NSPCC Speak out. Stay safe. programme – Content Summary

Here for every child – and here for every school

As the UK's leading children's charity we're committed to making sure we're there to help schools around the country keep their pupils safe.

Through our Schools Service we aim to empower and help children and provide you, and all teachers across the UK, with the tools to do that. Because we know that through working together, the NSPCC and the whole school community can have a tremendous impact in preventing abuse and keeping children and young people safe.

One element of our Schools Service is our ***Speak out. Stay safe***. programme. We have provided a summary of the programme's assemblies and workshop for your information. We aim to ensure that each school is entirely clear and comfortable with what we deliver to their pupils, so that your staff can relax and enjoy supporting the children with engaging with the service. Please be reassured that our volunteers are very skilled at delivering this sensitive subject with a child-friendly, engaging, style and with a softness that enables the children to feel safe and empowered. All our presentations are interactive, motivating and uplifting for the children, helping us to ensure they retain the important safeguarding messages.

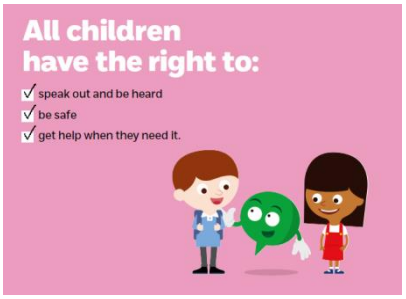
We look forward to working with your school, most of all we want to work together so we can keep every child safe.

Together we can fight for every childhood.

1) KS1/P1-3 assembly – 20 minutes

Introduction

- Children are introduced to our mascot Buddy in a friendly and age appropriate way.
- Children's rights:
    - The right to speak out and be heard
    - The right to be safe
    - The right to get help when they need it



Case study and definitions of abuse

- Children watch the first half of a short film about a girl called Sam. The voice over reads: *Sam was upset. Some people were not very nice to Sam. Sometimes, the people who looked after Sam hurt her on the inside. They called her names and this made her feel sad. She didn't have enough food to eat all the time, so she was hungry. All of these worries were hard for Sam to carry and were weighing Sam down.*

The case study is used to introduce the definitions of abuse. Voice over reads:

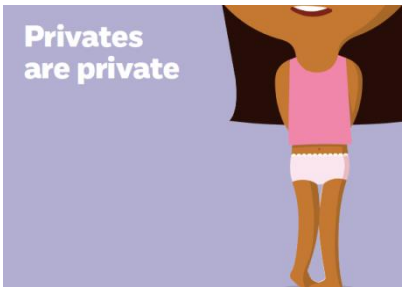
Hitting: This can leave marks on the body like cuts or bruises.



Hurting children's feelings: This could be someone calling them names, at school, at home, or online. This doesn't leave a mark that can be seen but hurts on the inside.



Privates are private: Sometimes people may want children to do things with their bodies which might make them feel uncomfortable or unsure. Sometimes this involves the private parts of the body, which are the parts covered by underwear.



Some children are not looked after properly. Perhaps they are left in the house all alone or they don't have enough food or clothes to keep them warm.

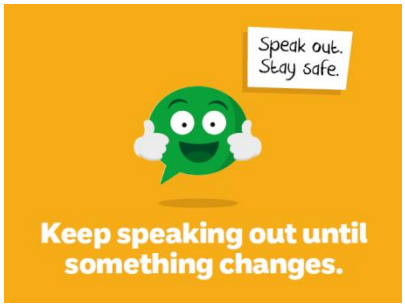


And there is also bullying. This is when children are mean and unkind to each other. They might be pushed or left out, called names face to face, on phones or online and it usually happens more than once.



Children watch the second half of Sam's story. The voice over reads: *Sam decided that she would be happy to talk to her teacher. So one day, she felt brave and told her teacher about everything that was happening at home and how she was feeling sad. Her teacher listened and made sure that Sam got the help she needed and NSPCC worked with the people who looked after Sam so that they could learn how to take better care of her. Things started to get better for Sam – and by speaking out she began to feel happy and safe.*

Trusted grown ups and Childline



- We help the children to think about which grown ups they could talk to if they ever felt sad, worried or unsafe – both in school and out of school
- Key messages about Childline:
    - Childline is open 24/7, 365 days a year
    - Practice signing and saying the number
- Children are reminded to speak out to a grown up they trust who can help them to stay safe, and to keep speaking out until something changes.

