



feature article

PROGRAMMING CHILD PROTECTION EDUCATION IN PDHPE

Departmental primary schools have now received the final document in the series: *Child Protection Education: Curriculum materials to support teaching and learning in Personal Development, Health and Physical Education*. These materials will assist teachers to integrate teaching and learning about sexual abuse and other forms of abuse, including bullying and harassment, into Personal Development, Health and Physical Education (PDHPE).

Each school should now review its existing provisions for child protection education to ensure that an effective child protection education component is taught in each Stage from 1999.

Child protection education should not be taught as an isolated component. It should be integrated within the related content areas of PDHPE. To ensure that an effective child protection education component is taught in each stage, schools will find it beneficial to develop a whole-school curriculum plan for PDHPE, of which child protection education is a component.

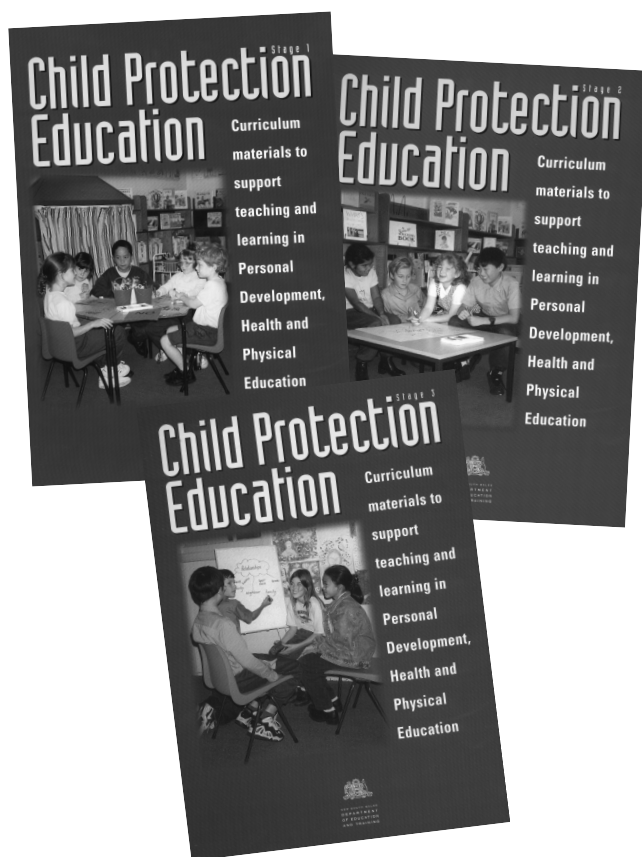
This article answers some key questions to assist schools as they review their existing provisions for child protection education and develop school curriculum plans and class programs in PDHPE.

What should be in the school's PDHPE curriculum plan?

A school PDHPE curriculum plan needs to provide teachers with the scope and sequence of learning from year to year and from stage to stage.

Examine your school's current PDHPE curriculum plan to identify:

- child protection concepts or focus areas which are already addressed in other areas. To do this you need to have an understanding of the three main themes and the content for each theme. (Refer to the scope and sequence pages in the curriculum materials.)
- opportunities for students to build on prior learning
- areas that need to be included or strengthened to ensure a balance of the three themes in child protection education from Kindergarten to Year 6.



Curriculum Support

What is balanced child protection education?

Balanced child protection education involves teaching and learning about three themes:

Theme 1 Recognising abuse

Theme 2 Power in relationships

Theme 3 Protective strategies.

Schools may not need to teach all these themes in each year or stage. Nor do they need to treat them in any particular order or as separate entities. How schools approach each theme will depend on what students already know and can do, and how the school PDHPE program is constructed.

However, when making decisions, schools should consider the following:

- Activities from Theme 1 are considerably different from the previous child protection materials. Theme 1 contains some of the more challenging material in terms of students' understanding of the forms and dynamics of abuse.
- Activities from Theme 2 are useful as an introduction to child protection education, as they model positive relationships. Teaching may already be occurring in this area in your PDHPE program.
- Activities from Theme 3 are important because it is this area which builds students' capacity to keep themselves safe. Research suggests that, if children can recognise abusive situations and use protective strategies in their early years, then they will have a greater capacity for keeping themselves safe later on.

When should it be taught and for how long?

Child protection education must be included in each stage of your PDHPE program. Whether schools teach aspects within each year of each stage is a school decision. The number of lessons that schools program for child protection education in PDHPE is also up to each school.

Schools should consider the following when making these decisions:

- It is important to develop in students as early as possible understandings and skills in the area of child protection. Children are most vulnerable when young, so it is recommended

that child protection education be taught in at least two of the three school years in Stage 1.

- Schools which do not incorporate child protection education into each year's PDHPE program need to consider ways to build on and reinforce prior learning. There should not be a gap of more than one year between child protection education in stage-based PDHPE curriculum plans.

