



**Title:** Protecting Me: Physical abuse and neglect

**Level:** Second

**Code:** 2.9.5

### Links to Curriculum for Excellence

#### Experiences/Outcomes

- I know that all forms of abuse are wrong, and I am developing the skills to keep myself safe and get help if I need it. HWB 2-49a

#### Benchmarks

- Identifies abusive and bullying behaviour, for example, on-line, face to face and knows where to go for help.

### About this activity

Curriculum for Excellence is explicit in its recognition that children should know that all forms of abuse are wrong. To do so, children need to learn what we mean by abuse so that potential/actual experiences they have can be understood as such. This activity helps children explore what a child needs in life to ensure they are healthy, happy and safe. By doing so they will learn what might be considered to be a neglect of their fundamental needs and rights and what behaviour toward them might be considered as neglect or physical abuse. In subsequent activities children are given the opportunity to learn about sexual abuse.

This activity should be done having completed the prior activities in this series of activities under the heading **protecting me**. If a child has been absent for previous sessions, as much as is possible, efforts should be made to help them catch up with the class/group learning.

Teacher/educators delivering this activity should have undergone up-to-date child protection training provided by their setting. The teacher/educator delivering this session must know the children in the class/group. Where the issues raised in this session may trigger distress or anxiety for a child, discussions should take place with the child and parents/carers as appropriate as to whether the child wants to be part of the lesson and what support may be required.

### Resources to support this activity

- Big sheets of paper (child size) and markers.
- Human Dignity definition

## Activity

1. Start in a circle. Take some time remembering what the children have been doing in recent learning activities – remembering their work on feelings, on finding an adult to talk to if they have a worry, and about ChildLine, and about bullying.
2. Encourage the children to remember that when they talked about bullying they talked about (have the words on the whiteboard) **kindness, trust, empathy** and the idea of **human dignity**.
3. Explain that in this activity we will be thinking about what children need to grow up healthy, happy and safe. To do this they will need a big picture of a child, working in 3s/4s give each small group a large sheet of sugar paper, big enough to draw round one child, and have them draw a silhouette/outline of one of their group. They can add hair and facial features. This will be a noisy moment, so go with the fun of it.
4. Then, with their figure drawn ask them to think of all the things a child needs to be healthy, just 'healthy' to start with. But before they start, ensure everyone is listening and explain a few important things:
  - Remind them that there are no right or wrong answers, its what each of them thinks.
  - Work as a group, helping each other write or draw all the things that a child needs to be healthy.
  - Think about things that a child *really needs*. So not just things they might like, but really need...
5. Then, after enough time ask each group to think about and write/draw on their poster all the things the child *really needs* to be *happy*.
6. Then, really needs to be *safe*....
7. As the children complete this last task, go round each group and ask them to look at their group poster and ask each child one to pick *one thing* from their poster that they would like to report back to the class as being a very important thing for them that a child really needs.
8. Ask for quiet and go around the group, asking each child to tell their one thing and if they want, to say why. (*Note: These posters are used in the next session, keep them safe until then*).
9. Gather the children in a circle. Acknowledge how important each of these things highlighted are to children so that they can be healthy, happy and safe. Explain that sometimes children can have lives where they may not be healthy, happy or safe. There are two things we can say about this today. One is that children might not get what they need, and this would be called *neglect*. Explain this is what ChildLine says about this (on whiteboard):

**ChildLine says every child has the right to be looked after properly. Sometimes a family are trying to do their best, but maybe they can't provide a child with what they need. This would be called neglect.**

Explain, as examples, that this might mean a child doesn't get enough to eat, or maybe their house isn't clean enough. Or maybe their parents/carers do not pay attention to their safety or help them get to school.

Take any questions, check understanding.

10. Explain that as well as neglect, sometimes a child might not be healthy, happy or safe because someone is hurting them. This is what ChildLine says about what we call physical abuse (on whiteboard), also acknowledge that these things are also upsetting to hear about:

**ChildLine says physical abuse is when someone is hurting you. This could be hurting you with their hands, their feet, or an object. Some examples of physical abuse are when someone does any of these things to a child:**

- **hitting, smacking and slapping**
- **punching and kicking**
- **pinching, scratching or biting**
- **shaking or suffocating a child**
- **scalding or burning a child**
- **hair pulling**
- **spitting or throwing things at the child**
- **making a child swallow something that hurts or makes them feel ill, including giving medicine when it's not needed.**

Take any questions, check understanding.

11. To end the session, go back to the big posters, recognise how fantastic they are in identifying all the things a child needs. End with this on the whiteboard:

- **Every one of us should be healthy, happy and safe.**
- **Physical abuse and neglect are never the fault of a child.**
- **No child should be hurt or feel frightened.**
- **It's always best to find someone to talk to if you have a worry. Telling someone helps.**
- **Do you remember we all thought about 5 adults you could go to with a worry?**  
*(Pause and have the children remember quietly who they identified)*
- **Remember, if you have a worry, you can speak to me.**

As with all RSHP work, follow up on any concerns about a child after the session.

### **Additional ideas**

The big posters will be busy and messy and are to be kept for the next session in this series, however, do display them for a couple of days!

### **Connecting with home**

- The learning activity 2.9.1 has a suggested text for a note home to parents and carers in advance of this block of activity.

### **Further learning activities are available that connect to this RSHP curriculum content**

- 2.9.1 When I feel safe and okay/When I feel unsafe and not okay
- 2.9.2 My 5 trusted individuals
- 2.9.3: ChildLine
- 2.9.4: Bullying
- 2.9.6: Sexual abuse

## Practitioner Notes

