

## Keeping Safe: Child Protection Curriculum (KS:CPC) and consent

The KS:CPC provides a holistic and developmental curriculum that focuses on child safety and respectful relationships.

The UNESCO [International technical guidance on sexuality education](#) provides recommendations for delivering consent education. The following provides a list of these areas that are throughout the KS:CPC from age 3 to year 12 at an age and developmentally appropriate level (see page 2-6):

- healthy and unhealthy relationships
- rights and responsibilities in relationships
- power in relationships
- intimate relationships
- sexual abuse, sexual harassment, sexual consent, dating violence and rape
- laws associated with sexual consent and online safety
- the anatomical names of the body
- privacy, touching and consent
- online safety, online dating, online grooming and image-based abuse
- types of abuse
- recognising, responding to, and reporting abuse
- trusted networks and support services.

### Summary of 'consent' changes in the 2021 KS:CPC Revised second edition

An information section has been added in the general introduction for teachers as well as a list of the key learning objectives and concepts that are embedded throughout the KS:CPC (see KS:CPC and consent).

The following topics have been strengthened:

Early Years	Primary years	Middle years	Senior years
General information Reinforcing consent for touching Strategies for saying no Resources	General information Meaning of consent What consent looks like and sounds like How to give and not give consent Scenarios Resources	General information Understanding consent, what it is and is not Bodily integrity Information about sexual consent Information about the law Resources	General information Sexual consent Information about the law Resources

## Year level documents

The following year level charts show the concepts essential for understanding consent (yellow) and new information in red.

### Early Years: Ages 3–5

FA 1: RIGHT TO BE SAFE	FA 2: RELATIONSHIPS	FA 3: RECOGNISING & REPORTING ABUSE	FA 4: PROTECTIVE STRATEGIES
<p><b>Topic 1: Feelings</b></p> <ul style="list-style-type: none"> <li>1.1 Feelings pictures and symbols</li> <li>1.2 Safe and unsafe language</li> <li>1.3 Body language</li> <li>1.4 Dealing with feelings</li> </ul>	<p><b>Topic 1: Rights and responsibilities</b></p> <ul style="list-style-type: none"> <li>1.1 Rights and responsibilities</li> <li>1.2 Needs and wants</li> <li>1.3 Fair and unfair</li> <li>1.4 Anti-harassment strategies</li> <li>1.5 Assertive language</li> </ul>	<p><b>Topic 1: Privacy and the body</b></p> <ul style="list-style-type: none"> <li>1.1 Parts of the body</li> <li>1.2 Meaning of private</li> <li>1.3 Our whole body is private (Consent)</li> <li>1.4 Health and safety rules regarding privacy</li> </ul>	<p><b>Topic 1: Strategies for keeping safe</b></p> <ul style="list-style-type: none"> <li>1.1 Emergencies review</li> <li>1.2 Emergency information</li> <li>1.3 Triple Zero Kids' Challenge</li> <li>1.4 Network review</li> <li>1.5 Assertiveness – practising 'no' and 'stop'</li> <li>1.6 Problem-solving: 'Stop, Think, Do'</li> <li>1.7 Problem-solving: 'What if...?'</li> <li>1.8 Persistence stories</li> </ul>
<p><b>Topic 2: Being safe</b></p> <ul style="list-style-type: none"> <li>2.1 Safe behaviour</li> <li>2.2 Safety rules</li> <li>2.3 Reinforce concept of safe and unsafe</li> <li>2.4 Emergencies</li> <li>2.5 Relaxation</li> </ul>	<p><b>Topic 2: Identity and relationships</b></p> <ul style="list-style-type: none"> <li>2.1 Exploring identity</li> <li>2.2 Exploring relationships</li> <li>2.3 Relationships circle</li> </ul>	<p><b>Topic 2: Touching</b></p> <ul style="list-style-type: none"> <li>2.1 Safe touching</li> <li>2.2 Personal space</li> <li>2.3 Babies and touching</li> <li>2.4 Necessary but uncomfortable touching</li> <li>2.5 Unsafe touching</li> <li>2.6 'No' or 'stop' (Consent)</li> </ul>	
<p><b>Topic 3: Warning signs</b></p> <ul style="list-style-type: none"> <li>3.1 Understanding signals</li> <li>3.2 Body signals</li> <li>3.3 Warning signs</li> </ul>	<p><b>Topic 3: Trust and networks</b></p> <ul style="list-style-type: none"> <li>3.1 Exploring the concept of trust</li> <li>3.2 Trust walk</li> <li>3.3 People we trust</li> <li>3.4 Developing a trusted network</li> <li>3.5 Network diagram</li> <li>3.6 Network ticks</li> <li>3.7 Using networks</li> </ul>	<p><b>Topic 3: Recognising abuse</b></p> <ul style="list-style-type: none"> <li>3.1 Accidental and deliberate injury</li> <li>3.2 People I don't know who might help</li> <li>3.3 Identifying abuse</li> </ul>	
		<p><b>Topic 4: Secrets</b></p> <ul style="list-style-type: none"> <li>4.1 Secrets</li> <li>4.2 Keeping secrets</li> <li>4.3 Why it is sometimes difficult to 'tell'</li> <li>4.4 Threats</li> </ul>	

