



AUSTRALIA'S BIGGEST CHILD SAFETY LESSON LOWER PRIMARY EDUCATION TOOLKIT

2024



Contents

Lesson synopsis	2
Curriculum links	4
ABCSL key definitions	5
Video lesson overview	6
Class/home lessons	7
Enthusiastic is Fantastic! ABCSL song	11
Parent/Carer letter	12
Parent/Carer information	13
Resources	14

Creating a safe and supportive environment

Safety education is most effective when it is delivered in a safe and supportive environment.

To support student learning it is best to follow these strategies:

- Establish respectful group guidelines.
- Reinforce key messaging.
- One step removed.
- Protective interrupting.
- Consultation with parents and carers of students with a history of harm.
- Using a trauma informed approach.

See [this link for more information. Making Space for Learning – Trauma Informed Practice in Schools](#)

Notes to teacher

Within each activity there are explanations and scripts to support teachers to facilitate exploration of the suggested concepts. Some of the activities are quite generic with the aim that they can be contextualised to suit specific learner needs.

Further resources, fact sheets and advice can be found on the Daniel Morcombe Foundation website. www.danielmorcombe.com.au

Auslan

In ABCSL 2024 our educational resources feature an Auslan interpreter and Picture in Picture (PiP) to further the accessibility of important child safety messages.

Closed captions

In all ABCSL video resources, users can add closed captions. To switch on the closed captions option, click on the closed captions button in the playback bar in YouTube.



It's all about enthusiastic consent!

Australia's Biggest Child Safety Lesson (ABCSL) 2024 for Lower Primary focuses on the concept of **enthusiastic consent** – exploring the big difference between consent and enthusiastic consent. Our aim in this year's lesson is for students to understand that **enthusiastic consent** is permission that has been truly, freely, clearly and wholeheartedly given without any line or boundary being **blurred** or **crossed**.

Drawing from the **Daniel Morcombe Child Safety Curriculum, Respect/Respectful Relationships Education** (Department of Education) and the **Australian Curriculum V9**, the lesson is designed to educate and empower students to understand and assert their own boundaries. The lesson also helps children to recognise and respect the boundaries of others, learning to empathise with each other's feelings and experiences.

Key learning objectives

- To understand the difference between consent and enthusiastic consent, and how boundaries can be blurred or crossed (critical thinking).
- To develop **self**-awareness and interoception (body clues) and language skills to clearly and confidently communicate and assert boundaries.
- To develop awareness, observation skills (body cues) and respect for the boundaries, and empathy for the feelings and experience, of **others**.
- To observe respectful (trauma informed) encouragement of help-seeking behaviours (when it is safe and appropriate to do so), as well as kind and non-judgmental conversations with a safety helper.
- To learn correct anatomical names for private body parts, empowering understanding, communication and assertion of body autonomy.

During the lesson, the vocabulary of consent is used in a range of real-life scenarios that children may experience. This is to support their understanding of the concept of true consent – relating this to everyday situations where they already give or deny permission.

ABCSL lower primary 2024 sees Morky, Mali (Junior Jouno), a school bus full of students and their teacher Miss Chloe travel to different locations around Australia learning how to **recognise, react** and **report** if they ever feel unsafe. They are joined by founders of the Daniel Morcombe Foundation, Bruce and Denise Morcombe to explore the following key safety messages:

1. What **enthusiastic consent** is all about.
2. **Body boundaries** and body autonomy.
3. How boundaries can be **blurred** or **crossed**.
4. **Body clues** and **body cues**.
5. **Confident** and **respectful communication**.
6. What **grooming** or **suas** behaviour is and how to identify it with a critical lens.
7. Reporting to **safety teams/safety helpers**.

The National Child Protection Week theme for 2024 is 'Every conversation matters'. ABCSL 2024 reflects this idea through conversations between peers, and between children and their safety helpers. Modelling and explicitly teaching positive, respectful, protective and help-seeking behaviours while demonstrating the clear difference between consent and enthusiastic consent are key features of the lesson.

The video lesson overview outlines specific examples of enthusiastic consent, blurred boundaries and crossed boundaries, and the key safety messages that are covered in ABCSL 2024.



Why teach kids about enthusiastic consent?

