



# Daniel Morcombe Child Safety Curriculum

Parent Guide: Year 3 to Year 6



## Director-General's foreword

The Department of Education, Training and Employment, 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.

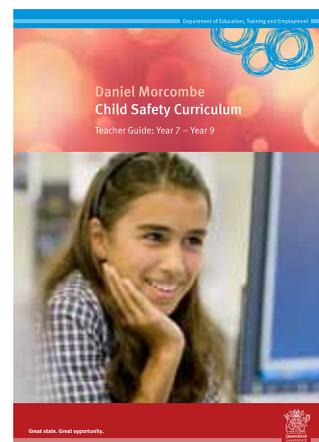
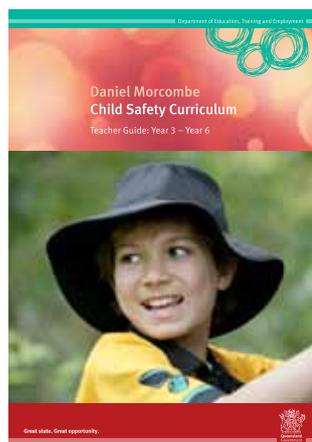
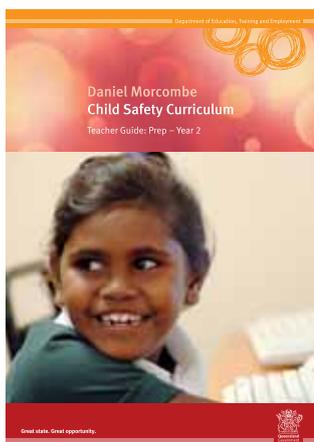
Through the curriculum teachers will deliver important learning experiences, informed by current safety education research, that will assist students to better manage their own safety.

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.

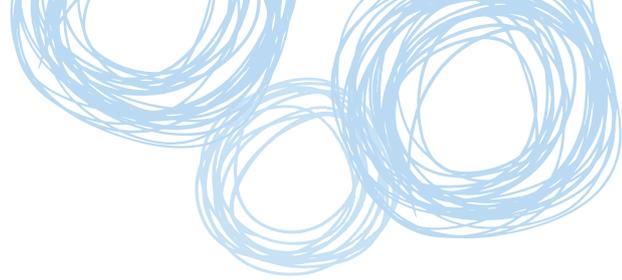


**Annette Whitehead**  
Director-General  
Department of Education, Training and Employment



### ***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 Commissioner for Children and Young People and Child Guardian; officers from the Department of Education, Training and Employment; 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 Health and Physical Education (HPE) Essential Learnings.

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:

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

### 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:

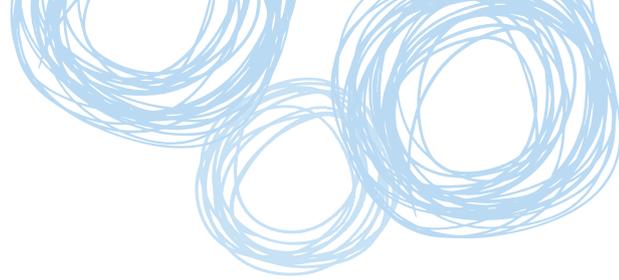
- a television show about surf lifesavers could lead to a discussion about water safety
- using a zebra crossing could lead to a conversation about how to safely cross the road
- planning what your child should do if you are late collecting them from the pick up zone
- giving advice on how to answer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

#### Your feedback

We recognise the important role that parents will play in the success of teaching safety messages to children. We would like to learn more about parents' experiences during the implementation of the Daniel Morcombe Child Safety Curriculum.

By participating in a short parent survey, you will provide important feedback that will assist us to review and improve the Years 3–6 Daniel Morcombe Child Safety Curriculum.

The survey should take approximately 10 minutes to complete. All information you provide is anonymous. The names of individual persons or schools are not required in any of the responses.

The Daniel Morcombe Child Safety Parent Survey can be accessed at

<http://websurvey.eq.edu.au/perseus/surveys/DanielMorcombeparent>

## 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://read2remember.org.au/buy-the-book/>

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.uk/Education/Resources-Overview/Resources/For-Every-Child>

### 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)

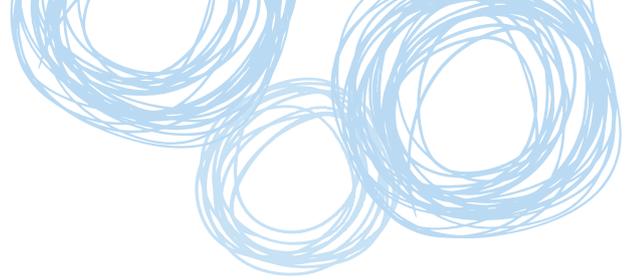
Budd:e Primary has been developed for primary schools students, Years 3 and above. Budd:e educates students about the risks people take by going online, and the possible consequences of those risks. It also provides education about safety measures we can use to help reduce our risk online.