## Early Years: Years R-2

FA 1: RIGHT TO BE SAFE	FA 2: RELATIONSHIPS	FA 3: RECOGNISING & REPORTING ABUSE	FA 4: PROTECTIVE STRATEGIES
<p><b>Topic 1: Feelings</b></p> <ul style="list-style-type: none"> <li>1.1 Characters' feelings (Consent)</li> <li>1.2 Different feelings</li> <li>1.3 Strategies to identify feelings</li> <li>1.4 Miming feelings</li> </ul>	<p><b>Topic 1: Rights and responsibilities</b></p> <ul style="list-style-type: none"> <li>1.1 Needs and wants</li> <li>1.2 Children's rights</li> <li>1.3 Behaviour code and children's rights</li> </ul>	<p><b>Topic 1: Privacy and the body</b></p> <ul style="list-style-type: none"> <li>1.1 Body awareness</li> <li>1.2 Personal space</li> <li>1.3 Parts of the body (Consent)</li> <li>1.4 Meaning of private</li> <li>1.5 Our whole body is private (Consent)</li> <li>1.6 Touching that is 'OK'</li> <li>1.7 'OK' touching in relationships</li> </ul>	<p><b>Topic 1: Strategies for keeping safe</b></p> <ul style="list-style-type: none"> <li>1.1 Memory activities</li> <li>1.2 Remembering name, address, telephone numbers</li> <li>1.3 Revisiting trusted networks</li> <li>1.4 'What if...?' problem-solving</li> <li>1.5 'What if...?' scenarios</li> <li>1.6 Practising being assertive</li> <li>1.7 Role-playing assertive communication</li> <li>1.8 Saying 'no'</li> <li>1.9 Choosing strategies to keep safe</li> <li>1.10 Resilience</li> </ul>
<p><b>Topic 2: Being safe</b></p> <ul style="list-style-type: none"> <li>2.1 How do we make it safe?</li> <li>2.2 Stories about being safe</li> <li>2.3 Identifying a safe place</li> </ul>	<p><b>Topic 2: identity and relationships</b></p> <ul style="list-style-type: none"> <li>2.1 Exploring identity</li> <li>2.2 Exploring relationships</li> <li>2.3 Relationships circle</li> </ul>	<p><b>Topic 2: Recognising abuse</b></p> <ul style="list-style-type: none"> <li>2.1 Accidental or deliberate injury?</li> <li>2.2 Identifying physical abuse</li> <li>2.3 Identifying emotional abuse</li> <li>2.4 Identifying sexual abuse</li> <li>2.5 Identifying neglect</li> <li>2.6 Identifying domestic and family violence</li> <li>2.7 Online safety</li> </ul>	<p><b>Topic 2: Persistence</b></p> <ul style="list-style-type: none"> <li>2.1 Theme reinforcement</li> <li>2.2 Introduction to persistence</li> <li>2.3 Persistence</li> <li>2.4 Practising persistence</li> </ul>
<p><b>Topic 3: Warning signs</b></p> <ul style="list-style-type: none"> <li>3.1 Introducing warning signals</li> <li>3.2 Signs</li> <li>3.3 Warning signs</li> </ul>	<p><b>Topic 3: Power in relationships</b></p> <ul style="list-style-type: none"> <li>3.1 Demonstrate the language of safety</li> <li>3.2 Understanding bullying</li> <li>3.3 Dealing with bullying behaviour</li> <li>3.4 Fair and unfair</li> <li>3.5 Introducing the concept of power</li> <li>3.6 Adults using power</li> </ul>	<p><b>Topic 3: Secrets</b></p> <ul style="list-style-type: none"> <li>3.1 Defining secrets</li> <li>3.2 Recognising unsafe secrets</li> <li>3.3 Tricks and trust</li> </ul>	
<p><b>Topic 4: Risk-taking and emergencies</b></p> <ul style="list-style-type: none"> <li>4.1 Defining unsafe and risk-taking</li> <li>4.2 Unsafe situations and risk-taking</li> <li>4.3 Looking for clues about risks</li> <li>4.4 Defining an emergency</li> <li>4.5 Personal emergency</li> <li>4.6 Thinking and feeling in an emergency</li> </ul>	<p><b>Topic 4: Trust and networks</b></p> <ul style="list-style-type: none"> <li>4.1 Exploring the meaning of trust</li> <li>4.2 Developing a trusted network</li> <li>4.3 Will you be on my network please?</li> <li>4.4 People I don't know who might help</li> </ul>		

