



Daniel Morcombe Child Safety Curriculum

Parent Guide: Year 3 to Year 6



Director-General's foreword

The Department of Education and Training, in consultation with experts in child safety education and other child protection partners, has developed the *Daniel Morcombe Child Safety Curriculum*. The curriculum aims to assist students to *recognise, react* and *report* potentially dangerous situations.

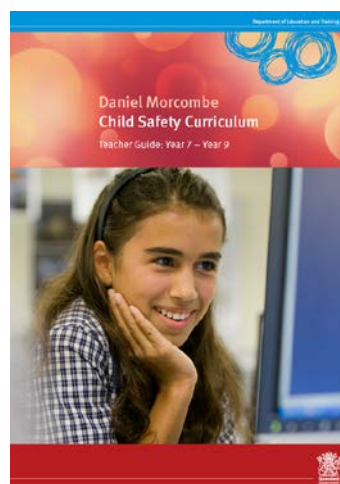
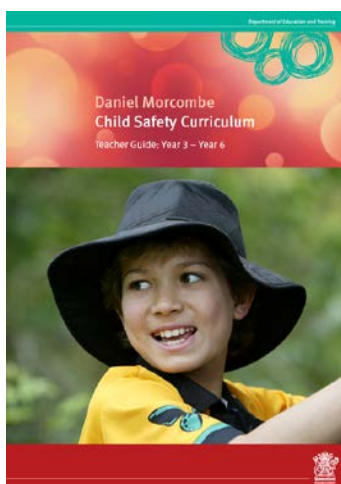
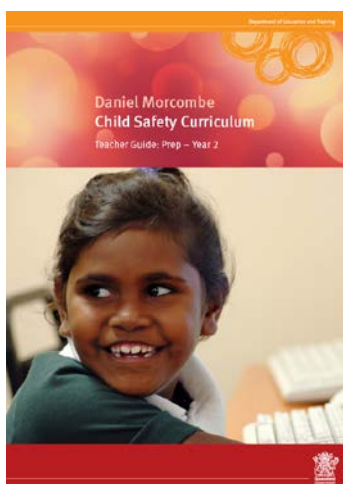
Through the curriculum, teachers will deliver important learning experiences, informed by current safety education research, that will assist students to better manage their own safety.

This Parent Guide, for parents of students in Years 3–6, is part of a range of resources supporting the curriculum and children's safety. Inside are key safety messages, an outline of the lessons covered in this phase of the curriculum and tips for communicating with your children. In addition there are resources you can use at home and strategies to support children who report harmful situations.

I encourage you to talk to your children about what they are learning at school, including these safety messages and I invite you to use the information contained in this guide to support your conversations.



Dr Jim Watterston
Director-General
Department of Education and Training



Disclaimer of liability and non-endorsement for third party materials

These materials include references (including internet URLs) to related materials owned by third parties as examples only. The content of the related materials is not created, controlled or approved by the State of Queensland and no responsibility is taken for the consequences of viewing or using such content. A reference to related materials does not constitute endorsement, non-endorsement or support by the State of Queensland for the information, products, services or persons associated with the related materials.

Daniel Morcombe Child Safety Curriculum

Parent Guide: Years 3–6

The *Daniel Morcombe Child Safety Curriculum* has been developed to support Queensland schools' delivery of key safety messages to students in Prep to Year 9. The curriculum has been developed by a working group comprising: Bruce and Denise Morcombe; the (former) Commissioner for Children and Young People and Child Guardian; officers from the Department of Education and Training; the Queensland Police Service; and the Department of Communities, Child Safety and Disability Services together with a network of advisors involved in researching child abuse and its prevention.

Through a series of lessons, students will learn how to *recognise*, *react* and *report* when they are unsafe or find themselves in situations that can have a significant detrimental effect on their physical, psychological or emotional wellbeing.

The curriculum aligns with the Australian Curriculum: *Health and Physical Education* (Version 8.1) content descriptions.

We encourage you to talk to your child about what they are learning in class. The following table outlines the content to be delivered. This will be supported by take-home postcards and activities completed at school that will assist you to know when specific content is being discussed.

