



LJBC Primary Protective Behaviours Curriculum

LJBC Primary Protective Behaviours Curriculum Overview

Why do we teach the Protective Behaviours Curriculum at LJBC Primary?

- ❖ We teach students **skills** to help keep themselves safe
- ❖ We have a **duty of care** to our students
- ❖ We choose to be **proactive** rather than reactive
- ❖ We believe child protection is **everyone's responsibility** not just selected people at the site

As part of the Registration Standards for Non-Government Schools – Standard 12 (Western Australia), schools are required to provide the following:

(d) delivery to all students of a developmentally appropriate protective behaviours curriculum, developed by experts in child abuse prevention, and covering what the boundaries are between appropriate and inappropriate interactions and when, how and who to tell when a boundary is crossed; and

(f) provision of information to parents and guardians about the protective behaviours curriculum, the Staff Code of Conduct, the student code of conduct and when, how and whom to tell when they have concerns about grooming, child abuse or other behaviour which is not permitted by either code.

Lake Joondalup Baptist 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. Lake Joondalup College expects all school community members including staff, volunteers, students, visitors and contractors to share this commitment.

The Protective Behaviours WA Curriculum provided by the WA Child Safety Services, is set within the context of the School Curriculum and Standards Authority, the Early Years Learning Framework, the National Safe Schools Framework and the Western Australian Curriculum. The Lake Joondalup Baptist College Primary Protective Behaviours Curriculum is established on this framework.

Protective Behaviours fall under the General Capabilities component of the Australian Curriculum

- Personal and Social Competence
- Intercultural Understanding

As the General Capabilities reach across all learning areas, the Protective Behaviours Curriculum therefore will reach across learning areas as well.

The Protective Behaviours Curriculum at LJBC has been in place for quite a few years and is reviewed and updated regularly. There are a few different resources being used in the implementation of the program. In addition to the WA Child Safety Services Protective Behaviours WA resources, we also use the Daniel Morcombe Foundation resources and the PATHs program and Holding Hands program. Staff select appropriate topics and resources from these programs to deliver our Protective Behaviours Curriculum.

In addition to this curriculum, the students enjoy incursions with Constable Care. The Early Years students experience puppets, music and a colourful set addressing the topic of protective behaviours, while the Primary Years topics cover online protective behaviours. Cyber safety presentations for the LJBC Parent Community are delivered annually.

WA Child Safety Services – Creating Safer Communities

Protective Behaviours – Child Abuse Prevention

Primary School Lessons

Summary (see lesson plans for more detailed outline of lesson)

Reference document: Holding Hands Curriculum

Kindy – Pre Primary

	Topic	Overview of Lesson
1	“We all have the right to feel safe at all times” /Rights/Feelings	Book ' <i>How Do Dinosaurs Stay Safe</i> ' by Jane Yolen Introduce Theme One “We all have the right to feel safe at all times”. What are some of the ways we can stay safe? Draw pictures of where they feel safe
2	Early Warning Signs	Book ' <i>Max's Creepy Crawly Slimy Things</i> ' by Cath Laws and Alicia Moore Lesson 2 Year 1-3 Holding Hands Additional Activity : Spider Breathing (calm down activity)
3	Safety continuum and problem solving	Book ' <i>Sam's Hats</i> ' by Amber Fabry Lesson 3 Year 1-3 Holding Hands
4	“We can talk with someone about anything no matter what it is” / Secrets	Book ' <i>The Huge Bag of Worries</i> ' by Virginia Ironside Lesson 4 Year 1-3 Holding Hands Additional Activity : Worry Monster Ball and Worry Monster cards
5	Networks	Book ' <i>Jasmine's Butterflies</i> ' by Justine O'Malley Lesson 5 Year 1-3 Holding Hands
6	Persistence	Book ' <i>A Nice Walk in the Jungle</i> ' by Nan Bodsworth Lesson 6 Year K-P Holding Hands
7	Body Awareness/public and private	Book ' <i>Those Are My Private Parts</i> ' by Diane Hansen Lesson 7 Year K-P Holding Hands
8	Personal Space	Book ' <i>Michael's Bubbles</i> ' by Justine O'Malley Lesson 8 Year 1-3 Holding Hands
9	Assertiveness	Book ' <i>Don't Let the Pigeon Drive the Bus</i> ' by Mo Williams Lesson 9 Year 1-3 Holding Hands
10	Reinforcement	Book ' <i>I Can Be Safe</i> ' by Pat Thomas Assessment

