LJBC Secondary Protective Behaviours Curriculum

LJBC Secondary Protective Behaviours Curriculum Overview

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 all our students and young people.

Lake Joondalup College expects the College Community including staff, volunteers, students, visitors and contractors to share this commitment. 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.

WHY DO WE TEACH CHILDREN ABOUT CHILD PROTECTION AND WHO IS RESPONSIBLE?

Skills to help keep themselves safe

Child protection is everyones responsibility not only those at the site

Duty of Care

Being proactive rather than reactive

The Keeping Safe Child Protection Curriculum is set within the context of the School Curriculum and Standards Authority, the Early Years Learning Framework, the National Safe Schools Framework and the Australian Curriculum. The Lake Joondalup College Protective Behaviours Curriculum is established on this framework.

A large focus of our efforts has been placed on the development of skills and education around Protective Behaviours. We take the safety of students at our College very seriously and are currently implementing a range of curriculum topics to address these concerns and educate students about enhancing their safety.

Program Implementation

Protective Behaviours is an important part of College's Health Education. This program is based upon the "Personal, Social and Community Health" strand of Western Australia's Health and Physical Education Curriculum.

Protective behaviours education focuses on teaching students how to identify and avoid a range of potentially unsafe situations, including sexual abuse. Therefore, we will implement our Protective Behaviours Program in the following classes:

PK-Year 6: Taught by the classroom teacher as a part of their Health Education program

Years 7-10: Taught by the Health Education teacher in Physical Education classes throughout the year.

Year 7-12: External presenters

Whole School Approach

Staff Implementation

Even though most of our staff do not teach protective behaviours, it is important everyone speaks the same language and has a vigilant attitude in protecting our students at all times. Therefore, it is important that all staff know the language a student would use when divulging concerning information, the language a staff member must use when speaking to the child about sensitive information and the warning signs a student might display.

Staff PD

To ensure that staff are able to implement the above point, staff are required to have the following:

- Mandatory Reporting Training
- Biannual Protective Behaviours Training by either Protective Behaviours WA or by WA Child Safety Services.

This ensures that all staff follow the same approach in dealing with Protective Behaviours issues.

Schools Curriculum and Standards Authority Framework Links Years 7-10

Health and Physical Education
Personal, Social and Community Health

Year 7 Being healthy, safe and active	Year 8 Being healthy, safe and active
Feelings and emotions associated with transitions; and practising self-talk and help-seeking strategies to manage these transitions Strategies to promote safety in online environments Management of emotional and social changes associated with puberty through the use of: • coping skills • communication skills • problem-solving skills and strategies Help-seeking strategies that young people can use in a variety of situations Preventive health practices for young people to avoid and manage risk, such as: • sun-protective behaviour	The impact of physical changes on gender, cultural and sexual identities Ways in which changing feelings and attractions form part of developing sexual identities Strategies for managing the changing nature of peer and family relationships Communication techniques to persuade someone to seek help The reasons why young people choose to use or not use drugs Skills and strategies to promote physical and mental health, safety and wellbeing in various environments, such as: • assertive responses • stress management • refusal skills • contingency plans • online environments • making informed choices relationships, including online relationships, and the health and wellbeing of themselves and others

	Personal, social and cultural factors influencing emotional responses and behaviour, such as: - prior experience - norms and expectations - personal beliefs and attitudes Sources of health information that can support people who are going through a challenging time
Year 9 **Being healthy, safe and active**	**Year 10** **Being healthy, safe and active**
Skills to deal with challenging or unsafe situations: - refusal skills - initiating contingency plans - expressing thoughts, opinions, beliefs - acting assertively Impact of external influences on the ability of adolescents to make healthy and safe choices relating to: - sexuality - alcohol and other drug use - risk taking Characteristics of respectful relationships: - respecting the rights and responsibilities of individuals in the relationship - respect for personal differences and opinions - empathy Strategies for managing emotional responses and resolving conflict in a family, social or online environment	External influences on sexuality and sexual health behaviours, including the impact decisions and actions have on their own and others' health and wellbeing Skills and strategies to promote respectful relationships, such as: - appropriate emotional responses in a variety of situations - taking action if a relationship is not respectful - appropriate bystander behaviour in physical and online interactions Effects of emotional responses on relationships, such as: - extreme emotions impacting on situations or relationships - the consequences of not recognising emotions of others

Year 7

Cyber Safety

Term 3

Weeks 21 - 31

- Practise and apply strategies to seek help for themselves or others
- Investigate and select strategies to promote health, safety and wellbeing
- Investigate the benefits to individuals and communities of valuing diversity and promoting inclusivity
- Analyse factors that influence emotions and develop strategies to demonstrate empathy and sensitivity
- Plan and use health practices, behaviours and resources to enhance health, safety and wellbeing of their communities

Implementation

Watch - Stats on social media with Kids and Teens Stats on Social Media

Lesson - Digital Citizenship #rewriteyourstory

Questions Before view story. What do you think cyberbullying actually is? If someone does one hurtful thing, but then everyone else just keeps the hate going, are they really a cyberbully? What do you think is the difference between a joke, building resilience and just straight up cyberbullying?

Watch Connor's story Connor's Story

Questions Post Story

What type of cyberbullying behaviour does the class think Kyle and Connor experienced? It's more than just 'what goes around comes around', don't you think? Connor knows what it's like to be made fun of online, but it's all just a joke…right? Why do you think Connor cyberbullied Kyle even though he'd been cyberbullied himself? What are the avenues of help that each of the characters could use? Discuss the impact of cyberbullying for each character and brainstorm how both Kyle and Connor can rewrite their story.

