

## Speak out. Stay safe. online – Assembly Content Summary

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 tools to do that. Because we know that through working together, the NSPCC and the whole school community can have tremendous impact in preventing abuse and keeping children and young people safe.

One element of our Schools Service is our **Speak out. Stay safe. online** programme.

The 'Speak out. Stay safe.' online assemblies and supporting resources are an effective way to support your school's safeguarding duties and link directly to the curriculum. They will also help reinforce key messages about abuse and neglect as part of a school's teaching on relationships. They will support children to feel empowered - knowing how they can speak out and stay safe.

There is an online assembly presentation for:

- Key Stage 1 (England), Primary 1-4 (Northern Ireland), Primary 1-3 (Scotland), Foundation Phase Years 1-2 (Wales)
- Key Stage 2 (England), Primary 5-7 (Northern Ireland), Primary 4-7 (Scotland), Key Stage 2 (Wales)

There are Welsh and BSL versions of the online assemblies available as well and our specially adapted SEND/ASN/ALN version of *Speak out. Stay safe.* remains available as usual.

Following, is a summary of the programme's online assemblies, for your information. The online assemblies are engaging and have interactive **Pause** points where teachers can have discussion with their class.

We also have supporting resources that can be used *before* (Key Stage 2 only) and *after* (both Key Stages) the online assemblies.

**Key Stage 1 (England), Primary 1-4 (Northern Ireland), Primary 1-3 (Scotland), Foundation Phase Years 1-2 (Wales) Assembly**

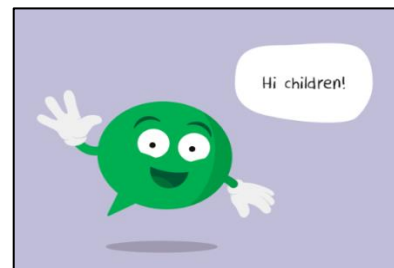
Approximately 20 minutes including **Pauses** for class discussion

**Introduction**

After the celebrity introductions children are introduced to Buddy and the presenters from the NSPCC.

What we will talk about today is also introduced:

- Speaking out and staying safe and the kinds of worries that children can have.
- Children can speak to someone they know and trust if they're worried about something.



**More about Buddy**

Children get the chance to learn more about Buddy and what he likes.

There is a **Pause** for class interaction.

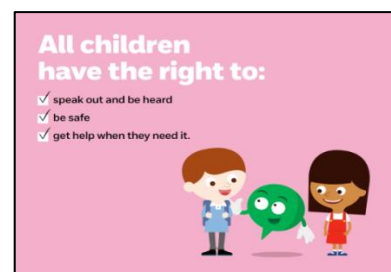
**Setting the scene**

***Children are encouraged to ask their teachers any questions they have about the assembly and they can get in touch with Childline too.***

**Children's Rights**

The presenters detail the right of every child to:

- **Speak out and be heard**
- **Be safe**
- **Get help when they need it**



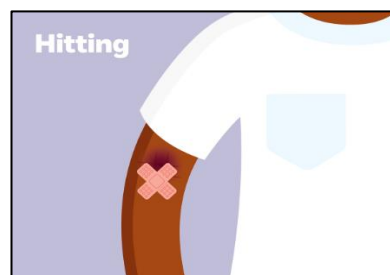
**Case study and definitions of abuse:**

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 her down.*

**The case study is used to introduce the different forms of abuse:**

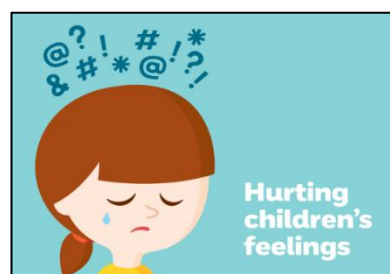
## Hitting

The voice over reads: *Hitting – This can leave marks on the body like cuts and bruises.*



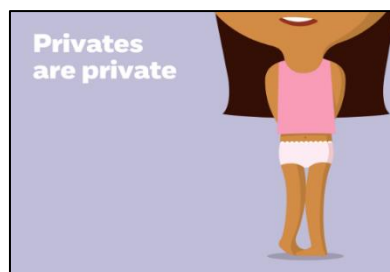
## Hurting children's feelings

The voice over reads: *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

The voice over reads: *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.*



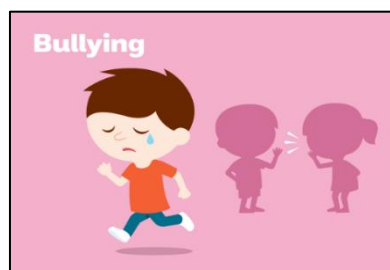
## Not looked after properly

The voice over reads: *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.*



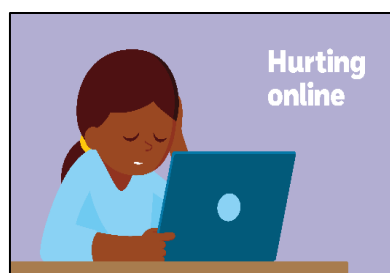
## Bullying

The voice over reads: *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.*



## Hurting online

The voice over reads: *As well as the things we've just heard - sometimes children can see things online that upset them. Other people can also send them messages that make them feel uncomfortable.*



## **Buddy says these things are NOT OK**

There is a **Pause** point for the class to practice saying altogether '**Buddy says these things are not OK**' and putting their thumbs down.