ABC SL 2023 explored the definition of consent – that **consent** is permission to do something and that it's about saying YES, NO, or Maybe.

While commonly associated with adult behaviours, consent is part of decision-making, conversations, exchanges and relationships, affecting **all ages, every day**. It's a hug, a photograph, sitting together on a bus, holding hands and playing games.

True, wholehearted consent or **enthusiastic consent** is much more complex than yes, no or maybe. It is permission that has been truly, freely, clearly and wholeheartedly given without any line or personal boundary being blurred or crossed.

It is very important to show children how common it is for boundaries to be blurred and then crossed each day. Equipping children with self-protective tools, such as **critical thinking** and a strong sense of **self-worth** so they know how they truly feel can enable them to confidently hold their ground when they see a line or boundary being blurred and/or crossed.

It is also important for children to know the signs of peer pressure, coercive control and grooming. Children are digital natives and technology requires them to be equipped with the skills and knowledge to identify suss behaviours, in both online and offline spaces.

When children are able to see **consent** clearly, they will also be able to understand that true consent must be freely and wholeheartedly given. When teaching children the importance of **enthusiastic consent**, we are helping them to make their own decisions, to understand and confidently assert their boundaries, to consider the boundaries of others, to ask respectfully for permission and to respond appropriately when someone says 'No' to them. These skills will help them navigate life and healthy relationships safely, respectfully, happily and enthusiastically **together**.



Australian Curriculum: Health and Physical Education

Prep

Video resource

- Explore how to seek, give or deny permission respectfully when sharing possessions or personal space (AC9HPFP04).
- Demonstrate protective behaviours, name body parts and rehearse help-seeking strategies that help keep them safe (AC9HPFP05).
- Identify health symbols, messages and strategies in their community that support their health and safety (AC9HPFP06).

Associated activities

- Investigate who they are and the people in their world (AC9HPFP01).
- Practice personal and social skills to interact respectfully with others (AC9HPFP02).
- Express and describe emotions they experience (AC9HPFP03).

Year 1

Video resource

- Identify and explore skills and strategies to develop respectful relationships (AC9HP2P02).
- Practice strategies they can use when they need to seek, give or deny permission respectfully (AC9HP2P04).
- Identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe (AC9HP2P05).

Associated activities

- Identify how different situations influence emotional responses (AC9HP2P03).
- Investigate a range of health messages and practices in their community and discuss their purposes (AC9HP2P03).
- Investigate a range of health messages and practices in their community and discuss their purposes (AC9HP2P06).

Year 2

Video resource

- Identify and explore skills and strategies to develop respectful relationships (AC9HP2P02).
- Identify how different situations influence emotional responses (AC9HP2P03).

Associated activities

- Practise strategies they can use when they need to seek, give or deny permission respectfully (AC9HP2P04).
- Identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe (AC9HP2P05).
- Investigate a range of health messages and practices in their community and discuss their purposes (AC9HP2P06).

Respect – Queensland Department of Education

Prep to Year 2

Personal and social awareness

- Emotional awareness (prep)
- Personal strengths (prep)
- Emotional responses & empathy (1-2)
- Changing responsibilities (1-2)

Respectful interactions

- Interacting positively with others (prep)
- Friendship inclusion & belonging (1-2)
- Gender respect (1-2)

Protective behaviours

- Body privacy (prep)
- Seeking help from trusted persons (prep)
- Speaking up about body safety (1-2)
- Help seeking & reporting (1-2)

ABC SL key definitions



Definitions

Assertive/confident communication

Expressing your thoughts or feelings in a way that is clear, direct, confident and appropriate to the circumstances. Assertive communication helps minimise conflict and create more positive relationships.

Blurred boundaries

When boundaries have been blurred, through pressure, power imbalance, manipulation, coercion, grooming or deception, in order to gain consent and cross boundaries. This is not true consent.

Body clues

Body clues are the signs inside our body, heart and mind that help us understand how we feel inside. For instance, a funny tummy, racing heart, confused and worried thoughts, sweaty palms and wobbly knees are likely to mean we feel unsafe.

Body cues

Body cues include facial expressions and body language that help you understand how another person is feeling. For example: a relaxed or joyful smile and confident posture when happy and enthusiastic; a scrunched nose, frown and furrowed brow with hunched shoulders when unhappy or anxious.

