sheet | Early Years: Years R-2

### What is the Keeping Safe: Child Protection Curriculum?

The Keeping Safe: Child Protection Curriculum (KS-CPC) is a respectful relationships and child safety curriculum that teaches all children and young people they have the right to be safe and they can help themselves to be safe by talking to people they trust.

The KS-CPC is delivered by teachers to children and young people each year from Age 3 to Year 12. Teachers who deliver the curriculum complete training in its use. The KS-CPC fits primarily within the Health and Physical Education learning area of the Australian Curriculum but can be taught across multiple learning areas.



### Why is child protection important?

The Department for Education has a legal responsibility to protect children and young people from abuse in its own settings and in the wider community. All children and young people have a right to:

- be treated with respect and to be protected from harm
- feel and be safe in their interactions with adults and other children and young people
- understand as early as possible, what is meant by 'feeling and being safe'
- the support of school based counsellors or designated staff in their education or care environment whose role includes being an advocate for their safety and wellbeing (*Child Protection in Schools, Early Childhood Education and Care Services Policy*, 2015, p4).

### What is included?

The KS-CPC is divided into four Focus Areas each covering a number of topics. For Years R-2, these are:

<b>1. The right to be safe</b> <ul style="list-style-type: none"><li>• Feelings</li><li>• Being safe</li><li>• Warning signs</li><li>• Risk-taking &amp; emergencies</li></ul>	<b>2. Relationships</b> <ul style="list-style-type: none"><li>• Rights &amp; responsibilities</li><li>• Identity &amp; relationships</li><li>• Power in relationships</li><li>• Trust &amp; networks</li></ul>
<b>3. Recognising and reporting abuse</b> <ul style="list-style-type: none"><li>• Privacy &amp; the body</li><li>• Recognising abuse</li><li>• Secrets</li></ul>	<b>4. Protective strategies</b> <ul style="list-style-type: none"><li>• Strategies for keeping safe</li><li>• Persistence</li></ul>

### How can I support my child with the KS-CPC?

- Provide relevant information about your child to their teacher that could assist with the delivery of the curriculum.
- Understand and reinforce the key messages of the KS-CPC. Refer to the information on the following page.

### How can I find out more information about the KS-CPC?

- Speak to your child's teacher or the preschool or school's leadership staff.
- Go to the KS-CPC website for concept summaries and additional information: <http://tiny.cc/KSCPC-ParentCarerInfo>.

### What support services and additional information are available?

- Child and Youth Health: <http://cyh.com.au>
- Kids Helpline parent information: <https://kidshelpline.com.au/parents>
- National sexual assault, domestic and family violence counselling service: <https://www.1800respect.org.au>
- Parenting SA (and Parent Easy Guides): <http://parenting.sa.gov.au>
- Raising children network: <http://raisingchildren.net.au>

## Supporting your child | Early Years: Years R-2

### Focus Area 1: Right to be safe

#### Support your child to:

- understand different feelings and emotions, eg happy, sad, scared, angry, surprised
- show a variety of feelings and know that we all need to express our feelings and emotions
- understand what being safe means and what makes a place safe. Reinforce in a range of environments, eg at home, at school, at the park, at the shops
- know what a warning sign might look and feel like, eg seeing someone suddenly get angry, butterflies in tummy, heart beating fast, shivering, can't move
- understand what they can do if they experience warning signs, eg tell a trusted adult
- recognise safe and unsafe situations and risk-taking, eg using scissors, crossing the road, going on the monkey bar for the first time, talking to unknown people
- understand what an emergency looks like and sounds like and know what they can do if one occurs, eg tell a trusted adult, dial 000.

### Focus Area 2: Relationships

#### Support your child to:

- understand that we all have rights, eg the right to be safe, the right to be cared for, the right to be listened to
- know the difference between things they may want such as chocolate or toys, and things they need such as food, a bed and a safe place to live
- understand relationships with their family, friends and others, and safe ways to interact (if consensual and trusted), eg hug, kiss, shake hands, wave
- recognise what bullying behaviour looks like and what to do if they or someone else is being bullied, eg tell the person to stop, walk away, talk to a trusted adult
- understand that personal power can be used positively and negatively, eg letting another child join in the game, not taking turns on the slippery dip
- know what to do if someone tells them to do something that feels unsafe
- identify trusted people at home, in the family, at school and in the community. Include a support service such as Kids Helpline
- practise talking to the people on their trusted network and know how to get help if they need it.

