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| **BUZ FEEL SAFE FEEL RIGHT PROTECTIVE BEHAVIOURS PROGRAM (YR 1-3)**  **OUTCOMES AND LINKS TO CURRICULUM FRAMEWORK** | | | | |
| **BUZ Feel Safe Feel Right Program Outcomes** | Early Childhood Health and Physical Education Integrated Scope and Sequence - YEAR 1-3  **WELLNESS, GROWTH AND DEVELOPMENT/SEXUALHEALTH AND SAFETY** | | | |
| Children are able to recognise that they need to be protected by adults when we are very young but that as they get older they can protect themselves more. | **Personal Identity**   * Attributes of self and others   **Enhancing personal identity**   * Building self esteem and self concept   **Recognising personal identity**   * Recognising attributes of self and others | **Knowledge and Understandings**  Ways to keep a healthier and safer   * People at home and school responsible for safety * Ways to improve health and safety of themselves and others | **Interpersonal Skills**  Communicating   * Ways to express needs and opinions * Ways to assert yourself using assertive verbal and non-verbal communication skills * How to express yourself assertively | **Self Management Skills** |
| Children realise they have feelings that alert them when they face a situation that may not be safe.  Children realise their feelings are different in a safe/unsafe situation.  Children can identify situations in which they do not feel safe or feel right.  Children recognise that when they are feeling unsafe/not right their body has warning feelings. They learn to trust their feelings in unsafe situations. | **Resilience**   * Identifying and showing emotions * Emotional control * Caring for self and others * Positive self talk * assertiveness   **Personal safety**   * safe and unsafe situations * self protection | **Knowledge and Understandings**  The meaning and dimensions of health   * actions to take to optimise personal safety * situations and circumstances can affect feelings   Ways to keep a healthier and safer   * Ways to improve health and safety of themselves and others   Social and Emotional Well being   * Safe behaviours | **Interpersonal Skills**  Communicating   * Ways to interact with people * Ways to express needs and opinions * Ways to assert yourself using assertive verbal and non-verbal communication skills | **Self Management Skills**  Understanding emotions   * Ways to describe emotions * How to identify emotions before taking action/making decisions   Managing Emotions   * Ways to manage and cope with emotions * Ways to manage emotions before making decisions |
| Children become aware of different situations and how safe/unsafe they are. They are able to represent the safety of situations using the traffic light colours.  Children recognise which situations are "red lights" or "red ladybugs" and dangerous hence that is why buggy stops and turns around from them.  Children recognise that they have the power to take action and do something when they are feeling unsafe or not right. Children are able to use the strategies to stay  safe.  Children recognise that when they are in unsafe situations there are important things that they can do to protect themselves. | **Resilience**   * Identifying and showing emotions * Emotional control * Caring for self and others * Positive self talk * assertiveness   **Personal safety, keeping and staying safe**   * safe and unsafe situations * self protection * identifying and responding to unsafe situations * how to express yourself assertively | **Knowledge and Understandings**  The meaning and dimensions of health   * actions to take to optimise personal safety * situations and circumstances can affect feelings   Ways to keep a healthier and safer   * Ways to improve health and safety of themselves and others   Social and Emotional Well being   * Safe behaviours   Growth and Development   * Appropriate ways to express feelings and ideas | **Interpersonal Skills**  Communicating   * Ways to interact with people * Ways to express needs and opinions * Ways to assert yourself using assertive verbal and non-verbal communication skills * Ways to assess situations | **Self Management Skills**  Understanding emotions   * Ways to describe emotions * How to identify emotions before taking action/making decisions   Managing Emotions   * Ways to manage and cope with emotions * Ways to manage emotions before making decisions |
| Children are able to say, "Stop it! I don't like it!" assertively. Children are able to recognise the strategies the girl in the story used to protect herself including warning feelings and what is private.  Through the story children realise that certain parts of the body are private and not to be touched there (with some exceptions). They have an opportunity to name and discuss these parts. | **Resilience**   * Caring for self and others * Positive self talk * assertiveness   **Personal safety, keeping and staying safe**   * safe and unsafe situations * self protection * identifying and responding to unsafe situations * how to express yourself assertively   **Growth & Development /Sexual Health**  **Healthy body awareness**   * my body parts and their functions * my body parts (private, non-private) | **Knowledge and Understandings**  The meaning and dimensions of health   * actions to take to optimise personal safety   Ways to keep a healthier and safer   * Ways to improve health and safety of themselves and others   Social and Emotional Well being   * Safe behaviours   Growth and Development   * Appropriate ways to express feelings and ideas | **Interpersonal Skills**  Communicating   * Ways to interact with people * Ways to express needs and concerns * Ways to assert yourself using assertive verbal and non-verbal communication skills * Ways to assess situations   Building and nurturing relationships   * Ways to respond to distress   Preventing and managing conflict   * How to use your voice assertively | **Self Management Skills**  Understanding emotions   * Ways to describe emotions * How to identify emotions before taking action/making decisions   Managing Emotions   * Ways to manage and cope with emotions * Ways to manage emotions before making decisions   Reviewing the situation   * Ways to manage risk * Ways to identify what the problems or issues are   Planning before deciding   * How to consider more than one option in a situation * How to choose the most appropriate option   Deciding and acting   * Ways to decide |
| Children are able to expand their resources for keeping themselves safe. They can think about their 'go to' people when they are not feeling safe.  Children recognise there are good and bad secrets and that you should always tell someone if you have been told a 'bad' secret.  Children identify the people in their lives that they can turn to if they feel unsafe. Their "go to" people. | **Resilience**   * Caring for self and others * Positive self talk * Assertiveness * Asking for help * People who can help (school and community)   **Personal safety, keeping and staying safe**   * self protection * identifying and responding to unsafe situations * how to express yourself assertively | **Knowledge and Understandings**  The meaning and dimensions of health   * actions to take to optimise personal safety   Ways to keep a healthier and safer   * Ways to improve health and safety of themselves and others * People at home and school responsible for safety   Social and Emotional Well being   * Safe behaviours   Resources and consumer skills   * People and places that can help   Growth and Development   * Appropriate ways to express feelings and ideas | **Interpersonal Skills**  Communicating   * Ways to interact with people * Ways to express needs and concerns * Ways to assert yourself using assertive verbal and non-verbal communication skills   Building and nurturing relationships   * The difference between ‘telling’ to help and ‘telling’ to get someone in trouble * How to identify good and bad secrets * How to identify when to disclose a secret * How to identify when to keep a secret or report concerns * How to identify when it is the right time to report concerns to an adult | **Self Management Skills**  Understanding emotions   * Ways to describe emotions   Managing Emotions   * Ways to manage and cope with emotions   Reviewing the situation   * Ways to manage risk * Ways to seek help   Planning before deciding   * How to choose the most appropriate option   Deciding and acting   * Ways to decide |
| Children make a craft buggy and revise the six BUZ BUG safety strategies. If I feel unsafe or not right I can......  Children "feel" and understand situations through role play activities. Children can act out protective strategies.  Children practice skills learned in previous parts of the program. Thinking skills, practicing strategies etc.  Children revise and reflect on what they have learned. | **ALL** | **ALL** | **ALL** | **ALL** |