Boundaries

Clear boundaries that you are in charge of – existing around your body (body boundaries), your belongings, your personal life and choices – to keep yourself safe, comfortable and happy.

Consent (general definition)

Getting or giving permission to do something, for instance, sharing possessions or personal space. Legally, consent means free and voluntary agreement.

Coercive control

A pattern of abusive behaviour used to control someone within a relationship through manipulation, pressure and fear.

Critical thinking

How to look clearly, objectively and carefully at an issue in order to make a judgement or decision, mindful of personal bias or outside influence.

Crossed boundaries

When boundaries have been crossed even though consent has not been truly, freely or willingly given. Boundaries can include personal boundaries, body boundaries or property boundaries.

Enthusiastic

Enthusiastic means you feel safe, happy and confident about something.

Enthusiastic consent

Enthusiastic consent is permission that has been truly, freely, clearly and wholeheartedly given without any line or personal boundary being blurred or crossed.

Grooming/suss behaviour

The signs of suss behaviour – including inappropriate attention, compliments, gifts and the keeping of secrets – which can involve an unsafe person manipulating a child to gain their trust and enforce their control in order to blur and cross the child's boundaries.

Private body parts

Private body parts are the parts of our body covered by our underwear and clothes. Our private body parts include our nipples, buttocks, anus, penis, testicles, vulva, vagina and also our mouth.

Safety teams/safety helpers

The safety helpers on your safety team are the people in your life you know you can trust. They will support you in staying safe or getting help. It might be your parent or guardian, your teacher or guidance officer, a counsellor or another adult you know and trust. Your safety team should always listen with kindness and care. You can also call Kids Helpline on 1800 55 1800 or the police any time, day or night.

Video lesson overview



Video lesson overview

Time	Segment	Overview
00:00-04:47	Introduction Enthusiastic, blurred or crossed?	Canberra, ACT (Ngunnawal and Ngambri) <ul style="list-style-type: none"> Key safety message overview: enthusiastic consent; body boundaries; safety teams; body clues; body cues; blurred or crossed boundaries. Auslan signing – interactive component of lesson: enthusiastic consent, blurred boundaries, crossed boundaries.
04:48-07:31	Enthusiastic Friends How are boundaries blurred or crossed?	Canberra, ACT (Ngunnawal and Ngambri) <ul style="list-style-type: none"> Identifying when boundaries are being blurred or crossed. Learning to observe the body cues of others. Tuning into your body clues and finding confidence to assert boundaries. Learning how to respect each other's boundaries and empathise with each other's feelings, ensuring consent is always enthusiastic.
07:32-11:02	Truth or Dare Peer pressure and device/online safety	Adelaide, SA (Tarndanya) <ul style="list-style-type: none"> Identifying when boundaries are blurred or crossed due to peer pressure or power imbalance. Privacy and device/online safety. Consent cannot be given when someone is asleep or unable to respond. Reporting to safety helpers on your safety team.
11:03-15:46	Book Week Suss behaviour and reporting to safety team	Hobart, TAS (Nipaluna) <ul style="list-style-type: none"> Identifying suss behaviour (grooming). Tuning into body clues to help understand how you're truly feeling. Respecting privacy and body boundaries, including private body parts. Reporting to safety helpers on your safety team (when safe to do so).
15:47-17:40	Conclusion Reflections on today's lesson	Perth, WA (Boorloo) <ul style="list-style-type: none"> Review: what is enthusiastic consent? Review: listening to your own body clues and giving yourself time and space to think clearly. Review: the difference between enthusiastic consent, blurred and crossed boundaries. Review: checking for body cues (of others) and giving others time and space too. Review: safety teams and Kids Helpline.



Suggested class/home school lesson overview

This lesson content is to accompany the lower primary ABCSL 2024 animation and can be broken into two (or more) separate lessons with cross-curricular links between HPE, English, Design and Technologies, Digital Technologies, Drama, Media Arts, Music, Visual Arts and Dance.