#### Useful resources:

<http://tiny.cc/LNMCRC-Simplified> | <http://tiny.cc/BulkStoppers-Parents> | <https://ndshelpline.com.au>

### Focus Area 3: Recognising and reporting abuse

#### Support your child to:

- know and use the correct names for sexual body parts (see <http://tiny.cc/CallIBodyPartsWhatTheyAre> for information)
- understand that their whole body is private (including sexual body parts and the mouth) and no one has the right to touch them without their permission
- know the difference between safe and unsafe touching, eg safe – if two friends agree to hold hands or hug; unsafe – touching sexual body parts unless receiving medical treatment by a trusted adult, doctor or nurse
- understand that some touch may be uncomfortable but necessary, eg when going to the doctor or dentist
- practise saying 'No' and 'Stop it' if they feel unsafe or are being touched in a way that makes them feel uncomfortable
- know how to recognise abuse (physical, emotional, sexual, neglect), eg being hurt, seeing others being abused, being touched inappropriately, no food or clean clothes
- understand who they can seek help from in the community if they are lost or unsafe, eg police officer, shopkeeper, bus driver
- know how to use the internet safely and respectfully (under supervision)
- know the difference between safe and unsafe secrets, tricks and threats, eg safe – surprise birthday present; unsafe – sexual touching, being threatened with punishment or tricked with gifts. If unsure, talk to a trusted adult.

#### Useful resources:

<https://esafety.gov.au/parent> | <https://www.1800respect.org.au>

### Focus Area 4: Protective strategies

#### Support your child to:

- practise telling a trusted adult a problem
- practise saying their name, address and telephone number
- regularly review their trusted networks to ensure they include people that they know will listen to them and help them
- practise solving problems in a range of environments, eg use puppet play or role modelling situations and resolutions
- practise assertive language such as 'No' or 'Stop, I don't like it when you...'
- be persistent, especially when seeking help (to keep asking for help until a trusted adult helps them).

#### Useful resource:

<http://tiny.cc/BH-C-A-ssertive-waves>

# Keeping Safe: Child Protection Curriculum

## Parent and carer fact sheet | Primary Years: Years 3–5

### What is the Keeping Safe: Child Protection Curriculum?

The Keeping Safe: Child Protection Curriculum (KS:CPCC) is a respectful relationships and child safety curriculum that teaches all children and young people they have the right to be safe and they can help themselves to be safe by talking to people they trust.

The KS:CPCC is delivered by teachers to children and young people each year from Age 3 to Year 12. Teachers who deliver the curriculum complete training in its use. The KS:CPCC fits primarily within the Health and Physical Education learning area of the Australian Curriculum but can be taught across multiple learning areas.



### Why is child protection important?

The Department for Education has a legal responsibility to protect children and young people from abuse in its own settings and in the wider community. All children and young people have a right to:

- be treated with respect and to be protected from harm
- feel and be safe in their interactions with adults and other children and young people
- understand as early as possible, what is meant by 'feeling and being safe'
- the support of school based counsellors or designated staff in their education or care environment whose role includes being an advocate for their safety and wellbeing (*Child Protection in Schools, Early Childhood Education and Care Services Policy*, 2015, p4).

### What is included?

The KS:CPCC is divided into four Focus Areas each covering a number of topics. For Years 3–5, these are:

<b>1. The right to be safe</b>	<b>2. Relationships</b>
<ul style="list-style-type: none"> <li>• Beings safe</li> <li>• Warning signs</li> <li>• Risk-taking &amp; emergencies</li> </ul>	<ul style="list-style-type: none"> <li>• Rights &amp; responsibilities</li> <li>• Identity &amp; relationships</li> <li>• Power in relationships</li> <li>• Trust &amp; networks</li> </ul>
<b>3. Recognising and reporting abuse</b>	<b>4. Protective strategies</b>
<ul style="list-style-type: none"> <li>• Privacy &amp; the body</li> <li>• Recognising abuse</li> <li>• Cyber safety</li> </ul>	<ul style="list-style-type: none"> <li>• Strategies for keeping safe</li> <li>• Network review &amp; community support</li> </ul>

### How can I support my child with the KS:CPCC?

- Provide relevant information about your child to their teacher that could assist with the delivery of the curriculum.
- Understand and reinforce the key messages of the KS:CPCC. Refer to the information on the following page.

### How can I find out more information about the KS:CPCC?

- Speak to your child's teacher or the preschool or school's leadership staff.
- Go to the KS:CPCC website for concept summaries and additional information: <http://tiny.cc/KSCPC-ParentCarerInfo>.

### What support services and additional information are available?

- Child and Youth Health: <http://cuh.com.au>
- Kids Helpline parent information: <https://kidshelpline.com.au/parents>
- National sexual assault, domestic and family violence counselling service: <https://www.1800respect.org.au>
- Parenting SA (and Parent Easy Guides): <http://parenting.sa.gov.au>
- Raising children network: <http://raisingchildren.net.au>

## Supporting your child | Primary Years: Years 3–5

### Focus Area 1: Right to be safe

#### Support your child to:

- understand what being safe means and what makes a place safe, eg at home, at school, at the park, at the shops
- know what a warning sign might look and feel like, eg butterflies in stomach, heart beating fast, shivering, feeling sick, can't move
- understand what they can do if they experience warning signs, eg tell a trusted adult
- recognise safe and unsafe situations and risk-taking. Use a range of examples such as riding a bike, rollercoaster ride, being lost at the Royal Show, talking to unknown people
- understand what an emergency looks like and sounds like and know what they can do if an emergency occurs, eg tell a trusted adult, dial 000.

