



## Title: Protecting Me/Abuse and relationships

### Part 5: Sexual Abuse

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
- 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/>
- Tom's Secret** <https://youtu.be/7mMqgelyQX8> an animation about a boy who has had an experience of abuse and eventually tells his mum. End the viewing at 4 minutes 15 seconds.
- What happens when you contact ChildLine?** (duration 3 minutes 8 seconds) <https://youtu.be/fCA6EhBhiC8>

*Whenever you use content on a platform like YouTube, please cue the film you intend to play in advance, check it is the film you want to view, and skip adverts.*

**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. 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. Were these reflected in the initial posters?
3. Explain to the class that today they will be talking about another kind of abuse and this is called **sexual abuse**. Explain that we will start by remembering something from when children were younger. (Some of the children will know this, some may not). Ask the children who remembers the ‘pants rule’ or the Pantasaurus. Those that do can explain to the class. Explain that the PANTS rule is 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**.
4. Go to the PANTS rule graphic and work through P is for... A is for... *although this has the feel of an activity for younger children the content here is important so read and check understanding as you go:* <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/> If you want to, then watch the film/song on the same page (or save it for later if this might get everyone a bit excited).
5. Having read the PANTS rule explain that there is more information the children now need. Read the set of slides together, 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:**

**Sexual abuse is when someone touches your private body parts (breasts, penis, testicles, vulva, bottom).**

*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. Also explain that*

*sometimes a nurse or a doctor may want to see or check a child's private parts, a parent or carer would know they were asking this, and then the nurse or doctor can ask the child if this is okay.*

**Sexual abuse can happen to girls and boys. A child can be sexually abused by someone they know, or by a stranger.**

**Sexual abuse is when someone shows their private body parts. They can do this when they are with you or online.**

*So, this can be when someone is next to you, or near you. It can also be if you are on your phone or tablet or gaming.*

**Sexual abuse is when someone shows you sexual pictures or makes you watch people doing something sexual (pornography).**

*So, you might have heard this word pornography, sometimes people say 'porn'. As it says here this is pictures or videos of sexual things.*

**Sexual abuse can be if you are asked or forced to take a photo of yourself naked or your private body parts.**

*Pause to clarify, the children may use the word 'sexting' or 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.*

**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.**

**Sexual abuse is NEVER your fault. It is never too late to tell. Telling will help.**

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

*Pause and ask the children: In your head, quiet for a moment think of your MY 5 adults, someone you could tell if you had a worry like this. Ask for some ideas from the children. Remind the children that they can talk to you. Follow up on any child that is struggling with this.*

6. Watch **Tom's Secret** <https://youtu.be/7mMggelyQX8> an animation about a boy who has had an experience of abuse and eventually tells his mum. End the viewing at 4 minutes 15 seconds before the statistics on abuse are shared. Ask if anyone has any questions about Tom's story. Emphasise how important it was that Tom was able to tell his Mum about what had happened and why he was upset.
7. To end watch **What happens when you contact ChildLine?** (duration 3 minutes 8 seconds) <https://youtu.be/fCA6EhBhiC8> Take any questions or clarify anything children ask about.

### **Additional ideas**

Later in the week you could also play this: **ChildLine is here for you** (duration 1 minute 21) <https://youtu.be/ohvsW3r57lo> a short reminder with ChildLine counsellors speaking to camera.

### **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](#)

### 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.
- 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.

### 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
- Physical abuse and neglect

### Practitioner Notes