



**Title: Protecting Me: Sexual Abuse (V2)**

**Level:** SECOND

**Code:** 2.9.6

**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.

**Learning intentions**

- Children learn that all forms of abuse are wrong.
- Children are informed about sources of information and support.

**Success Criteria**

- I can identify the different types of abuse a child can experience.
- I know that all types of abuse are wrong.
- I build confidence in my own feelings and judgements about what feels safe/unsafe or okay/not okay for me.
- I can identify trusted adults who can help when I have a worry or a question.

**Resources to support this activity**

- Text is provided to be used on the whiteboard to frame learning and discussion with the children.
- The NSPCC PANTS rule material (information, downloads, song) is available at the link <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/>

**NOTE:** 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 sexual abuse so that potential/actual experiences they have can be understood as such.

This activity should be done having completed the prior activities in this series under the heading **2.9 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.

Teachers/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.

## Activity

1. Start in a circle. Use the posters from the last session as examples (children identified what a child needs to be healthy, happy and safe) review the material, asking questions about some of the content, refreshing memories, pulling out suggestions on the poster that stand out.
2. Remind the children that everyone is important and special (the idea of human dignity), that every child should be healthy, happy and safe. Also remind the children that in a previous session they talked about **neglect** – when a child does not have the things they need or is not being looked after enough – and **physical abuse**, when a child is being hurt by someone. Look for nods/recognition that this has been remembered.
3. Explain to the class that today they will be talking about another kind of abuse and this is called **sexual abuse** (add the term to the whiteboard).
4. Explain that we will start by remembering something from when you were younger. Some of the children will know this, some may not. The film and song provide an easy way in to the topic of sexual abuse. Ask the children who remembers the ‘pants rule’ or the Pantasaurus. Those that do can explain to the class.
5. As a reminder and introduction for some, explain the PANTS rule. Have this on the whiteboard, using the animated graphics here: <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/> P stands for.... Etc.
6. Then watch the film/song on the same page. Children might well sing-a-long.
7. Explain that the PANTS rule and song are a great way to help children remember what is private, and that now that the children are a bit older we need to say more about keeping children safe, and this means talking about **sexual abuse**. Explain there are a few things we need to know about sexual abuse, and we will go through this one thing at a time.
8. Display the points below one at a time on the whiteboard. Reading each one carefully and pausing to check understanding, some suggestions for clarification are offered below. While not asking for questions, pause long enough for a child to ask a question if they are keen to.

### Here are some important things we all need to know about sexual abuse:

1. **Sexual abuse can be if you are touched in a way you don't like, including in the parts of your body that are private.**

*Pause to clarify – Remember the underpants rule? So, our private parts are the parts of our body that are covered by our underpants or swimming costume. But we might not want someone to touch any part of our body.*

2. **Sexual abuse can be if someone shows you a part of their body, including their private parts. They can do this when they are near you or online.**

**3. It can be sexual abuse if someone shows you sexual pictures or videos (you might have heard this is called pornography) or makes you watch people doing something sexual.**

*Pause to clarify – so you might have heard this word pornography, sometimes people say ‘porn’. As it says here this is pictures or videos of sexual things.*

**4. It can be sexual abuse if you are asked or forced to take a picture with clothes off, or a sexual picture and send it to someone (you might have heard this called sexting).**

*Pause to clarify – so this word ‘sexting’ might be a word you have heard (Note: the children may use other words used by older children like ‘nudes’– if there are other words you would normally correct on this occasion be patient, the children are only naming things as they have heard about them). You can explain this is when someone sends a picture of themselves when they have taken some clothes off or are doing something sexual.*

**5. Sexual abuse can happen to girls and boys.**

**6. A child could be sexually abused by a stranger or by someone they know.**

**7. If someone sexually abuses a child, that person knows what they’re doing is wrong. They might tell you to keep it a secret or try and make you believe that it’s okay. It’s not okay.**

9. Pause for any clarification necessary, then explain that there are some important things to remember (again, on the slide)

**Important things for us all to remember**

Sexual abuse is NEVER your fault.

It is never too late to tell.

Telling will help. Think of someone you could tell. *(Pause for a moment and ask the children: In your head, quiet for a moment think of someone you could tell if you had a worry like this).*

Remember, you can always tell me if you have a worry.

ChildLine is always there for you. Online or phone 0800 1111

10. To end and lighten the mood, finish with the PANTS song and encourage a bit of singing along.

**Additional ideas**

- The children will likely still find the PANTS song great fun, perhaps remembering learning it when they were little. Show it again and let them sing along through the week.
- Remind children of the ChildLine number.

**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.
- Print the PANTS information for children to take home; there are different versions, the version for children with learning disabilities or autism are very clear and may well be best options for your class/group.

**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
- 2.9.5: Physical abuse and neglect

**Practitioner Notes**