### Focus Area 2: Relationships

#### Support your child to:

- understand that we all have rights, eg the right to be safe, the right to be cared for, the right to be listened to
- identify people that they can trust, including people that they do not know, eg police officer, shopkeeper
- be aware of their own identity and that everyone should be treated equally, fairly and with respect
- understand relationships with their family, friends and others, and safe ways to interact (if consensual and trusted), eg hug, kiss, shake hands, wave
- understand that personal power can be used positively and negatively, eg letting another child join in the game, not taking turns on the computer. Reinforce that some people who use their power negatively (such as people who abuse children), know that it is wrong
- recognise what bullying behaviour looks like and what to do if they or someone else is being bullied, eg tell the person to stop, walk away, talk to a trusted adult
- understand what tricks and bribes are, eg 'I'll give you \$5 if you carry my shopping bag to the car, I've lost my puppy and need you to help me find it, if you don't tell anyone I will give you more gifts'
- identify trusted people at home, in the family, at school and in the community. Include a support service such as Kids Helpline
- practise talking to the people on their trusted network and know how to get help if they need it.

#### Useful resources:

<http://tiny.cc/UNCRCC-Simplified> | <http://tiny.cc/BullyStoppers-2-parents> | <https://kidshelpline.com.au>

### Focus Area 3: Recognising and reporting abuse

#### Support your child to:

- know and use the correct names for sexual body parts (see <http://tiny.cc/CallBodyPartsWhatTheyAre> for information)
- understand the difference between public and private, eg public – park, school, shops; private – toilet, personal information, our bodies
- understand that their whole body is private (including sexual body parts and the mouth) and no one has the right to touch them without their permission
- know the difference between safe and unsafe touching, eg safe – if two friends agree to hold hands or hug; unsafe – touching sexual body parts unless receiving medical treatment by a trusted adult, doctor or nurse
- know how to recognise abuse (physical, emotional, sexual, neglect, domestic and family violence), eg being hurt, seeing others being abused, being touched inappropriately, no food or clean clothes, family members hurting each other
- know the difference between safe and unsafe secrets, eg safe – surprise birthday present; unsafe – sexual touching, being threatened with punishment. If unsure, talk to a trusted adult
- understand how to use the internet safely and respectfully (under supervision) and what material is appropriate or inappropriate
- understand situations when taking and sharing photographs or digital images is inappropriate, eg the person has asked them to keep it a secret, they are asked to take their clothes off, the materials is offensive.

#### Useful resources:

<http://safety.gov.au/parents> | <https://www.1800respect.org.au>

### Focus Area 4: Protective strategies

#### Support your child to:

- regularly review their trusted networks to ensure they include people that they know will listen to them and help them
- practise solving problems in a range of safe environments
- be assertive when necessary by using language such as 'No' or 'Stop, I don't like it when you...'
- be persistent, especially when seeking help (to keep asking for help until a trusted adult helps them)
- know about local support services and how to access them, eg Kids Helpline.

#### Useful resource:

<http://tiny.cc/BHC-Assertiveness>

# Keeping Safe: Child Protection Curriculum

## Parent and carer fact sheet | Middle Years: Years 6–9

### What is the Keeping Safe: Child Protection Curriculum?

The Keeping Safe: Child Protection Curriculum (KS-CPC) is a respectful relationships and child safety curriculum that teaches all children and young people they have the right to be safe and they can help themselves to be safe by talking to people they trust.

The KS-CPC is delivered by teachers to children and young people each year from Age 3 to Year 12. Teachers who deliver the curriculum complete training in its use. The KS-CPC fits primarily within the Health and Physical Education learning area of the Australian Curriculum but can be taught across multiple learning areas.



### Why is child protection important?

The Department for Education has a legal responsibility to protect children and young people from abuse in its own settings and in the wider community. All children and young people have a right to:

- be treated with respect and to be protected from harm
- feel and be safe in their interactions with adults and other children and young people
- understand as early as possible, what is meant by 'feeling and being safe'
- the support of school based counsellors or designated staff in their education or care environment whose role includes being an advocate for their safety and wellbeing (*Child Protection in Schools, Early Childhood Education and Care Services Policy*, 2015, p4).