Safety lessons for students in Years 3–6 will include:

Recognise	<ul style="list-style-type: none">• Safety clues and situational awareness• Risk taking• Rules, rights and responsibilities• Private body parts (using anatomical names) and body ownership
React	<ul style="list-style-type: none">• Problem solving• Strategies
Report	<ul style="list-style-type: none">• Safety helpers and persistence• Online and mobile phone safety• Review of personal safety using self-confidence skills

The content

Adults are ultimately responsible for keeping children safe, however, there is evidence that safety education can result in important learning with lasting positive benefits for students. Learning about safety can help students become more confident to take steps to avoid unsafe situations and tell someone if they are in situations that are unsafe.

Recognise: These lessons focus on students being alert to clues in their environment (e.g. sound clues like alarms, visual clues such as hazard signs or smell clues such as smoke) and to body clues (e.g. goose bumps or racing pulse) which may help alert them to unsafe situations. Students will learn about children's rights and their right to be treated fairly. They will learn about the importance of rules and that these exist to keep them safe. Learning rules about private body parts is also included to develop understanding about inappropriate touching. Sadly, there is evidence that children as young as Prep-age are exposed to this sort of harm, and in the majority of cases, by someone they know. Students will use anatomical language for private body parts in lessons to remove the shame and embarrassment often associated with discussing genitalia. Using anatomical language (e.g. penis, vagina) can improve the confidence of children to report inappropriate touching and removes any confusion that nicknames can cause.

React: This part of the curriculum focuses on students developing strategies for responding to unsafe situations. They will have opportunities to problem solve real life scenarios and think about different 'react'

options. They will also learn that breaking rules may be necessary in order to become safe (e.g. crossing the road to escape a menacing dog, saying “No” to an adult who is using inappropriate touch, breaking a window to escape a fire).

Report: A significant message of the curriculum is about reporting unsafe situations to an adult. Students are actively encouraged to become safe as quickly as possible if they can, and are reminded that it is necessary to report ‘unsafe’ incidents to an adult. This includes unsafe phone and online incidents (e.g. accessing rude or offensive materials online). Students nominate adult ‘safety helpers’ who they think will be prepared to listen to them and to give them the help they need. Students will identify a variety of adults including family and friends from inside and outside of their homes. They will be encouraged to let their safety helpers know they are nominated so that they are prepared to listen when approached by the student. Students are also taught to persevere until they get the help they need.

Talking with children about safety

Parents have an important role in reinforcing the messages being delivered in the curriculum. As a result of participating in the lessons, it is possible that your child will want to discuss safety issues or ask questions about safety. The following tips may assist you to talk with your child.

1. Ask your child what they have learnt about safety

Asking what your child has been learning is a good way to start talking about safety and will help you gauge their current understanding. Some lessons include a take-home postcard with the key safety messages on them. These postcards indicate to families what is being discussed in school and are provided to prompt additional discussion at home. Finding out what your child knows about safety helps you to build on that knowledge. Encourage regular discussions with your child about these safety messages. This shows your child that you are interested and comfortable talking with them about safety and gives them opportunities to raise concerns.

Another way to discuss safety with your child is to use ‘teachable moments’.

2. Teachable moments

Often opportunities or ‘teachable moments’ arise in our daily lives that can be used to start a discussion or are useful for considering *recognise*, *react* and *report* strategies. For example:

- a television show about surf lifesavers could lead to a discussion about water safety
- using a zebra crossing could lead to a conversation about how to safely cross the road
- planning what your child should do if you are late collecting them from the pick-up zone
- giving advice on how to answer the phone or front door.

By talking about safety in everyday situations, you will help your child to build knowledge and develop skills to *recognise*, *react* and *report* if they are in an unsafe situation.

3. Discuss ‘What ifs...’

While you cannot predict when your child may find themselves in an unsafe situation, speaking with them about what they could do in a variety of situations can help them to be prepared. Using ‘What if...’ questions for a range of safety situations is useful. For example, ‘What if...’

- there was a fire in the house?
- they get lost at the local shopping centre?
- they access or get shown rude pictures online?
- an adult asks them to help search for a lost dog?

4. Answering questions

Parents may find it useful to familiarise themselves with the websites and stories the teacher will be using during the safety lessons. These resources are listed in this parent guide. You may be able to access the story books used in the lessons through your school or local library. A selection of other safety resources have also been listed that may help you to discuss and answer questions about a wide range of safety topics including beach, fire and online safety as well as private body parts rules.