<p>Say/ Review ABCSL Lesson</p>	<p>Today's lesson is all about enthusiastic consent.</p> <p>Enthusiastic means you feel safe, happy and confident about something.</p> <p>Consent means asking for or giving permission. It is very important to understand that consent can only be truly and freely given if it is enthusiastic consent. That means you're completely sure that you want to do something!</p> <p>If you don't feel safe, happy or confident about giving your consent when someone has asked for it, you are the boss of your own body and can say NO... The other person needs to accept this respectfully. If another person does not feel (or look) safe, happy or confident when you ask for their consent – the answer is.... NO... and you need to accept this respectfully.</p> <p>But it is important to understand that consent is much more than just asking permission and saying YES or NO. We need to give each other time, respect and space to understand how we're all truly feeling FIRST. We need to understand and respect each other's body boundaries, tune into our own body clues (like a funny tummy) and look for the body cues (like hunched shoulders, a scrunched nose and worried expression) of others. We must learn how to communicate confidently to assert/protect our boundaries and show how we really feel. If we don't feel safe to do this or if we ever need help, we can talk to the safety helpers on our Safety Team or Kids Helpline.</p>
<p>Discuss</p>	<p>Brainstorm everyday examples of consent or permission being asked for and given or refused. Relate to the students' daily lives.</p>
<p>Ask and discuss</p>	<p>Guided exploration of the ABCSL animation. Ask the students the following questions after watching the animation. Choose questions depending on year level and differentiation required.</p> <ol style="list-style-type: none"> What is enthusiastic consent? It's when you or someone else is really happy and confident about giving permission! It's permission that has been given truly, freely and wholeheartedly without any personal boundaries being blurred or crossed. What are body boundaries? The invisible line around your body that you are the boss of. What are blurred boundaries? When someone pressures, tricks or rushes you to consent. What are crossed boundaries? When someone crosses your boundaries without consent. Let's look at the three main scenes in the ABCSL lesson... Where is consent or permission being asked? 1. Amelia asks Bella for a game that they both might like to play together. 2. Amelia and Bella are having a very excited chat about Book Week and after checking in with each other, are both very enthusiastic about going as matching characters. 3. Amelia asks Bella if she feels safe to talk to her safety helper. 4. Amelia checks to see if Bella would like her to go with her when she reports to her safety helper. When is consent enthusiastic between students? 1. Amelia and Bella very happily decide on a game they both want to play together on the bus. 2. Amelia and Bella are both very excited to talk about Book Week and finally decide on characters they both really want to go as. 3. Bella confidently agrees for Amelia to join her when she talks with her safety helper.



7. **Where are boundaries being blurred or crossed without asking permission?** 1. Amelia sitting too close to Bella and playing corners without Bella's permission. 2. Cam is pressuring and bullying Leo to consent in their game of Truth or Dare. 3. Cam and Leo cross Amelia's boundaries by tickling her and photographing her. 4. Bella is being groomed by someone much older than her.
8. **How do we know when consent is enthusiastic between the students?** By listening to their response and looking at their body cues to make sure they look and sound happy, safe, confident, excited, enthusiastic etc.
9. **How do we know when the boundaries are being blurred or crossed between the students?** By listening to their response and looking at their body cues you can see that they look and sound worried, anxious, sad, upset, scared etc., we can see them tuning into their body clues like a funny tummy and racing heart.
10. **How did the students recognise how they were truly feeling?** They tuned into their body clues, they gave themselves time and space to work out how they truly felt.
11. **How did they react to each other to show enthusiastic consent?** They showed happy, confident and enthusiastic body cues and happy, excited and enthusiastic language/signing.
12. **How did they react to each other to show their boundaries were being blurred or crossed?** They showed worried, upset, anxious, scared body cues, responded hesitantly with a confused or unsure tone, or used assertive communication to say no, they talked with their safety helper if they didn't feel safe to talk to the boundary blurrer or crosser.
13. **What did the students do when they didn't feel safe – who did they report to?** Their safety helper/safety team.
14. **In future, how can the students check to see if their friend is feeling happy and enthusiastic?** They could check their friend's body cues, they could ask them how they are feeling, if unsure – they can give their friend time, respect and space to work out how they truly feel.
15. **How can we understand if we feel safe, happy and enthusiastic about giving consent?** By tuning into our body clues, by giving ourselves time and space to decide how we truly feel, by checking to make sure we understand what the other person is asking.
16. **How can we make sure that someone else is giving their enthusiastic consent?** By checking their body cues, by giving them time and space to decide how they truly feel, by checking to make sure they understand what we are asking.
17. **How should you respond to someone if they say NO to you when you have asked for their consent?** Kindly and respectfully - you must respect the boundaries of others.
18. **Who can you report to when you don't feel safe?** Your safety helper/safety team, Kids Helpline, the Police.
19. **How can we talk with our friend if they tell us something unsafe that has happened to them?** We can talk with them kindly and respectfully and encourage them to speak to their safety helper/safety team.