### What is included?

The KS-CPC is divided into four Focus Areas each covering a number of topics. For Years 6–9, these are:

1. The right to be safe	2. Relationships
<ul style="list-style-type: none"> <li>• Warning signs</li> <li>• Risk-taking &amp; emergencies</li> <li>• Psychological pressure &amp; manipulation</li> </ul>	<ul style="list-style-type: none"> <li>• Rights &amp; responsibilities</li> <li>• Identity &amp; relationships</li> <li>• Power in relationships</li> <li>• Trust &amp; networks</li> </ul>
3. Recognising and reporting abuse	4. Protective strategies
<ul style="list-style-type: none"> <li>• Privacy &amp; the body</li> <li>• Recognising abuse</li> <li>• Cyber safety</li> <li>• Domestic &amp; family violence</li> </ul>	<ul style="list-style-type: none"> <li>• Strategies for keeping safe</li> <li>• Network review &amp; community support</li> </ul>

### How can I support my child with the KS-CPC?

- Provide relevant information about your child to their teacher that could assist with the delivery of the curriculum.
- Understand and reinforce the key messages of the KS-CPC. Refer to the information on the following page.

### How can I find out more information about the KS-CPC?

- Speak to your child's teacher or the preschool or school's leadership staff.
- Go to the KS-CPC website for concept summaries and additional information: <http://hmvc.cc/KSCPC-ParentCarerInfo>.

### What support services and additional information are available?

- Child and Youth health: <http://cohh.com.au>
- Kids Helpline parent information: <https://kidshelpline.com.au/parents>
- National sexual assault, domestic and family violence counselling service: <https://www.1800respect.org.au>
- Parenting SA (and Parent Easy Guides): <http://parenting.sa.gov.au>
- Raising children network: <http://raisingchildren.net.au>

## Supporting your child | Middle Years: Years 6–9

### Focus Area 1: Right to be safe

#### Support your child to:

- understand their warning signs when they feel unsafe or scared, eg butterflies in stomach, heart beating fast, shivering, sweating, feeling sick, can't move
- know what to do when they have warning signs or feel unsafe, eg tell a trusted adult
- learn strategies for staying calm in difficult situations when they need to make safe choices and decisions
- know how to manage risky situations or emergencies, eg talk to a trusted person, dial 000, call Kids Helpline
- recognise and appropriately respond to psychological pressure and manipulation such as online scams.

### Focus Area 2: Relationships

#### Support your child to:

- understand that all children and young people have rights
- know that it is the responsibility of all adults to keep children safe; however, some adults do not fulfil this responsibility
- know the difference between healthy and unhealthy relationships and strategies to keep safe
- understand their rights and responsibilities within relationships
- understand that personal power can be used positively and negatively. Reinforce that some people who use their power negatively (such as people who abuse children), know that it is wrong
- know what to do if they or someone they know is being bullied, eg tell the person to stop, walk away, talk to a trusted adult
- identify trusted people at home, in the family, at school and in the community. Include a support service such as Kids Helpline
- be aware of support services that are available online, over the phone and face-to-face.

#### Useful resources:

<http://hmvc.cc/UNCRC-Simplified> | <http://hmvc.cc/BullyStoppers-Parents> | <https://kidshelpline.com.au>

### Focus Area 3: Recognising and reporting abuse

#### Support your child to:

- use correct terminology when referring to sexual body parts. This is important if seeking help and reporting abuse
- understand that their whole body is private (including sexual body parts and the mouth) and no one has the right to touch them without their permission
- understand the difference between appropriate and inappropriate touching. It is also important to understand that some touch may be uncomfortable but necessary, eg when going to the doctor or dentist
- recognise different forms of abuse (physical, emotional, sexual, neglect) and what to do if they or someone they know is being abused, eg physical harm, grooming, administration of drugs and/or alcohol, exposure to domestic and family violence, exposure to pornography or sexual acts, being manipulated or forced to engage in sexual activity, being intimidated or isolated, and not having their basic needs met
- use technology such as the internet, mobile phones and computers in a safe, responsible and ethical way
- know how to stay safe online and maintain a positive digital reputation.

#### Useful resources:

<http://hmvc.cc/CallBodyPartsWhatTheyAre> | <https://easety.gov.au/parent> | <https://www.1800respect.org.au>

### Focus Area 4: Protective strategies

#### Support your child to:

- practise solving problems in a range of situations, eg they get off the bus at the wrong stop and can't find their way home, a friend's parent makes sexual suggestions, someone offers to drive them home from a party
- be assertive especially in difficult situations, eg stay calm, be strong and clear, say 'No' or 'Stop' firmly and 'I don't like it when you...'
- regularly review their trusted networks to ensure they include people that they know will listen to them and help them
- be aware of support services available in the community and how to access them
- be persistent, especially when seeking help (to keep asking for help until a trusted adult helps them).

#### Useful resource:

<http://hmvc.cc/BHC-Assertiveness> | <https://kidshelpline.com.au>