<https://budd-e.staysmartonline.gov.au/primary/main.php>

#### Convention on the Rights of the Child (Save the Children Fund)

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

[http://www.savethechildren.org.au/images/content/resources/UN\\_Convention\\_on\\_the\\_Rights\\_of\\_the\\_Child/Child\\_friendly\\_version\\_of\\_CRC\\_-\\_Save\\_Australia.pdf](http://www.savethechildren.org.au/images/content/resources/UN_Convention_on_the_Rights_of_the_Child/Child_friendly_version_of_CRC_-_Save_Australia.pdf)



### **CyberQuoll (Years 5–6)**

CyberQuoll, developed by the Australian Communications and Media Authority (ACMA), is aimed at students in upper primary. The CyberQuoll online activities aim to educate students about online risks.

<http://www.cybersmart.gov.au/cyberquoll/index.html>

### **Cybersafety Help Button**

The Cybersafety Help Button is a new Australian Government initiative, supported by the Department of Education, Training and Employment, 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.

<http://education.qld.gov.au/student-services/behaviour/qsav/cybersafety-button.html>

### **Cybersmart ACMA**

Cybersmart, developed by the Australian Communications and Media Authority (ACMA), is part of the Australian Government’s cybersafety program. Cybersmart provides activities, resources and practical advice to children, teens and parents so they can safely enjoy the online world.

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

### **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>

The following road safety campaigns are referred to within the curriculum:

- **New rules around schools**  
<http://www.tmr.qld.gov.au/Safety/Safety-campaigns/School-transport-safety-campaigns.aspx>
- **Look out! There are children about**  
<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/>

### **Meerilinga Rights of the Child**

Meerilinga is a not-for-profit organisation and registered charity that promotes the United Nations Convention on the Rights of the Child. The organisation works to raise the status of children in Western Australia. Meerilinga have developed a colourful, Australian-themed poster outlining the United Nations Rights of the Child. The poster is available from the shop section of the website.

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

### **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](http://www.unicef.org/rightsite/433_cartoons.php)

### **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](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/>

#### 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.

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

#### Daniel Morcombe Foundation

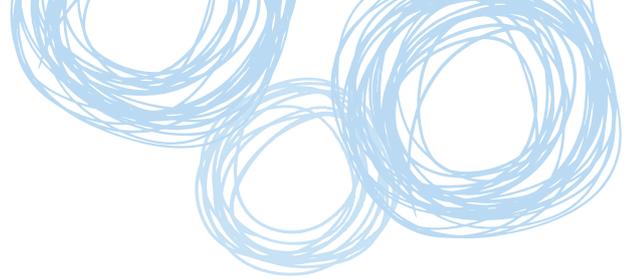
The Daniel Morcombe Foundation website contains downloadable child safety resources and information about the foundation.

<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/>



### Family Planning Queensland

This website contains downloadable factsheets and brochures for parents on a number of child safety-related topics. In particular, the factsheets *Feel Safe – promoting self protection* and *Communicating with Children about Sexuality* contain useful tips on how to communicate with children about child safety and sexuality. The *Sexual Behaviours in Children and Young People* guide assists adults to identify, understand and respond to sexual behaviours in children and young people.

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

### Hector's World – ACMA version

The core content of Hector's World features high-quality 2-D animation with fun and engaging characters. Children can observe the characters as they learn how to stay safe online. The experiences of Hector and his friends offers children practical guidance on managing risks and reinforces the importance of responsible online behaviour.

<http://www.cybersmart.gov.au/young%20kids/visit-hectors-world.aspx>

### 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.

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

The following printable brochures produced by NAPCAN may be useful for parents:

- **30 ways to boost a child's confidence**  
<http://www.napcan.org.au/images/uploads/pdf/95s4wrzcog12.pdf>
- **Listening to children**  
<http://www.napcan.org.au/images/uploads/pdf/1flrxo8vzs.pdf>
- **Listening to young people**  
<http://www.napcan.org.au/images/uploads/pdf/j4aq3d06xs004.pdf>
- **Keeping children safe from sexual abuse**  
<http://www.napcan.org.au/images/uploads/pdf/3vefzm7eo1uu.pdf>
- **Domestic violence hurts children too!**  
<http://www.napcan.org.au/images/uploads/pdf/hzbx7hn8v0g0gwk.pdf>

### 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) – Beach safety

The site contains links to beach safety videos, workbooks with MP3 audio files, interactive games and brochures for visitors to the beach. Safety messages include swimming between the flags and sun safety tips.

<http://sls.com.au/beach-safety>

### Transport and Main Roads (Qld) – Bicycle education

The site contains a link to a parent brochure (PDF) which details: 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/Parents-and-teachers/Bike-education>



---

## Licence

This *Daniel Morcombe Child Safety Curriculum Parent Guide: Year 3 to Year 6* is licensed by the State of Queensland (Department of Education, Training and Employment) under a Creative Commons Attribution (CCBY) 3.0 Australia licence.

### CC By Licence summary statement

In essence, you are free to copy, communicate and adapt this guide, as long as you attribute the work to the State of Queensland (Department of Education, Training and Employment).

To view a copy of this license, visit [www.creativecommons.org/licenses/](http://www.creativecommons.org/licenses/)

## Attribution

Content from this guide should be attributed as:

The State of Queensland (Department of Education, Training and Employment) Daniel Morcombe Child Safety Curriculum Parent Guide: Year 3 to Year 6, 2012.

## 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.