<p>Explore</p>	<p>AUSLAN: enthusiastic consent, blurred boundaries OR crossed boundaries.</p> <p>Revisit key scenarios in ABCSL 2024 to practice identifying enthusiastic consent, blurred boundaries and crossed boundaries, and communicating this with associated Auslan signing. Respond to each scenario together as a whole class – you may wish to pause the animation before the answers are given by Morky.</p> <p>Enthusiastic, blurred & crossed activity - optional extension</p> <p>Display the three colouring in activities on the board, demonstrating enthusiastic consent, blurred boundaries and crossed boundaries with associated body clues and body cues. Complete colouring in activity at the end of lesson.</p> <p>Pair up students to roleplay giving or denying consent in some common scenarios.</p> <p>Change the context of each scenario to practice observing the change of body cues and body clues. Discuss the different ways of communicating/asserting boundaries showing changes between an enthusiastic yes, unsure or confused and a definite no.</p> <p>Enthusiastic yes means YES, unsure/confused means NO. You cannot blur, push or pressure it to be a yes. No means NO. Again, you cannot blur, push or pressure it to be a yes. Enthusiastic consent means there must be no blurred or crossed boundaries.</p> <p>Tune into body clues, look at each other's body cues. Practice communicating clearly and confidently and responding respectfully when consent is denied.</p> <p>Example scenarios:</p> <ul style="list-style-type: none"> • Borrowing an eraser. • Being asked for a hug (but preferring a hi-5). • Playing a game of thumb wars that you no longer want to play. <p>Share the scenarios and give feedback.</p> <p>Remind students that consent can change – you may have agreed to something the first time, and feel completely different the next time. You are allowed to change your mind. Always check in with each other <u>every</u> time you are asking for consent to do something with or to someone else.</p>
<p>Write and share</p>	<p>Show/model the My body safety booklet Enthusiastic Consent activities. You may wish to work through all of the activities together as a class.</p> <ol style="list-style-type: none"> 1. Listen to the Enthusiastic is Fantastic song. Select level 1, level 2 or level 3 of the activities depending on differentiation required for your student/s. 2. Brainstorm ideas students could include for the blank boxes in the first activity on page one of the booklet – what other scenarios could you use? 3. Share each other's examples. Reiterate that consent can change, and different people may have different answers.



<p>Revision activity</p>	<p>Optional extension</p> <p>Ask students whether they think the following statements are a YES or a big NO:</p> <ol style="list-style-type: none"> 1. We can use the word <u>consent</u> instead of the word <u>permission</u>. YES 2. Even if I say 'yes', I can <u>always</u> change my mind. YES – consent can change. 3. If I say 'no' or don't want to do something or if I'm unsure, the other person is allowed to pressure or trick me to say yes. NO – this is not true consent, it needs to be <u>enthusiastic</u>. 4. It is up to the person asking for consent to listen carefully to the answer and respond respectfully. YES – asking, listening, and observing is important and so is responding respectfully, even if it's a 'no'. 5. It's ok if someone doesn't look happy or enthusiastic when you're asking for their consent – just do it anyway. NO – the other person needs to look happy, enthusiastic and confident if they are truly giving their consent, otherwise it's a 'no'. Be respectful and give them time and space to decide. 6. Body clues are the clues inside your body that help you work out how you are feeling; like a racing heart and funny tummy if you feel worried or unsafe. YES 7. Body cues are the feelings you may observe in others through their body language and the expressions on their face. YES 8. If the person asking for consent is older or stronger than you, you have to give your consent. NO – regardless of age or difference in strength or power, your body belongs to you, and you have the right to communicate your body boundary and say how you really feel. If you don't feel safe to do this, you can talk with your safety helper/safety team. 9. If I ever feel worried, unsafe or scared, I can always talk to the safety helpers on my safety team or Kids Helpline. YES 10. Enthusiastic consent is permission that has been truly, freely and wholeheartedly given <u>without</u> any boundary being <u>blurred</u> or <u>crossed</u>. YES
---------------------------------	---

Enthusiastic is Fantastic!