# Primary Years: Years 3-5

FA 1: RIGHT TO BE SAFE	FA 2: RELATIONSHIPS	FA 3: RECOGNISING & REPORTING ABUSE	FA 4: PROTECTIVE STRATEGIES
<p><b>Topic 1: Being safe</b></p> <ul style="list-style-type: none"> <li>1.1 Definition of safety</li> <li>1.2 Adults caring for children</li> <li>1.3 Imagining a safe place</li> </ul>	<p><b>Topic 1: Rights and responsibilities</b></p> <ul style="list-style-type: none"> <li>1.1 Rights and responsibilities</li> <li>1.2 United Nations Convention on the Rights of the Child</li> </ul>	<p><b>Topic 1: Privacy and the body</b></p> <ul style="list-style-type: none"> <li>1.1 Parts of the body</li> <li>1.2 Exploring the meaning of private</li> <li>1.3 Our bodies are private</li> <li>1.4 Touching (Consent)</li> </ul>	<p><b>Topic 1: Strategies for keeping safe</b></p> <ul style="list-style-type: none"> <li>1.1 Helpful and unhelpful thinking</li> <li>1.2 Assertive responses</li> <li>1.3 Observational skills</li> <li>1.4 'What if . . .?' problem-solving</li> <li>1.5 POOCH problem-solving</li> <li>1.6 Practising problem-solving</li> <li>1.7 Scenarios dealing with abuse issues</li> </ul>
<p><b>Topic 2: Warning signs</b></p> <ul style="list-style-type: none"> <li>2.1 Warning signs: physical indicators</li> <li>2.2 Warning signs: chart</li> <li>2.3 Exploring different types of feelings</li> <li>2.4 Feeling unsafe</li> </ul>	<p><b>Topic 2: Identity and relationships</b></p> <ul style="list-style-type: none"> <li>2.1 Identity web</li> <li>2.2 Gender stereotypes</li> <li>2.3 Unsafe behaviour</li> <li>2.4 Relationship circle</li> </ul>	<p><b>Topic 2: Recognising abuse</b></p> <ul style="list-style-type: none"> <li>2.1 Exploring abuse</li> <li>2.2 Definition of abuse</li> <li>2.3 Physical abuse</li> <li>2.4 Emotional abuse</li> <li>2.5 Neglect</li> <li>2.6 Basic needs</li> <li>2.7 Sexual abuse</li> <li>2.8 Domestic and family violence</li> <li>2.9 Recognising safe and unsafe secrets</li> </ul>	<p><b>Topic 2: Network review and community support</b></p> <ul style="list-style-type: none"> <li>2.1 Networks</li> <li>2.2 Local support networks</li> <li>2.3 Persistence</li> </ul>
<p><b>Topic 3: Risk-taking and emergencies</b></p> <ul style="list-style-type: none"> <li>3.1 Ideas about being safe</li> <li>3.2 A timeline of independence</li> <li>3.3 Identifying risks</li> <li>3.4 What is an emergency?</li> <li>3.5 Personal emergency</li> </ul>	<p><b>Topic 3: Power in relationships</b></p> <ul style="list-style-type: none"> <li>3.1 Exploring a definition of power</li> <li>3.2 Power scenarios</li> <li>3.3 Tricks and bribes</li> <li>3.4 Pressure</li> <li>3.5 Bullying as an abuse of power</li> </ul>	<p><b>Topic 3: Cyber safety</b></p> <ul style="list-style-type: none"> <li>3.1 Media classifications</li> <li>3.2 Video media and computer games</li> <li>3.3 Television programs</li> <li>3.4 Internet</li> <li>3.5 Photographs and digital images</li> <li>3.6 Magazines</li> </ul>	
	<p><b>Topic 4: Trust and networks</b></p> <ul style="list-style-type: none"> <li>4.1 Trust walk</li> <li>4.2 Developing a trusted network</li> <li>4.3 Network letters</li> </ul>		