How can I program for child protection education? Is there a preferred way?

There are three main approaches which schools can take to incorporate child protection education into their PDHPE programs:

- **Programming child protection education as blocks or units of work.**

For example, units of work based on the three child protection education themes are taught in each year, or across each stage.

- **Integrating child protection concepts throughout other PDHPE units.**

For example, a PDHPE unit on "Families and friends" could be used to develop understandings about child protection concepts, such as relationships, rights and responsibilities and kinds of touch.

- **A combination of the above two approaches.**

For example, in a Year 4 PDHPE program there is an integrated unit called "Hang with the 'in crowd'" which includes such child protection concepts as relationships, bullying, abuse of power, bribes and threats. Later in the year there is a whole unit on child protection education to cover the rest of the three child protection themes.

Each approach has advantages and disadvantages. The approach which schools choose to take will depend on the school.

If your school wants to take the first approach, and your program includes a unit based on activities from Theme 1 (Recognising abuse), then ensure that:

- the unit is not taught in Term 4. This unit usually encourages disclosures and teaching it last in the year prevents adequate follow-up.
- some preparatory teaching has occurred in areas from Theme 2.

What am I going to program?

Teachers may find the “main ideas” and the “Things to look for” for each theme a helpful guide when planning teaching programs. Key questions to focus the process of programming include:

- What is it that the students currently know and can do?
- What do I want the students to know and be able to do?
- How will I help them to know and do?
- How will I know when they have learnt? (See **CURRICULUM SUPPORT** Vol. 3. No. 1, page 3.)

The teaching and learning activities in the new curriculum materials are organised into field building, core learning, concluding and extension activities. Teachers should select those activities that best meet the needs of their students and match their program.

Field-building activities introduce and lay the foundation for core learning. Participation in appropriate core learning activities is integral to the achievement of learning outcomes for the focus area. Concluding activities can be implemented if previous core learning activities have involved discussion of personal or confronting issues. The extension activities are designed to take the theme further, if appropriate.

When the school PDHPE curriculum plan has been developed, it will be easier for teachers to devise class teaching programs which meet the needs of students and support students in the achievement of PDHPE outcomes.

For further support in developing and implementing child protection education in PDHPE, contact your district PDHPE consultant.

Thanks to Deborah Atkins, PDHPE Curriculum Adviser, and Wendy Alford, Student Welfare Adviser, for their contributions to this article.

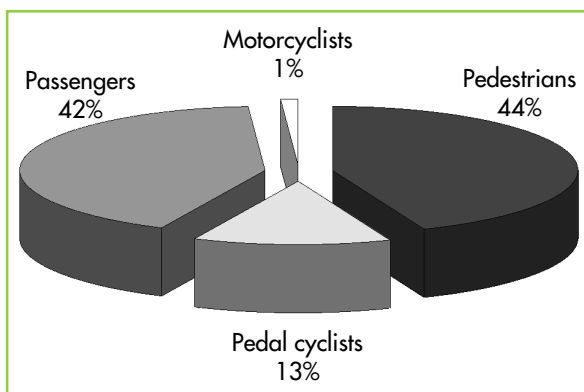
feature article

PROVIDING ROAD SAFETY EDUCATION IN THE PRIMARY SCHOOL

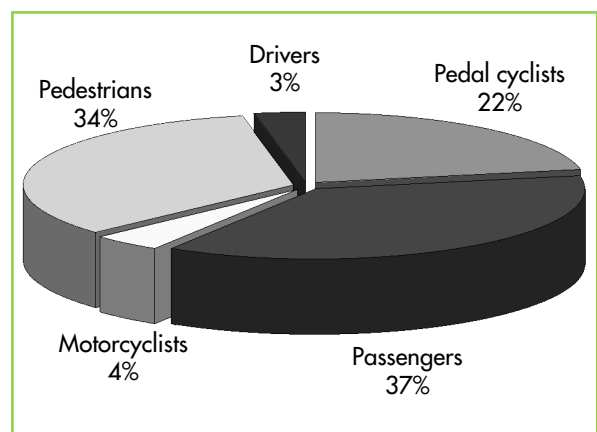
Why is it important?

Traffic-related accidents are the leading cause of death and serious injury for young children. In order to promote the health and well-being of children, school PDHPE programs should include a significant road safety focus.

The NSW Roads and Traffic Authority (RTA) has analysed the serious casualties for primary school children. Over a three-year average (1994-1996) most serious casualties in the 5-9 years age group are either passengers or pedestrians.



In the 10-14 years age group, passengers and pedestrians still feature highly as making up the majority of serious casualties.



Why is this the situation?

A number of developmental limitations place primary school children at particular risk in the traffic environment. Consider the following diagram.