Recap and close of assembly



- Recap of the key messages.
- Mobilisation is a key element of our messaging, empowering children to come together and help other children. This could be by giving the ChildLine number to another child or speaking out if a friend is being bullied. Together they can help more children to 'Speak out and Stay safe'
- Whisper: "I have the right to speak out and stay safe"
- Classroom voices: "You have the right to speak out and stay safe"
- Loudest voices: "We all have the right to speak out and stay safe"

2) KS2/P4-7 assembly – 30 minutes

Introduction



- Introduce ourselves, the NSPCC and our mascot Buddy
- Children's rights:
    - The right to speak out and be heard
    - The right to be safe
    - The right to get help when they need it

Sack of Worries exercise



- Children are shown an empty sack and are asked to think of the types of things that may make a child feel sad, worried or unsafe. For every worry a plastic brick is placed in the sack.
- The following types of abuse may be mentioned:
    - Emotional abuse
    - Physical abuse
    - Sexual abuse
    - Neglect
    - Bullying

Definitions of abuse

The Sack of Worries exercise is used to introduce the definitions of abuse. Voice overs will read out the following definitions:



Neglect: When a child is not looked after properly by their parent or carer. When a child doesn't get enough food, drink or the right kind of clothing. When a child is left on their own for too long.



Physical Abuse: This is when someone deliberately hurts or injures a child's body. This could be by kicking, biting, hitting, shaking or leaving marks. Physical abuse may cause pain, cuts, bruising and/or broken bones.



Emotional Abuse: When an adult deliberately hurts a child's feelings. This could be by making someone feel sad, making fun of them, or making them feel bad about themselves. Seeing or hearing parents or carers hurt each other can also make a child feel bad. This is called domestic abuse. It hurts on the inside, and doesn't leave a mark that can be seen.

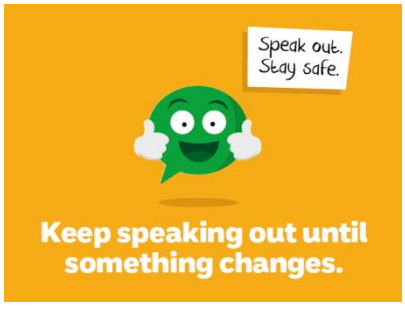


Sexual Abuse: When a child is being made, asked, or rewarded for doing anything with their body that frightens or worries them – or being made to do this to somebody else. It can involve touching, kissing or being made to show private parts of the body, or being made to do this to another person. It can involve being shown inappropriate films or pictures in books, magazines, on TV, mobiles phones or online. The private parts of the body are those covered by underwear.



Bullying: When children are mean to each other. It can include a child being pushed, hit, teased, threatened or called names. This usually happens more than once. It can also happen online or by text. This is called cyber bullying.

Return to the Sack of Worries exercise



- The children are then asked which trusted adults they could talk to if they ever felt sad, worried or unsafe. For every adult suggested a brick is removed from the sack of worries.
- The sack is now nice and light demonstrating that speaking out can stop children from being weighed down

by their worries.
- Children are reminded to keep speaking out until something changes.

Childline key messages

- No problem is too big or too small.
- What a child says to Childline stays with Childline – unless we are really worried or concerned about them.
- It's free to call.
- Open all day, every day.
- The call won't show up on any bill.
- The children are then shown a short film about contacting Childline.

Case study

- The children are shown the first half of an animation about a girl called Ali. The voice over reads: *Ali is 10 years old. She lived at home with her mum and dad. Ali's dad had lots of problems recently and wasn't coping well and he had started to hit her. Ali knew that her dad hit her mum too. She heard them arguing and she heard her mum crying. Ali had so many worries but as her mum was so upset she didn't feel she could talk to her. She didn't know which other trusted adults she could turn to.*
- The animation pauses and the children are asked to suggest trusted adults that Ali could have talked to.
- The children are shown the second half of the case study animation. The voice over reads: *The NSPCC had visited Ali's school and she remembered that she could call Childline to get help. The ChildLine counsellor could tell the conversation was difficult for Ali and let her know that what was happening was not her fault. Ali worked with the Childline counsellor and they told her about all the options she had and what she could do next. Things started to get better for Ali. Speaking out helped make sure she was safe and she started to feel happier.*