If you are uncomfortable talking about a topic, be honest with your child and tell them that even though you may feel embarrassed, you are willing to talk about the topic because it is important. And remember,

parents don't have to know all the answers. If you are unsure of the answer to a question, be honest and then find out together. What is most important is that your child knows they can approach you if they have a question about safety, now and in the future.

Keeping children safe

When children are taught to *recognise*, *react* and *report* unsafe situations they may report a range of unsafe situations including dangers in the community, online or to their personal safety. Occasionally, this may include reports of harm by another person. Advice about disclosures and where to get assistance can be found at

<http://www.communities.qld.gov.au/childsafety/protecting-children>

Parents are advised to contact the Department of Communities, Child Safety and Disability Services on 1800 811 810 or after hours 1800 177 135 if a disclosure of abuse to your child or a child you know is made. Alternatively, phone the Police on 000 (Triple zero).

Families experiencing domestic or family violence can contact DVConnect for counselling and information services:

Womensline: Ph: 1800 811 811

(24/7 telephone service)

Mensline: Ph: 1800 600 636

(9am-midnight, 7 days)

Sexual Assault Line: Ph: 1800 010 120

(8.30am – 11.30pm, 7 days)

<http://www.dvconnect.org/>

In an emergency situation, always call for police, fire or ambulance on 000 (triple zero).

Resources

Resources that will be used in the classroom

The following children's story books and websites will be used by teachers to teach key safety messages. You may find these useful to read with your child to reinforce the messages taught in class.

Please note, where a book is unavailable, a teacher may substitute another book to teach the key safety message.

(The resources listed were current at the time of publication).

Books

Bueti, A 2012, *The Quest for Courage*. SunnyKids and the Encouragement Foundation, Queensland. (ISBN 978 0 9872604 8 2)

<http://www.sunnykids.org.au/resources>

Carlson, N 2003, *Harriet and the Roller Coaster*. Lerner Publishing Group Inc. Minneapolis. (ISBN: 978 157505 202 1)

Ironside, V 2011, *The Huge Bag of Worries*. Hodder Children's Books. London. (ISBN: 978 0 340 90317 9)

Laguna, S. & Pignataro, A 2007, *Stephen's Music*. Hachette Livre Australia Pty Ltd. Sydney. (ISBN: 978 0 7344 1016 0)

Langford, J 2011, *Try Again, Emma*. Pearson Australia. Victoria. (ISBN: 978 1 4425 4799 5)

Rochester, K 2011, *Be Brave*. JoJo Publishing. Melbourne. (ISBN: 978 0 9808710 1 2)

Thomas, P 2003, *I Can be Safe*. Barron's Educational Series Inc. New York. (ISBN: 10: 0764124609/ 13: 9780764124600)

United Nations Children's Fund (UNICEF) 2002, *For Every Child* (Red Fox edition). Random House Children's Books. London. (ISBN: 978 0 099 40865 9) Book order details:

http://www.unicef.org/publications/index_5383.html

Websites

Being Safety Smart

Being Safety Smart is a free-to-use online educational game providing safety strategies for children from six to eight years old. The program is designed to increase the awareness of children to situations within the community which might impact upon their personal safety and to empower them with the ability to act appropriately and with confidence.

<http://www.beingsafetysmart.com.au/BSS/>

Budd:e Primary (Years 3–4)

Budd:e Primary has been developed for primary schools students, Years 3 and above. Budd:e educates students about the risks people take by going online, and the possible consequences of those risks. It also provides education about safety measures we can use to help reduce our risk online.

<https://esafety.gov.au/education-resources/classroom-resources/budde>

Bullying. No Way!

Bullying. No way! is developed and managed by all Australian education authorities for use by Australia's Government, Catholic and Independent school communities. Links are available for students, teachers and parents and responds to issues of bullying, harassment, discrimination and violence to create safe school communities. YouTube clips about Cyberbullying are included.

<http://www.bullyingnoway.gov.au/teachers/classroom-resources/primary-youtube.html>

Children's Week Council of Australia Inc.

