



After initially training as a Primary Teacher, Cath McCallig now works and studies in the specific areas of **Sexuality Education and Protective Behaviours for Primary School aged children**. Cath is delighted to offer her **Feeling Safe Program** to Primary Schools. Feeling Safe is a program focused on Protective Behaviours and is made relevant to all year levels through age appropriate videos, games, stories and discussions. The program teaches students a range of skills to help prevent abuse and to keep themselves safe. **Protective Behaviours Victoria** guidelines and resources are used to ensure students receive accurate and current information. Feeling Safe encourages student participation and is designed to give strategies that promote a child's empowerment. The sessions are inline with the **current Child Safe Standards for Schools**.

**“Children who have been taught Protective Behaviours are more able to discern threats to their safety and are more likely to act using personal safety strategies than comparison children” (Emeritus Professor Bruce Johnson)**

**The following themes are explored in class using a variety of materials, games, videos, stories and discussions.**

\* **“We all have the right to feel safe at all times”** One of the 54 ‘Rights of the Child’ listed by the United Nations. Also, our theme!

\***‘Consent’** what does it mean and how do we empower ourselves and others to use it? Consent can be taught by applying it to a variety of nonsexual situations and is all about respecting one another's boundaries.

\*\***Early Warning Signs** or the physical sensations we experience in our body when feeling unsafe or excited. We look at, for example, the differences between feeling nervous in both a safe and unsafe situation.

\***Creating a Safety Network of Trusted Grown Ups** and knowing **WE CAN TALK WITH THEM ABOUT ANYTHING NO MATTER WHAT IT IS!** Exploring ‘persistence’ in relation to reporting unsafe feelings or experiencing Early Warning Signs, and how this can lead to feelings of empowerment, and greater self confidence.

\***We look at the difference between ‘good’ secrets (surprises) and ‘bad’ secrets.**

\* **Body Awareness/Ownership and discerning the differences between Private/Public.** Correct anatomical names are used as a crucial part of students' body awareness and body safety. The concepts of Public and Private are explored in terms of bodies, clothing, places and information.

\***Personal space (social distance), and safe and unsafe touch.**

\***Assertiveness with the use of body language and voice. We practise the use of the following power phrase:**

**“NO! STOP! DON'T!”**

- **Sessions run for an hour (can be adjusted to fit with a school's timetable).**
- **Feeling Safe is designed to be a consecutive program, building on previously acquired knowledge through the Year Levels.**

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