Recap and close of assembly

- Recap of the key messages.
- Mobilisation is a key element of our messaging, empowering children to come together and help other children. This could be by giving the ChildLine number to another child, speaking out if a friend is being bullied. Together they can help more children to 'Speak out and Stay safe'
- Whispering: "I have the right to speak out and stay safe"
- Classroom voices: "You have the right to speak out and stay safe"
- Loudest voices: "We all have the right to speak out and stay safe"



3) Workshop for Y5 and 6/P6 and 7 – 1 hour

The workshop is delivered in each year 5 and 6 class

Recap of assembly

- Recap of the Sack of Worries activity and trusted adults
- Recap of Childline key messages:
    - No problem is too big or too small.
    - What a child says to Childline stays with Childline – unless we are really worried or concerned about them.
    - It's free to call.
    - Open all day, every day.
    - The call won't show up on any bill.

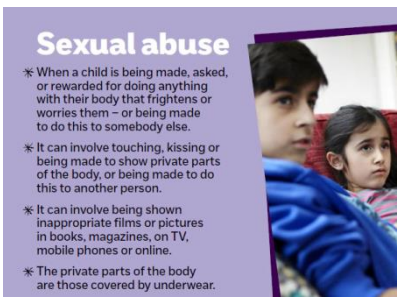


- The children then do a short recap quiz with the following questions:
    - Is it ok, if a child is feeling sad, worried or unsafe, to tell a trusted adult?
    - Is it ok for a child to see or hear their parents or carers hurting each other?
    - Is it ok if a child does not have enough food to eat or clothes to keep us warm?
    - Is it ok for children to speak to Childline about anything, however big or small?
    - Is it ok for children to call other children names or do things that make them feel sad, worried or unsafe?
    - Is it ok for someone to make or ask a child to touch themselves or someone else on the private parts of their body?
- Children are reminded that they have the right to speak out and stay safe.
- Recap of children's rights.



Ok/Not Ok activity focussed on sexual abuse

- Children work in groups and are given 5 ambiguous statements. They must decide if the statements are ok, not ok, or in the middle. Once they have done this in groups the statements are discussed as a class. The statements are:
    - Someone says that what is going on is a secret.
    - Someone watches or touches a child, when the child doesn't want them to.
    - A family member gives a child a kiss goodnight.
    - Someone shows or sends a child an inappropriate film or message. This could be face to face or online.
- The sexual abuse definition from the assembly is recapped. The voice over will read: *Sexual Abuse: When a child is being made, asked, or rewarded for doing anything with their body that frightens or worries them – or being made to do this to somebody else. It can involve touching, kissing or being made to show private parts of the body, or being made to do this to another person. It can involve being shown inappropriate films or pictures in books, magazines, on TV, mobiles phones or online. The private parts of the body are those covered by underwear.*



Guy's Story activity focussed on neglect

- Children watch a short animation about a boy called Guy who is being neglected.
- They discuss how Guy might be feeling, what he might be thinking, how he might be behaving, and what he might be doing.
- Children watch the rest of the film in which Guy gets help.
- The neglect definition from the assembly is recapped. The voice over will read: *Neglect: When a child is not looked after properly by their parent or carer. When a child doesn't get enough food, drink or the right kind of clothing. When a child is left on their own for too long.*



Speak out. Stay safe. kit

- Each child is given a Speak out. Stay safe. kit in which they can record the people, places and things that make them feel happy and safe.
- The children can keep their kits somewhere safe and use them as a reminder of what they can do if they ever feel sad, worried or unsafe.
- The kit also includes a finger flexor and bookmark for the children to keep.
- The key messages are recapped.



END

Supporting our work – help us be there for even more children

We believe our Speak out. Stay safe. programme is so vital, it's provided at no cost to schools. As a charity, more than 87% of our funding comes from our generous supporters which means we really do rely on fundraising to provide our vital work. That's why we'd love your school to join us and help us reach even more children who need us.

How you can fundraise for us

As a school you have the option to create your own fundraising event or choose from our unique collection of specially designed, curriculum-linked fundraising activities like Meaningful Maths and a Workout, all with the help of our friendly mascot Buddy. And we're here to make it as straightforward as possible: our staff and volunteers will provide the advice, support and all the materials and resources needed to help make your event a success.

No matter what activity you choose to do, every pound your pupils help to raise will mean we can reach even more children who desperately need us. Please ask us for more information or visit nspcc.org.uk/schools