The Rights of the Child poster, based on the United Nations Convention on the Rights of the Child is available on this site. Prior to use, the organisation has requested that teachers seek permission to download and use the poster in class.

This site also links users to their local Children's Week convenor who will list events during Children's Week (an annual event during the fourth week of October) that promote the Rights of Children.

<http://www.childrensweek.org.au/UN-ROC.pdf>

Cybersafety Help Button

The Cybersafety Help Button is an Australian Government initiative, supported by the Department, designed to keep children and families safe online. It is an online resource hub that provides instant 24 hour access to cybersafety help and information.

<https://esafety.gov.au/complaints-and-reporting/cybersafety-help-button>

Department of Transport and Main Roads

Queensland's Department of Transport and Main Roads website contains a number of past and current safety campaigns.

<http://www.tmr.qld.gov.au/Safety/Safety-campaigns/School-transport-safety-campaigns.aspx>

Kids Helpline

Kids Helpline is a free, private and confidential telephone and online counselling service specifically for young people aged between five and 25 years of age. The Kids Helpline website contains downloadable resources for parents relating to online safety.

<http://www.kidshelp.com.au/>

Smart Online, Safe Offline clip: Cyberbullying affects real lives! (Years 5-6)

This video clip, developed by Smart Online, Safe Offline depicts the impact of cyberbullying. It is particularly suitable for students in Years 5–6.

<http://vimeo.com/51802169>

United Nations Children's Fund (UNICEF) Convention on the Rights of the Child animations

This UNICEF website has a range of animated vignettes that illustrate the individual Articles that make up the Convention on the Rights of the Child. Please note that some of the Articles 1 to 20 and Articles 21 to 54 vignettes are not suitable for students. Recommended vignettes have been listed in the curriculum materials and teachers will view the animations to assess their suitability prior to showing students.

http://www.unicef.org/rightsite/433_cartoons.php

UNICEF: UN Convention on the Rights of the Child in Child Friendly Language

This version of the United Nations Convention on the Rights of the Child, developed by UNICEF, is particularly suitable for students in Years 3–4.

<http://www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf>

From website: http://www.unicef.org/rightsite/484_540.htm

United Nations Children's Fund (UNICEF) What Rights? Flyer

The 'What Rights? Flyer' is a child-friendly version of the Convention on the Rights of the Child. This resource is recommended for use with students in Years 5–6.

http://www.unicef.org/magic/media/documents/what_rights_flyer_english.pdf

Other child safety resources

There are a large range of other child safety books and resources such as online games that are available to facilitate further safety discussions at home. Some examples include:

(The resources listed were current at the time of publication).

Background reading for parents

Brennan, H. and Graham, J 2012, *Is This Normal? Understanding Your Child's Sexual Behaviour*. Family Planning Queensland, Fortitude Valley. (ISBN: 9780977570881)

Briggs, F 2010, *Smart parenting for safer kids*. Docklands, VIC: JoJo Publishing.

Wurtele, S., & Berkower, F 2010, *Off limits: A parent's guide to keeping kids safe from abuse*. Brandon, VT: The Safer Society Press.

Wurtele, S 2010, *Out of harm's way: A parent's guide to protecting young children from sexual abuse*. Seattle, WA: Parenting Press.

Books

- Barth, A 2009, *Annabelle's Secret*. Loving Healing Press. Michigan, United States. (ISBN: 13: 978 1 932690 95 8)
- Garner, L 2009, *Some Secrets Hurt: A story of healing*. Shadow Mountain Publishers. Utah, United States. (ISBN 13: 978 1 60641 135 3)
- Kleven, S 1997, *The Right Touch*. Illumination Arts Publishing Company Inc. Washington. (ISBN 0935699104)
- Martin, H 2011, *Hayden-Reece learns a valuable lesson that private means 'Just for you'*. Hung Hing Off-Set Printing Co, Ltd. China. (ISBN: 9780980529449)
- Starishevsky, J 2007, *My Body Belongs to Me*. Safety Star Media. New York. (ISBN: 97809821216 03)
- Thomas, R & Herran, J 2006, *Health and Safety: Street Smart*. Macmillan Education Australia Pty Ltd. South Yarra, Vic. (ISBN: 978 1 4202 0433 9)

Websites

[Australian Federal Police website](#)

The Australian Federal Police are dedicated to preventing all Australians from becoming victims of online crime by informing them how to use technology safely and responsibly. The website contains parent and teacher resources as well as youth resources and community resources.