Make you Safe Online Frequent Locations turning off your frequent locations:

iPhone Frequent Locations turning off your frequent locations

Android Frequent Locations Setting up a Passcode creating a passcode on iPhone

iPhone Passcode creating a passcode on Android - Android Passcode

Tagged Movie watch Tagged the movie Tagged

Term 4

Alcohol and Drugs

Impacts, Consequences and variables

Facts about Cannabis

Resilience and harm reduction strategies – p67-69

Identifying consequences and harm reduction strategies – p45 – 51 Challenges & Choices

Getting the big picture on drug use issues – p30-33 Challenges & Choices

Activity 1 – How much do you know about student drug use

Activity 2 – Myths about drug use

Activity 2 – BAC and the drug triangle

Year 8

Term 1

Bullying and Harassment

Week 1-2 Types of Bullying

Weeks 3-4 Strategies against Bullying

Weeks 5-6 Effects of Bullying

Weeks 7-10 Bullying Assessment

Complete bullying activity Work through booklets

- Work through lesson 1 of the workbook.
- Discuss as a class the different types of bullying.
- Types of bullying - Physical, verbal, cyber, social Discuss the different types of bullying and circumstances surrounding them. Why does it happen? Discuss
- Complete bullying activity Work through booklets Work through lesson 1 of the workbook. Discuss as a class the different types of bullying.
- Different types of bullying - Physical, verbal, cyber, social Discuss the different types of bullying and circumstances surrounding them. Why does it happen? Discuss

Term 2

Healthy Relationships

Relationships are very dynamic and students learn communication techniques and coping techniques which enable to them to be prepared for different circumstances. Students look at how prior experiences and expectations affect relationships. Where do these expectations come from and how do we come to expect things from other people. The ways our relationships change during puberty and the mental/ emotional changed that occur during this time.

Weeks 11 – 20

Personal, social and cultural factors influencing emotional responses and behaviour, such as:

• prior experience • norms and expectations • personal beliefs and attitudes

The impact of physical changes on gender, cultural and sexual identities Ways in which changing feelings and attractions form part of developing sexual identities Strategies for managing the changing nature of peer and family relationships Communication techniques to persuade someone to seek help.

Year 9

Health Education

Term 1

Mental Health

Lesson 1 Mental Health • Understand stigma surrounding mental illness, and the impact of stigma on help-seeking behaviour • Explore the differences between the myths and realities of mental illness • Learn about some ways of overcoming stigma and promoting a realistic understanding of mental illness

Lesson 2 Mental Health • Some of the basic concepts involved in normal brain function, and the role the brain plays in controlling our thoughts, feelings and behaviours • That mental health and mental illness both include a wide range of states • That having a mental health problem is not the same thing as having a mental illness • That a person can have a mental illness and be mentally healthy at the same time • Some of the language used to discuss mental health and mental illness

Lesson 3 Mental Health • Recognize that mental illnesses are associated with changes in usual brain functions • Gain a better understanding of the symptoms, causes, treatments and other supports for specific mental illnesses that commonly arise during adolescence

Lesson 4 Mental Health • To understand, on personal level, the way mental illnesses can impact on a person's life • To appreciate the importance of getting help and proper treatment for a mental illness • To stress the importance of positive communications between parents and teens

Lesson 5 Mental Health • To understand that people may need support to deal with some very stressful life events and situations • To learn to distinguish between "normal" responses to stress and those that may indicate a need for additional support from health professionals • To get students to consider who they could talk to if they were worried about their own mental health, or that of a friend or relative • To identify support personnel in the school relevant to mental health • To become familiar with the range of community-based healthcare services and groups available to support people who are experiencing mental illness and their families and friends

Lesson 6 Mental Health • To learn about what the stress response is and how to use it to help develop resilience • To learn when to apply stress reduction techniques and what kinds of stress reduction techniques can be helpful • To learn and apply activities designed to enhance both mental and physical health

Term 2

Alcohol and Healthy choices

Lesson 1 Alcohol and Culture

• The impact of alcohol • The real picture

Why people drink

Lesson 2 Harms, Myths and Strategies

• How much do you know? • Some myths about alcohol • Harms and strategies • Myths about sobering up

Lesson 3 Attitudes to binge drinking

• Impact of binge drinking • Comparing alcohol campaigns

Lesson 4 Decisions and what influences us

• Making decisions about alcohol • The decider • Role play • Debating

Lesson 5 Sexual Harms

• Possible sexual harms • Drink spiking • Problem solving • The day after

Lesson 6 Safer Socialising

• Risk assessment and decision • Practicing planning

Lesson 7 to 10

• Task creation and completion

Week 9 Heathy Relationships

External Presenters

2018

WA Child Safety Services (two-hour presentations)

- Year 7: Let's talk about Sexual Abuse
- Year 8: Sexual Abuse (including a lived experience)
- Year 9: Let's talk about Cyber Safety
- Year 10: Let's talk about Pornography
- Year 11: Healthy Relationships (including a lived experience)
- Year 12 Annual Red Frogs Presentation

2019

Paul Litherland – Surf Online Safe

8 April: Presentations to all Secondary Students (age appropriate)
- Parent Education in the evening
- Year 12 Annual Red Frogs Presentation