ABCSL song

Here's a song about **consent**, enthusiastically!
We can all say **yes** or **no**, and even hmmm... **maybe**...?
If unsure of how another person truly feels,
Time, Respect and **space** is how the **truth** can be revealed.

From my toes to my noes, nobody goes – **my body belongs to me**.
Even pictures of my life are my own **privacy**.
I'm the keeper of this space, my **body boundaries**.
You can never change my mind or **trick** or pressure me.

Enthusiastic is fantastic,
BLURRED is absurd!
CROSSED can get lost...
When consent is the word!
Boundaries are clear but they take time to figure out,
Be respectful, give me space, that's what it's all about!

There are no **BIG secrets** you can ever make me keep,
Safety Teams and **Kids Helpline** support us every week.
If unsure, unsafe or scared – my **body clues** show the way...
I'll ask and check your **body cues**, respecting you the same.

I am strong within myself, I'm finding my own way,
I'm learning how to speak and move with **confidence** each day.
You can never take **my light** or make me lose **my voice**,
And I decide what's right for me, **my body, my heart, my choice**.
My body, my heart, my choice!

Enthusiastic is fantastic,
BLURRED is absurd!
CROSSED can get lost...
When consent is the word!
Boundaries are clear but they take time to figure out,
Be respectful, give me space, that's what it's all about!

That's what consent is all about, that's what it's all about!
That's what consent is all about, that's what it's all about!

Enthusiastic is fantastic,
BLURRED is absurd!
CROSSED can get lost...
When consent is the word!
Boundaries are clear but they take time to figure out,
I'll be respectful, give you space, that's what it's all about!

My body, my heart, my choice!
My body, my heart, my choice!



Dear Parent/Carer,

Your child will soon be engaging in this year's **Australia's Biggest Child Safety Lesson (ABCSL)** created by the Daniel Morcombe Foundation. This lesson aims to educate our students about true and **enthusiastic consent**, how to understand body clues, how to confidently assert boundaries while respecting the boundaries of others, and how to report to Safety Teams. We want to emphasise that the content of ABCSL has been carefully curated to be age-appropriate and presented in a sensitive and responsible manner. It is important to educate children about consent and ABCSL 2024 provides an effective platform for these discussions. The lesson aligns to the Australian Curriculum Version 9.0 which aims to ensure that students receive more explicit education on positive and respectful relationships and consent (Australian Curriculum, Assessment and Reporting Authority [ACARA], 2022).

We understand that discussing such sensitive topics can be challenging for both parents and educators. However, we encourage you to engage with your child about their experiences with ABCSL 2024.

Recent Australian research indicates that more than 1 in 3 girls and almost 1 in 5 boys experience childhood sexual abuse. One of the key recommendations of the internationally recognised ACMS study was dedicated prevention efforts in schools focused on healthy development, attitudes to gender equality, emotional literacy, and consent and relationships education. Open communication is key, and discussing consent at home will further reinforce the lessons learned at school.

If you have any concerns or questions regarding ABCSL, please don't hesitate to reach out to us. We are here to support you and address any queries you may have.

For more information on how to keep kids safe, please visit:

www.danielmorcombe.com.au

Thank you,

Daniel Morcombe Foundation

Parent/Carer information



Australia's Biggest Child Safety Lesson (ABC SL) encourages children to: understand what true and enthusiastic consent is all about; how to tune into their body clues to understand whether they feel safe or unsafe; how to confidently communicate their body boundaries; how to observe the body cues of others and give each other time, respect and space to decide what they really want to do; and how to ask for help from their safety team if they ever feel unsafe or need support.

Why are we teaching children about enthusiastic consent?