## Middle Years: Years 6-9

FA 1: RIGHT TO BE SAFE	FA 2: RELATIONSHIPS	FA 3: RECOGNISING & REPORTING ABUSE	FA 4: PROTECTIVE STRATEGIES
<p><b>Topic 1: Warning signs</b></p> <p>1.1 Exploring Theme 1: 'We all have the right to be safe'</p> <p>1.2 Warning signs</p> <p>1.3 What if someone does not have warning signs?</p> <p>1.4 Relaxation activity</p>	<p><b>Topic 1: Rights and responsibilities</b> (Sexual consent and the law)</p> <p>1.1 What rights do children and young people have?</p> <p>1.2 Rights and responsibilities in close relationships (Consent)</p>	<p><b>Topic 1: Privacy and the body</b></p> <p>1.1 Defining public and private</p> <p>1.2 Privacy (Consent)</p> <p>1.3 Parts of the body</p>	<p><b>Topic 1: Strategies for keeping safe</b></p> <p>1.1 Trust, talk, take control</p> <p>1.2 Problem-solving card activity</p> <p>1.3 Assertiveness</p> <p>1.4 Strategies for talking about difficult topics</p> <p>1.5 Strategies when a friend discloses</p> <p>1.6 Exploring resilience</p> <p>1.7 Language of resilience</p>
<p><b>Topic 2: Risk-taking and emergencies</b></p> <p>2.1 Risk-taking</p> <p>2.2 Exploring emergencies</p> <p>2.3 Planning for a serious emergency</p>	<p><b>Topic 2: Identity and relationships</b></p> <p>2.1 Exploring relationships</p> <p>2.2 Healthy and unhealthy relationships</p> <p>2.3 Construction of gender</p>	<p><b>Topic 2: Recognising abuse</b></p> <p>2.1 Revisit group norms</p> <p>2.2 Defining abuse</p> <p>2.3 Recognising abuse</p> <p>2.4 Using warning signs to recognise abuse</p> <p>2.5 Neglect and physical and emotional abuse</p> <p>2.6 Why is it difficult to talk about sexual abuse?</p> <p>2.7 Sexual abuse (Sexual consent)</p> <p>2.8 Dating violence</p>	<p><b>Topic 2: Network review and community support</b></p> <p>2.1 Network review challenge</p> <p>2.2 Network support card</p> <p>2.3 Community support networks</p> <p>2.4 Persistence</p>
<p><b>Topic 3: Psychological pressure and manipulation</b></p> <p>3.1 Defining psychological pressure and manipulation</p> <p>3.2 A-Z psychological pressure and manipulation</p> <p>3.3 Product placement</p>	<p><b>Topic 3: Power in relationships</b></p> <p>3.1 Types and use of power</p> <p>3.2 Positive use and abuse of power</p> <p>3.3 Power in relationships</p> <p>3.4 Guilt</p> <p>3.5 Power and gender</p> <p>3.6 Characteristics of bullying</p> <p>3.7 Bullies and people who are bullied</p> <p>3.8 Bystanders</p> <p>3.9 School policy on bullying</p>	<p><b>Topic 3: Cyber safety</b></p> <p>3.1 Being aware on the internet</p> <p>3.2 Online abuse</p> <p>3.3 Abuse using mobile phones</p> <p>3.4 Sexting</p> <p>3.5 Developing a cyber safety fact sheet</p> <p>3.6 Cyber safety and the law</p>	
	<p><b>Topic 4: Trust and networks</b></p> <p>4.1 Trust</p> <p>4.2 Trusted networks</p>	<p><b>Topic 4: Domestic and family violence</b></p> <p>4.1 What is domestic and family violence?</p> <p>4.2 Effects of domestic and family violence on children</p> <p>4.3 Myths about domestic and family violence</p> <p>4.4 Bystander intervention</p>	