Year 1-2

	Topic	Overview of Lesson
1	“We all have the right to feel safe at all times” /Rights/Feelings	Book ‘The Feelings Book’ by Todd Parr Inside out “Captains Coming Aboard” Game The Feelings Song https://www.youtube.com/watch?v=UsISd1AMNYU
2	Early Warning Signs	Book ‘We are Going on a Croc Hunt’ by Laine Mitchell and Louis Shea Snapping Crocodile game Elmo Belly Breathing (calm down activity) https://www.youtube.com/watch?v=_mZbzDOpylA
3	Safety continuum and problem solving	Book ‘I’m Not Scared’ by Todd Parr Fidget Spinner ‘Safe/Fun to feel scared/unsafe game’
4	“We can talk with someone about anything no matter what it is” / Secrets	Book ‘Handa’s Surprise’ by Elieen Browne Surprise and unsafe secret cards Activity sheet “Surprise Basket”
5	Networks	Book ‘What Shall We Do Blue Kangaroo’ Emma Chick Chester Clark Create network using doll paper cut outs Network invitations
6	Persistence	Book ‘Stuck’ by Oliver Jeffers You tube clip Bruno Mars on Sesame Street ‘Don’t Give Up’ https://www.youtube.com/watch?v=YW1N3O0MMbU&list=RDYW1N3O0MMbU#t=36 Balloon Toss Activity Sheet ‘Don’t give up’
7	Body Awareness/public and private	Year One : Book ‘Everyone’s Got a Bottom’ by Tess Rowley Public and Private colour, cut and stick activity Year Two : Book ‘My Underpants Rule’ by Kate and Rod Power You Tube clip : https://www.youtube.com/watch?v=Pchrn4a4V7c Washing line underpants rules
8	Personal Space	Book ‘My Body Belongs to Me’ by Pro Familia Hoola Hoops personal space game
9	Assertiveness	Book ‘No Means No’ by Jayneen Sanders Song Boss of My Body https://www.youtube.com/watch?v=zAALZxa6NCw
10	Reinforcement	Assessment

Schools Curriculum and Standards Authority

Framework links

Pre-primary – Year 2

LEARNING AREAS

The Arts	English	H&PE	Languages	Mathematics	Science	S&E	T&E
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HEALTH & PHYSICAL EDUCATION

PRE-PRIMARY	YEAR ONE	YEAR TWO
Personal, social and community health BEING HEALTHY, SAFE AND ACTIVE:	Personal, social and community health BEING HEALTHY, SAFE AND ACTIVE	Personal, social and community health BEING HEALTHY, SAFE AND ACTIVE
Personal strengths of individuals (ACPPS001)	Personal strengths and how these change over time (ACPPS015)	Personal strengths and achievements and how they contribute to personal <u>identities</u> (ACPPS015)
The different parts of the body and where they are located (ACPPS002)	The strengths of others and how they contribute to positive outcomes, such as games and physical activities (ACPPS015)	Changes in relationships and responsibilities as individuals grow older (ACPPS016)
Protective behaviours to keep safe and healthy: <ul style="list-style-type: none"> • saying 'no' • moving away • telling an adult • asking for help (ACPPS003)	Ways in which the body changes as individuals grow older (ACPPS016)	Strategies to use when help is needed: <ul style="list-style-type: none"> • procedure and practice for dialling 000 in an emergency • locating safety houses and trusted networks in the local community (ACPPS017)
Trusted people in the community who can help individuals feel safe (ACPPS003)	Strategies to use when help is needed, such as: <ul style="list-style-type: none"> • dialling 000 in an emergency • reading basic safety signs • accessing a safety house or a trusted network • asking a trusted adult 	Strategies and behaviours that promote health and <u>wellbeing</u> : <ul style="list-style-type: none"> • personal hygiene practices • healthy eating • sufficient sleep • staying hydrated • regular physical activity (ACPPS018)
COMMUNICATING AND INTERACTING FOR HEALTH AND WELL BEING:	The benefits of healthy eating and regular <u>physical activity</u> on health and <u>wellbeing</u> (ACPPS018)	COMMUNICATING AND INTERACTING FOR HEALTH AND WELL BEING:
Personal and <u>social skills</u> to interact with others: <ul style="list-style-type: none"> • expressing needs, wants and feelings • active listening • self-discipline (ACPPS004)	COMMUNICATING AND INTERACTING FOR HEALTH AND WELL BEING	Strategies to include others in activities and games (ACPPS019)
Emotional responses individuals may experience in different situations, such as feeling: <ul style="list-style-type: none"> • happy 		Ways to <u>interpret</u> the feelings of others in different situations, such as: <ul style="list-style-type: none"> • words other people use • facial expressions

