

# Keeping Safe: Child Protection Curriculum

There are 4 key concepts that we will embed and talk about in our program this year. Our focuses with children are Concepts 1, 2, and 4. Concept 3 is an important part of our duty of care as mandated notifiers. The daily curriculum and interactions give us many opportunities to engage in teachable moments – when talking with children the basis of the Child Protection curriculum at Kensington Gardens Preschool is exploring children's sense of belonging, feeling safe, their right to be safe, relationships and trust. As parents please talk to us at any time if you have any questions or concerns.

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## Concept 1: The right to be safe

### Feelings

1. Feelings pictures and symbols
2. Safe and unsafe language
3. Body language
4. Dealing with feelings

### Resources/ Stories:

What does...look like?

Feelings books by Trace Moroney: I feel scared, I feel sad, I feel happy, I feel angry.

Emotions: wooden blocks

Emotions memory game puzzle

### Exploring the concepts of Safe and unsafe.

1. **Safe behaviours/ rules**, risk assessments, body awareness, nature kindy, baby home corner, animal safety – chickens, frogs.
2. **Emergencies**. Road safety, people in our community who help us, evacuation and invacuation termly drills.

Stories that relate to being safe, emergency services.

Big Book: People who help, Police Officer, by Lara Artis

Emergency services memory game.

3. **Relaxation**. Rest time, yoga, stories

**Early warning signs**. Understanding body signals like scared, worried.

Trace Moroney books I feel:-----

Hattie and the fox

Bear and chook

## Concept 2: Identity and Relationships

Sing our kindy song each day.

Book Making: Each child to make their family book and include people they trust.

Read Hug by Jez Alborough

### 1. Rights and responsibilities:

Bullying, gender bias and racial bias, looking after Kindy animals, gardening. What would you do resource pack Moe and Zippy

### 2. Needs and wants

Stories: Mutt dog by Stephen King, explores the basic rights we need like food and shelter.

### 3. Fair/ unfair

Rules to keep ourselves safe, risk assessments, teachable moments.

Stories: this is our house by Bob Graham

### 4. Assertive language

Stop (hand held up)

Stop it, I don't like it!

Stories: Mutt dog

### Trust and networks

Exploring concepts of trust, people who listen to us and developing trust networks using field journals to record.

Stories: Hattie and the fox, The gigantic turnip by Alek Seitolstoy

## Concept 3: Recognising and reporting abuse

### Privacy and names of parts of the body

1. Correct naming of the parts of the body
2. Meaning of private – belonging to me, Our whole body is private.
3. Health and safety – biting, toileting,

Stories: everybody has got a bottom by Tess Rowley, the pig in the pond Martin Waddell also in book big.

Songs: my body's no bodies' body but mine, heads and shoulders, hokey pokey

### Touching,

1. safe / unsafe touching,
2. personal space,
3. babies,
4. no or stop,
5. stop it I don't like it!

Play: dolls, role play.

Stories: cuddle time.

### Recognising abuse:

1. accidental/ deliberate injury,
2. People who I don't know who can help.
3. 'Teachable moments' will be used to reinforce concepts of fair, just, private and safe.

Stories: mutt dog

**Secrets** Keeping secrets, unsafe secrets, threats.

Stories: Sally's secret by Shirley Hughes

## Concept 4: Protective strategies

### Strategies for keeping safe

1. Emergency drill, problem solving
2. Working together recipe

### Strategies for telling

What if?

Assertiveness: Practicing No and stop

What would you do resource pack Moe and Zippy

### Reinforcing previous topics

**Persistence stories**. Pete Persistence

Stories: Hattie and the fox, one stuck duck by Phyllis Root, Farmer Duck by Martin Waddell