## Senior Years: Years 10-12

FA 1: RIGHT TO BE SAFE	FA 2: RELATIONSHIPS	FA 3: RECOGNISING & REPORTING ABUSE	FA 4: PROTECTIVE STRATEGIES
<p><b>Topic 1: Risk-taking and emergencies</b></p> <ul style="list-style-type: none"> <li>1.1 Reviewing warning signs</li> <li>1.2 Assessing risk</li> <li>1.3 Positive psychology</li> </ul>	<p><b>Topic 1: Rights and responsibilities</b> (Sexual consent and the law)</p> <ul style="list-style-type: none"> <li>1.1 Rights and responsibilities</li> <li>1.2 Abuse of rights</li> <li>1.3 Sexual consent (Sexual consent)</li> <li>1.4 Rights and responsibilities in intimate relationships (Sexual consent)</li> </ul>	<p><b>Topic 1: Privacy and the body</b></p> <ul style="list-style-type: none"> <li>1.1 Your body</li> <li>1.2 Privacy</li> <li>1.3 Health and safety</li> </ul>	<p><b>Topic 1: Strategies for keeping safe</b></p> <ul style="list-style-type: none"> <li>1.1 Situations for self-protection</li> <li>1.2 Problem-solving strategies</li> <li>1.3 Effective communication</li> </ul>
<p><b>Topic 2: Psychological pressure and manipulation</b></p> <ul style="list-style-type: none"> <li>2.1 Defining psychological pressure and manipulation</li> <li>2.2 Examples of psychological pressure and manipulation</li> <li>2.3 Persuasive debate</li> </ul>	<p><b>Topic 2: Identity and relationships</b></p> <ul style="list-style-type: none"> <li>2.1 Healthy and unhealthy relationships</li> <li>2.2 Gender as a social construction</li> <li>2.3 Gender stereotypes</li> </ul>	<p><b>Topic 2: Recognising abuse</b></p> <ul style="list-style-type: none"> <li>2.1 Types of abuse</li> <li>2.2 Abuse in relationships</li> <li>2.3 Sexual abuse</li> <li>2.4 Grooming</li> <li>2.5 Dating violence and date rape (Sexual consent)</li> <li>2.6 Myths and realities about child abuse</li> </ul>	<p><b>Topic 2: Network review and community support</b></p> <ul style="list-style-type: none"> <li>2.1 Networks as self-protection</li> <li>2.2 Intervention orders</li> <li>2.3 Reviewing support services</li> </ul>
	<p><b>Topic 3: Power in relationships</b></p> <ul style="list-style-type: none"> <li>3.1 Types and use of power</li> <li>3.2 Discrimination</li> <li>3.3 Sexual harassment</li> <li>3.4 Positive use or abuse of power</li> </ul>	<p><b>Topic 3: Cyber safety</b></p> <ul style="list-style-type: none"> <li>3.1 Cyberbullying</li> <li>3.2 Sexting</li> <li>3.3 Digital reputation</li> </ul>	
	<p><b>Topic 4: Trust and networks</b></p> <ul style="list-style-type: none"> <li>4.1 Networks</li> <li>4.2 Peer networks</li> </ul>	<p><b>Topic 4: Domestic and family violence</b></p> <ul style="list-style-type: none"> <li>4.1 Exploring domestic and family violence</li> <li>4.2 Underlying issues of domestic and family violence</li> <li>4.3 Cycle of violence</li> <li>4.4 Bystander intervention</li> </ul>	