<ul style="list-style-type: none"> • sad • excited • tired • angry • scared • confused <p>(ACPPS005)</p>		<ul style="list-style-type: none"> • body language <p>(ACPPS020)</p>
<p>Appropriate language and actions to communicate feelings in different situations (ACPPS005)</p>	<p>Appreciation and encouragement of the behaviour of others through the use of:</p> <ul style="list-style-type: none"> • manners • positive language • praise <p>(ACPPS019)</p>	<p>Ways health messages are communicated in the media and how they can influence personal health choices, such as 'slip, slop, slap' (ACPPS021)</p>
<p>CONTRIBUTING TO HEALTHY AND ACTIVE COMMUNITIES</p>	<p>Positive ways to react to their own emotions in different situations, such as:</p> <ul style="list-style-type: none"> • walking away • seeking help • remaining calm <p>(ACPPS020)</p>	<p>CONTRIBUTING TO HEALTHY AND ACTIVE COMMUNITIES</p>
<p>Actions that promote health, safety and wellbeing, such as:</p> <ul style="list-style-type: none"> • eating healthy food • practising appropriate personal hygiene routines • identifying household substances that can be dangerous • following safety symbols and procedures <p>(ACPPS006)</p>	<p>Ways health messages are communicated on:</p> <ul style="list-style-type: none"> • television • posters • radio <p>(ACPPS021)</p>	<p>Actions that keep people safe and healthy in and outside the classroom, such as:</p> <ul style="list-style-type: none"> • staying hydrated • being sun smart • following school rules <p>(ACPPS022)</p>
<p>Safe active play in outdoor settings and the natural environment (ACPPS007)</p>	<p>CONTRIBUTING TO HEALTHY AND ACTIVE COMMUNITIES</p>	
	<p>Actions that support a safe classroom, such as:</p> <ul style="list-style-type: none"> • moving around safely • sharing appropriately • following class rules <p>(ACPPS022)</p>	
	<p>Physical activities that can take place in natural and built settings in the local community (ACPPS023)</p>	

GENERAL CAPABILITIES

Personal and social capability

Self-awareness	Self-management	Social awareness	Social management
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Year 3-4

	Topic	Overview of Lesson
1	“We all have the right to feel safe at all times” /Rights/Feelings	Book ‘In My Heart’ by Jo Witek Inside Out Feelings bag I felt.... when... Heart feelings activity sheet
2	Early Warning Signs	Book ‘Hey Jack - The Worry Monster’ by Sally Rippin Alphabet Noodles activity Game “Boom Boom Balloon” Calm down with take 5 breathing http://childhood101.com/2015/04/take-5-breathing-exercise/
3	Safety continuum and problem solving	Book ‘What Does it Mean to Be Safe?’ by Rana Diorio Mr Bean Swimming Pool clip https://www.youtube.com/watch?v=rnemHuj5Fb0 When did Mr Bean feel When have you felt ...
4	“We can talk with someone about anything no matter what it is” / Secrets	Year 3 : Book ‘Not in Room 204’ by Sharron Riggs Year 4 : Book ‘No Secrets Between Us’ by Rose Morrisroe Safe and unsafe secret eggs Clip “Tell” https://www.youtube.com/watch?v=GWqTzelTGLY
5	Networks	Book ‘The internet is like a Puddle’ by Shona Innes Create network hand Light house and rocks game
6	Persistence	Eddie the Eagle clip https://www.youtube.com/watch?v=rzLiMJTpMXk Story order activity as group Whispers Game “Keep telling until you are heard properly”
7	Body Awareness/public and private	Book ‘Chicken Clicking’ by Jeanne Willis Online Public and Private activity sheet Internet safety clip public and private information on line https://www.youtube.com/watch?v=o8auwnJtqE
8	Personal Space	Book ‘Personal Space Camp’ by Julia Cook Personal space choices activity Rabbit Hole personal space game Personal space activity sheet
9	Assertiveness	Book ‘The Mouse, the Monster and Me’ by Pat Palmer Scenario discussions – what would the mouse say/do, what would the monster say/do, how to respond assertively

		Consent for Kids' Clip https://www.youtube.com/watch?v=h3nhM9UIjc Strengths Game
10	Reinforcement	Assessment

