



**Title: Protecting Me/Abuse and relationships**  
**Part 4: Physical abuse and neglect**

**Level: SECOND**

**Links to Curriculum for Excellence**

Experiences/Outcomes	Benchmarks
<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Identifies abusive and bullying behaviour, for example, online, face to face and knows where to go for help.</li> </ul>

The learning intentions and success criteria are met with delivery of all parts of this topic.

**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**

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

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

This series of activities should be undertaken *in order and as a package of work*. When a child is 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 these activities 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. 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 bullying. Encourage the children to remember that when they talked about bullying they talked about (use the slide as a reminder) **kindness, trust, empathy** and the idea of **human dignity**.
2. **What does a child need to be healthy, happy and safe?** Explain that in this activity they 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/craft 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.

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:

- There are no right or wrong answers, it's what each person thinks that needs to be captured.
- Work as a group, helping each other write or draw all the things that a child needs to be healthy etc.
- Think about things that a child *really needs*. So not just things they might like, but really need...

Prompt questions are on slides.

3. 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*. Then after that, really needs to be *safe*....
4. **One thing to report on.** As the children complete this last task on *safe*, go around 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 thing that is important for them that a child really needs.
5. Back as a group, ask 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).
6. **Neglect.** Gather the children in a circle, with all the posters in the middle if you can. 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 slide):

**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 organised for school. Take any questions, check understanding.

7. **Physical abuse.** Move on to explain that 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 2 slides, adapt to several slides if this is necessary for your learners), *also acknowledge that these things are 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.

8. **Things to remember:** To end the session, go back to the big posters, recognise how fantastic they are in identifying all the things a child needs. Perhaps some children would like to say more about their posters having heard about neglect and physical abuse. End with this information on 5 subsequent slides, pausing to chat and reinforce as you go:

- **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.**
- **My 5: 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)*

### **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!

### **The NSPCC Speak out Stay safe programme.**

This is a preventative education intervention, available to every primary school and aims to equip children with the knowledge and understanding they need to stay safe from abuse. The programme helps children understand; abuse in all its forms and how to recognise signs of abuse, that abuse is never a child's fault and that they have the right to be safe, where to get help and the sources of help available to them, including ChildLine. The online offer, aimed at children aged 5 to 11, includes access to a video assembly and new supporting resources or information packs for teachers to use in the classroom. There is a version of Speak out Stay safe for children with additional support needs with the messages tailored specifically to pupils needs. Your local NSPCC Schools Service Schools Coordinators can support your school to deliver the programme by briefing school staff at the start and gathering feedback and learning at the end. For more

information or to be put in touch with your local Schools Coordinator: [Speak out Stay safe programme | NSPCC Learning](#)

### **Buddy Zone**

Activities, games and prompts to help children seek advice and support.

<https://www.childline.org.uk/toolbox/buddy-zone-under12service/>

### **Connecting with home**

The learning activity *When I feel safe/unsafe* has a suggested text for a note home to parents and carers in advance of this block of activity.

### **Activities for kids at home**

From NSPCC a range of things to do together at home to help your child learn about staying safe and speaking out.

<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/safety/activities-safety-kids/>

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

- When I feel safe/unsafe
- My 5 trusted individuals
- Bullying
- Sexual abuse

### **Practitioner Notes**