<http://www.afp.gov.au/>

[Daniel Morcombe Foundation](#)

The Daniel Morcombe Foundation website contains downloadable child safety resources and information about the foundation.

<http://danielmorcombe.com.au/>

[Department of Community Safety – Kids' Page](#)

This page contains safety focused games, interactive activities, stories, fun history and photo links and includes making emergency plans with the family.

<http://www.emergency.qld.gov.au/kids/>

[Domestic and Family Violence - Queensland Government](#)

This Queensland Government website provides information about where to find help, reporting abuse and ways to support someone experiencing domestic and family violence.

<https://www.qld.gov.au/community/getting-support-health-social-issue/domestic-family-violence/>

[Hector's World – Office of the Children's eSafety Commissioner](#)

Hector's World features fun and engaging characters. Children can observe the characters as they learn how to stay safe online. The experiences of Hector and his friends offer children practical guidance in managing risks, and reinforce the importance of responsible online behaviour.

<https://www.esafety.gov.au/education-resources/classroom-resources/hectors-world>

[Creep Quiz: Are U Safe Online?](#)

Telstra and the Queensland Government have partnered to develop Creep Quiz: Are U Safe Online? This quiz has been designed to provide insight into the online world and highlight some of the pitfalls for the unwary. The Creep Quiz provides parents with an interactive tool that they can use with their child to talk about their digital lives. Aimed at children from 11 years of age, this quiz addresses a variety of activities across a number of social media platforms.

<http://www.creepquiz.eq.edu.au/index.html>

[NAPCAN](#)

The National Association for Prevention of Child Abuse and Neglect (NAPCAN) is a national charity founded on concern for all children and focused on bringing about change to ensure their safety and wellbeing. The website provides information for parents as well as background information for teachers. The website has a number of printable brochures that may be useful for parents.

<http://www.napcan.org.au/>

[Office of the Children's eSafety Commissioner](#)

This website provides activities, resources and practical advice to help young children, teens and parents safely to enjoy the online world.

<https://esafety.gov.au/education-resources>

Queensland Fire and Rescue Service

The Queensland Fire and Rescue Service website provides fire safety tips on how to best protect your home and family. The site also contains a link to Kids Corner where Blazer the koala aims to teach kids all over Queensland about fire and how they can help keep their family and friends safe.

<https://www.fire.qld.gov.au/kids/>

Surf Life Saving Australia (SLSA) – Surf Ed

The site contains information and links to beach safety videos for visitors to the beach. Safety messages include swimming between the flags and sun safety tips.

<http://www.beachsafe.org.au/surf-ed>

Transport and Main Roads (Qld) – Bike user guide

The site includes information about how to teach children to ride safely; safety equipment and a checklist; tips on bike maintenance; and choosing the right bike for a child.

<http://www.tmr.qld.gov.au/Travel-and-transport/Cycling/Bike-user-guide.aspx>

True: Relationships and Reproductive Health (formerly Family Planning Queensland)

This website contains downloadable factsheets and brochures for parents on a number of child safety related topics. In particular, the factsheet *Communicating with Children about Sexuality* contains useful tips on how to communicate with children about child safety and sexuality.

<http://www.true.org.au/>

License

The *Daniel Morcombe Child Safety Curriculum* is licensed by the State of Queensland (Department of Education and Training) under a [Creative Commons Attribution 4.0 International License](#), with the exception of third party content which is used by permission and separately acknowledged.

CC By License summary statement

In essence, you are free to copy, communicate and adapt this guide, with the exception of third party content which is used by permission and separately acknowledged, as long as you attribute the work to the State of Queensland (Department of Education and Training). To view a copy of the license, visit <http://creativecommons.org/licenses/>.

Attribution

Content from this guide should be attributed as: State of Queensland (Department of Education and Training) Daniel Morcombe Child Safety Curriculum Parent Guide: Years 3 – 6, 2016.

Images

All images included in this manual are identified as 'restricted' and the following terms apply:

You may only use this image (in its entirety and unaltered) as an integrated part of this entire guide or as an unaltered integrated part of an extract taken from this guide.