**Schools Curriculum and Standards Authority
Framework links
Years 3-4**

LEARNING AREAS							
The Arts	English	H&PE	Languages	Mathematics	Science	S&E	T&E
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HEALTH & PHYSICAL EDUCATION	
YEAR 3	YEAR 4
Personal, social and community health BEING HEALTHY, SAFE AND ACTIVE:	Personal, social and community health BEING HEALTHY, SAFE AND ACTIVE:
Factors that strengthen personal <u>identities</u> , such as the influence of: <ul style="list-style-type: none"> family friends school (ACPPS033)	Use of <u>persistence</u> and <u>resilience</u> as tools to <u>respond</u> positively to challenges and failure, such as: <ul style="list-style-type: none"> using self-talk seeking help thinking optimistically (ACPPS033)
Physical, social and emotional changes that occur as individuals grow older, such as changes to: <ul style="list-style-type: none"> the body friendships feelings (ACPPS034)	Strategies that help individuals to manage the impact of physical, social and emotional changes, such as: <ul style="list-style-type: none"> positive self-talk assertiveness seeking help sharing responsibilities (ACPPS034)
Assertive behaviours and communication skills to <u>respond</u> to unsafe situations, such as: <ul style="list-style-type: none"> keeping calm using appropriate non-verbal communication skills seeking help (ACPPS035)	Personal behaviours and strategies to remain safe in uncomfortable or unsafe situations, such as: <ul style="list-style-type: none"> being alert and aware of unsafe situations using assertive behaviour and language knowing who or where to go for help in the community (ACPPS035)
Actions in daily routines that promote health, safety and <u>wellbeing</u> : <ul style="list-style-type: none"> healthy eating appropriate levels of physical activity (ACPPS036)	Strategies to ensure safety and <u>wellbeing</u> at home and at school, such as: <ul style="list-style-type: none"> following school rules identifying and choosing healthier foods for themselves

	(ACPPS036 ; ACPPS040)
COMMUNICATING AND INTERACTING FOR HEALTH AND WELL BEING	COMMUNICATING AND INTERACTING FOR HEALTH AND WELL BEING
Behaviours that show empathy and respect for others (ACPPS037)	The positive influence of respect, empathy and the valuing of differences in relationships (ACPPS037)
Circumstances that can influence the level of emotional response to situations (ACPPS038)	Strategies to identify and manage emotions before reacting (ACPPS038)
Choices and behaviours conveyed in health information and messages (ACPPS039)	Strategies to cope with adverse situations and the demands of others (ACPPS038)
CONTRIBUTING TO HEALTHY AND ACTIVE COMMUNITIES	Ways in which health information and messages can influence health decisions and behaviours (ACPPS039)
Ways to be active in natural environments (ACPPS041)	CONTRIBUTING TO HEALTHY AND ACTIVE COMMUNITIES
	Ways in which regular physical activity in natural and built environments promotes health (ACPPS041)

GENERAL CAPABILITIES

Personal and social capability

Self-awareness	Self-management	Social awareness	Social management
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Year 5-6

	Topic	Overview of Lesson
1	“We all have the right to feel safe at all times” /Rights/Feelings	Feelings Ball Book ‘We are all born Free’ Amnesty International Clip https://www.youtube.com/watch?v=x9_lvXFEyJo Group work 11 rights https://www.theguardian.com/childrens-books-site/gallery/2015/jan/30/human-rights-in-pictures-we-are-all-born-free-amnesty Rights and wants activity
2	Early Warning Signs	Overwhelming emotions –watch volcano clip https://www.youtube.com/watch?v=IAmqsMQG3RM Volcano activity sheet https://www.teacherspayteachers.com/FreeDownload/Behaviour-Support-Emotion-Feelings-Anger-Regulation-Volcano-Visual-1830870 build a volcano Emoji Stress Balls Guided meditation https://www.youtube.com/watch?v=ar_W4jSzOIM
3	Safety continuum and problem solving	Safety Continuum Thermometer Cards Traffic light Stop, Think and Choose Poster Safety continuum cards Clip : Diavolo High Flying Acrobatic Group https://www.youtube.com/watch?v=agKoMdneyNtk
4	Theme 2 / Secrets	Safe and Unsafe Secrets Magnet activity Book ‘A Secret Safe to Tell’ by Naomi Hunter Advanced Year 6 ONLY : Book ‘Until Today’ by Pam Fluttert (commence reading in weeks prior to lesson : 195 pages) <i>‘Until Today’ Teacher’s Guide</i> https://static1.squarespace.com/static/5783b41337c581c34c808812/t/582a1201d482e98c459877fb/1479152129637/Until-Today-Teachers-Guide.pdf
5	Networks	Kids Help Line Live Link Up Pre-booked video link up via: https://kidshelpline.com.au/grownups/news-research/teacher-resources/kids-helpline@school/ Order Kids Helpline wallet cards, magnets, stickers, posters for students and classroom via: http://kidshelpline.com.au/online/promotional-materials.php Alternative Activity : Research Kids Help line and create posters
6	Persistence	Year 5 Persistence Clips –9 Year old Ezra Frech https://www.youtube.com/watch?v=pC4xkRAgqVg 13 year old Bethany Hamilton https://www.youtube.com/watch?v=ffgxXjGPrT4 Persistence Postcard