True consent must be freely, wholeheartedly and enthusiastically given, without any boundaries being blurred or crossed. Modelling conversations about consent between peers using relatable scenarios can help children learn how to assert their right to stay comfortable and safe each day. Consent means having a choice about something (like touch, proximity or a shared activity) and respecting each other's responses, even when the answer is 'No'.

When teaching children the importance of **enthusiastic consent**, we are helping them to make their own decisions, to understand and confidently assert their boundaries, to consider the boundaries of others, to ask respectfully for permission and to respond appropriately when someone says 'No' to them. Talking and learning about consent should be ongoing and can be woven into everyday conversations and decision-making. For example: 'Would you like a hug?', 'We could also wave or high five.' 'Can I please sit beside you?', 'It's ok if you need space'.

Why are we teaching children the correct names of private body parts?

It is important to teach children the correct names of their body parts from a young age. Children who know the proper names and functions of private body parts are less vulnerable to being targeted by abusers and more likely to tell an adult if they have been harmed.

Explain to your child that if anything happens to a private body part, this should never be a secret. If an adult (e.g. a Doctor) needs to touch a child in order to help them stay safe and healthy, this should also never be a secret. ABC SL 2022 is about correctly naming body parts and we have revisited this in ABC SL 2024 due to the importance of this safety message.

Why are personal/body boundaries important?

Child sexual abuse often begins with a perpetrator ignoring a child's personal boundaries and bodily autonomy. Talk to your child about their personal boundaries and teach them to tell a safety helper on their safety team if someone ever tries to cross a boundary. Remind your child that they are the boss of their own body and that they can say 'No!' to anything that makes them feel uncomfortable.

How does open communication help keep kids safe?

Sometimes children may avoid sharing worries with their parents due to fear of being punished or blamed and abusers will take advantage of this fear. Keep communication with your child open and remind them that they can talk to you or another safety helper about anything. Everyone has the right to feel safe all of the time. Tell your child that if they don't feel safe, they should talk to a safety helper who should respond non-judgmentally with kindness and compassion. If the first safety helper doesn't help them, they should talk to another.

What are safety team and safety helpers?

The people on a child's safety team are the five trusted adults that a child has identified who they feel safe to be around. We call each of these five grownups their safety helpers. You can help your child develop their safety network with this [My safety team](#) activity.

You can find out more information at danielmorcombe.com.au/keeping-kids-safe-resources/.

Resources

Recommended resources and further information



Australian Centre to Counter Child Exploitation (ACCCE) is part of the Australian Federal Police (AFP). You can report inappropriate behaviour toward children online to them. <https://www.accce.gov.au/report>

They also have information about grooming as they are the lead government agency in dealing with child exploitation/grooming. <https://www.accce.gov.au/help-and-support/what-is-online-child-exploitation>



Closing the Net is a free podcast ACCCE series for parents. <https://www.accce.gov.au/closingthenet>



Body Safety Australia have a range of resources to support teaching about consent. <https://www.bodysafetyaustralia.com.au>



eSafety provides resources, lesson ideas and videos that help Australian's have safer online experiences. <https://www.esafety.gov.au>

eSafety Commissioner can support with removing peer-shared images online. <https://www.esafety.gov.au/report>



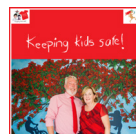
Kids Helpline provides a free, confidential support service online and over the phone. <https://kidshelpline.com.au/kids> or **1800 55 1800**



Daniel Morcombe Foundation provides free resources and factsheets with further information. <https://danielmorcombe.com.au/keeping-kids-safe/keeping-kids-safe/fact-sheets/>

Creating a **Safety Network** and reporting to Safety Helpers are referenced throughout the resource. More information available here: <https://danielmorcombe.com.au/keeping-kids-safe-resources/>

Each year, the Daniel Morcombe Foundation produce **Australia's Biggest Child Safety Lesson (ABC SL)**. <https://danielmorcombe.com.au/keeping-kids-safe/keeping-kids-safe/australias-biggest-child-safety-lesson/>



Bright Futures Keeping Kids Safe Podcast series for parents, foster and kin carers that empowers them to have brave conversations around child safety and harmful sexual behaviours. <https://danielmorcombe.com.au/bright-futures/bright-futures-podcasts/>