Children watch what happened to Sam again, and this time see who she talked to and what happened next.

## **Sam's story (part 2)**

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 the 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**

We help the children think about which trusted grown-ups they could talk to, in or out of school, if they ever felt worried or sad.

There's a **Pause** point for teachers to have a discussion with their class around this.

## **Childline**

We talk about our service – Childline, which is just for children and young people.

There's a **Pause** point for teachers to sign the number with their class.

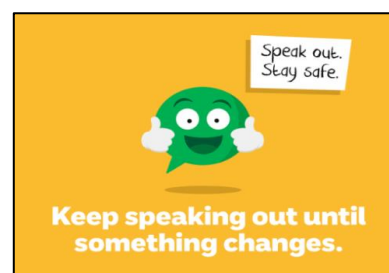
Please look online for the latest Childline opening hours:

[www.childline.org.uk/get-support/contacting-childline/](http://www.childline.org.uk/get-support/contacting-childline/)

## **Recap and close**

We recap the key messages encouraging children to talk to a trusted grown-up or Childline and to keep speaking out until something changes.

We practice saying, altogether in our quietest whispers, normal classroom voices and best, loudest voices: **"I/You/We have the right... to speak out and stay safe". Ready? One, two, three... "I have the right to speak out and stay safe."**



## **Key Stage 2 (England), Primary 5-7 (Northern Ireland), Primary 4-7 (Scotland), Key Stage 2 (Wales) Assembly**

Approximately 30 minutes including **Pauses** for class discussion

### **Introduction**

After the celebrity introductions children are introduced to Buddy and the presenters from the NSPCC.

What we'll be talking about today is summarised:

- We'll be talking today about the kinds of worries that children can have and about speaking out and staying safe.
- It's really important that children speak to a trusted adult if they're worried about something.
- Also about Childline.



### **Sack of worries activity**

Children are shown an empty sack and different worries are mentioned that may make a child feel sad, worried or unsafe. For each worry a brick is put in the sack.

There is a **Pause** point for teachers to elicit feedback from children about worries children may have.

### **Definitions of abuse**

**The Sack of Worries activity is used to introduce the definitions of abuse:**

#### **Neglect**

The voice over reads: *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**

The voice over reads: *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

The voice over reads: *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 hurt on the inside, and doesn’t leave a mark that can be seen.*



## Sexual abuse

The voice over reads: *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, mobile phones or online. The private parts of the body are those covered by underwear.*



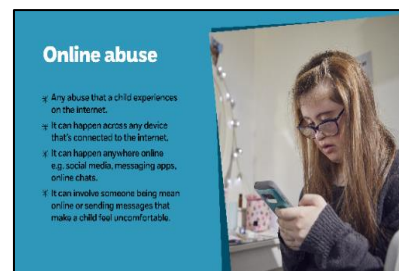
## Bullying

The voice over reads: *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 cyberbullying.*



## Online abuse

The voice over reads: *Cyberbullying is a type of online abuse. And online abuse is any type of abuse that happens on the internet. It can happen across any device that’s connected to the web, like computers, tablets and mobile phones. And it can happen anywhere online, including: social media, text messages and messaging apps, emails, online chats, online gaming live-streaming sites. It can involve someone being mean online or sending messages that make a child feel uncomfortable.*



## Abuse is NOT OK

The presenters state that “**Abuse is Not Okay**” and there is a **Pause** point for teachers to practice saying this and putting thumbs down, with the class.

### Return to the Sack of Worries activity

Children are asked what trusted adults a child could talk to, to help them lighten the load. The presenters come back to the sack of worries and ask children which trusted adults might be good to talk to? The presenters give some examples and then ask the children “can you think of some?” which is followed by a **Pause** point for teachers to discuss further.



### Keep speaking out and Childline

Children are encouraged to keep speaking out to a trusted adult if they're scared or worried about anything. They can also talk to Childline too. The key Childline messages are:

- No problem is too big or small.
- What a child says to Childline stays with Childline – unless we are really worried or concerned about them.
- Its free to call.
- The call won't show up on any bill.
- Children have the choice whether or not to give their name



There's a **Pause** point for the class to practice signing the Childline number together.

Children are shown a short film about Childline. Please look online for the latest Childline opening hours: [www.childline.org.uk/get-support/contacting-childline/](http://www.childline.org.uk/get-support/contacting-childline/)

### Case study

The children are shown the first half of an animation about a girl called Ali. The voice over reads: *Ali was 10 years old. She was living 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 film pauses and the children are asked who they think Ali could have talked to. There is a **Pause** point for the teacher to ask their class.

The children are then shown the second half of the 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 talked to 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.*

## Children's Rights

The presenters detail the right of every child to:

- **Speak out and be heard**
- **Be safe**
- **Get help when they need it**



## Recap and close

We recap the key messages encouraging children to talk to a trusted adult or Childline.

We practice saying, altogether in our quietest whispers, normal classroom voices and best, loudest voices: ***"I/You/We have the right... to speak out and stay safe". Ready? One, two, three... "I have the right to speak out and stay safe."***