		Year 6 Book ' <i>Running From the Tiger</i> ' by Aleesah Darlinson
7	Body Awareness/public and private	YEAR 5 : Clip : Secrets https://www.youtube.com/watch?v=uAD17zMgiHc YEAR 6 : Clip : Gen's Story Boss of my body poster Public and Private Poster creation
8	Personal Space	Clip 'Personal Space : How close is too close?' https://www.youtube.com/watch?v=frQdjs9UaYA Personal space social experiment activity Personal space role plays
9	Assertiveness	Daniel Morcombe Story Safety rules and react posters Personal Space/Assertive role plays – in groups continued– perform in class Daniel Morcombe Foundation ' I See Red ' clip https://www.youtube.com/watch?v=H_u1xKsbL0M
10	Reinforcement	Assessment

**Schools Curriculum and Standards Authority
Framework links
Years 5-6**

LEARNING AREAS							
The Arts	English	H&PE	Languages	Mathematics	Science	S&E	T&E
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HEALTH & PHYSICAL EDUCATION

YEAR 5	YEAR 6
Personal, social and community health BEING HEALTHY, SAFE AND ACTIVE:	Personal, social and community health BEING HEALTHY, SAFE AND ACTIVE:
Ways that individuals and groups adapt to different contexts and situations (ACPPS051)	Ways that personal identities change over time (ACPPS051)
Changes associated with puberty which vary with individuals: <ul style="list-style-type: none"> • physical • mental • emotional (ACPPS052)	Strategies and resources to understand and manage the changes and transitions associated with puberty, such as: <ul style="list-style-type: none"> • minimising and managing conflict • recognising and building self-esteem • selecting and managing relationships (ACPPS052)

<p>Reliable sources of information that inform health, safety and wellbeing, such as:</p> <ul style="list-style-type: none"> internet-based information community health organisations publications and other media <p>(ACPPS053; ACPPS057)</p>	<p>Criteria that can be applied to sources of information to assess their credibility (ACPPS053)</p>
<p>Strategies that promote a safe, healthy lifestyle, such as:</p> <ul style="list-style-type: none"> comparing food labels on products increased physical activity practising sun safety <p>(ACPPS054)</p>	<p>Strategies that promote a healthy lifestyle, such as:</p> <ul style="list-style-type: none"> refusing medicines, tobacco, alcohol or other drugs improving the nutritional value in meals increasing physical activity being safe in an online environment <p>(ACPPS054)</p>
<p>COMMUNICATING AND INTERACTING FOR HEALTH AND WELL BEING</p>	<p>COMMUNICATING AND INTERACTING FOR HEALTH AND WELL BEING</p>
<p>Skills and strategies to establish and manage relationships over time, such as:</p> <ul style="list-style-type: none"> exploring why relationships change assessing the impact of changing relationships on health and wellbeing building new friendships dealing with bullying and harassment <p>(ACPPS055)</p>	<p>Skills to establish and manage positive relationships, such as:</p> <ul style="list-style-type: none"> showing respect and empathy being cooperative actively listening being trustworthy accepting differences <p>(ACPPS055)</p>
<p>Ways in which inappropriate emotional responses impact on relationships, such as:</p> <ul style="list-style-type: none"> loss of trust fear loss of respect <p>(ACPPS056)</p>	
<p>CONTRIBUTING TO HEALTHY AND ACTIVE COMMUNITIES</p>	
<p>Preventive health measures that promote and maintain an individual's health, safety and wellbeing, such as:</p> <ul style="list-style-type: none"> bicycle safety sun safety <p>(ACPPS058)</p>	<p>CONTRIBUTING TO HEALTHY AND ACTIVE COMMUNITIES</p>
	<p>Preventive health measures that can promote and maintain community health, safety and wellbeing, such as:</p> <ul style="list-style-type: none"> creating social connections for better mental health meeting physical activity recommendations <p>(ACPPS058)</p>

GENERAL CAPABILITIES

Personal and social capability

Self-awareness	Self-management	Social awareness	Social management
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