



Schools and the prevention of child sexual abuse: TEACHERS' MANUAL

A tool for teachers with
recommendations and activities to help
children understand, prevent and protect
themselves from abusive relations



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INTRODUCTION

Child sexual abuse is one of the worst forms of violence against children and has a very high incidence. According to the Council of Europe, between 10 and 20% of children suffer sexual abuse during their childhood, without distinction related to social class. The impact of this reality extends over time, becoming a global public health matter.

Despite being classified as a form of violence, child sexual abuse has a number of characteristics that make it particularly difficult to identify by both the children themselves, who are suffering it, and by the adults in their environment, that could act as protective figures.

The school is a privileged setting to detect and to response to situations that threaten children welfare and development. Thus, schools must ensure a safe environment for children and must be able to track their evolution, in order to notify to the competent authorities any identified situation of vulnerability.

Given this reality, the "*BREAKING THE SILENCE TOGETHER. Academic success for all by tackling child sexual abuse in primary schools of Europe*" (co-funded by the Erasmus+ Programme of the European Union) aims to give a major step forward to improve the prevention and detection of child sexual abuse in the primary schools of Europe.

The project, with a total duration of 2 years, has been implemented by a Consortium of 5 European organizations specialized in child sexual abuse, child wellbeing and educational management:

Fundació Vicki Bernadet	Spain	https://www.fbernadet.org/es/
The Institute of Child Health	Greece	http://www.ich-mhsw.gr/en
Hazissa. Prävention sexualisierter Gewalt	Austria	https://www.hazissa.at/index.php/willkommen/
European School Heads Association	Netherlands	http://www.esha.org/
Fundacja Dajemy Dzieciom Się	Poland	http://fdds.pl/

During the project, a program to prevent child sexual abuse in primary schools, involving teachers and management teams, students and their families and other community stakeholders has been designed and systematized with a community-based and collaborative approach.

The resulting program is the confluence of different processes that integrate the results of published academic research, the expertise of the partner organizations, the knowledge of national experts on the issue and the implementation of a pilot test accompanied by a participatory assessment process with the different groups involved in each of the participating countries.

The project provides you with 5 different tools specifically oriented to meet the expectations and needs of the different target groups within the educational community:

- Tool 1: Report "Learning from experience". An analysis of former successful child sexual abuse prevention programs with key success factors.

- Tool 2: Community prevention program. A tool for school principals to lead the implementation of the program within their school.
- Tool 3: Teachers manual. A tool for teachers with recommendations and activities to help children understand, prevent and protect themselves from abusive relations.
- Tool 4: Toolkit for children and families, with strategies and recommendations to work at home.
- Tool 5: A raising awareness material for the civil society, with key messages regarding the prevention and protection from child sexual abuse.

SECTION 1: UNDERSTANDING CHILD SEXUAL ABUSE AND THE SCHOOLS' ROLE IN ITS PREVENTION AND PROTECTION

1. UNDERSTANDING CHILD SEXUAL ABUSE

The impact that the exposure to violence has on all areas of children's development is undeniable. Regarding the development of education, several studies¹ suggest that violence against children has consequences on their school success chances leading to worst educational outcomes, higher levels of absenteeism, repetition and risk of early school dropout. In addition, as a result of the violence-based relationship model, children who are victims of violence show an increased number of disruptive behaviours, which in a school setting, usually lead to punishments and expulsions².

DEFINITION

Child sexual abuse is a type of violence against children which can manifest in different ways and has specific characteristics that need to be understood in order to provide an effective protection and prevention to children.

Regarding a definition, despite existing different perspectives from researchers, there is a wide consensus around the definition established by the World Health Organization (1999) which describes child sexual abuse as:

"the involvement of a child in a sexual activity that he or she does not fully comprehend, is unable to give informed consent to, or for which the child is not developmentally prepared and cannot give consent, or that violates the laws or social taboos of society. Child sexual abuse is evidenced by this activity between a child and an adult or another child who by age or development is in a relationship of responsibility, trust or power, the activity being intended to gratify or satisfy the needs of the other person"

PREVALENCE AND CONSEQUENCES OF CHILD SEXUAL ABUSE

It is important to realize the prevalence of child sexual abuse. The Council of Europe estimated, in 2010, that at least 1 in 5 children in Europe are victims of some form

¹ WHO "European Report on Preventing child maltreatment" (2013) World Health Organization

² Council of Europe (2010)

of sexual violence. Plus, other studies, such as one carried by European Parliamentary Research Service (Dimitrova-Stull, 2014) from 2003 to 2012 showed that in Europe we rate from 10% to 20% on child sexual abuse.

Child sexual abuse is, in most cases, an experience with an undoubted traumatic component that interferes with the child's proper development and affects multiple areas of his or her life. Practically all of the studies carried out on psychological consequences in the short term in victims of child sexual abuse, show their high frequency and diversity. Only between 20 and 30% of the victims would remain emotionally stable after this experience, although they could eventually develop later effects that would have been latent (López, 1996).

FALSE ASSUMPTIONS ABOUT CHILD SEXUAL ABUSE

To fully understand child sexual abuse, it is needed to break with some false assumptions or myths³ surrounding this topic, such as:

- **Children being sexually abused are a minority.** Statistics show that child sexual abuse is considered by the World Health Organization as a global public health issue, affecting 20% of the population.
- **Children usually invent stories.** Children fantasize about things that are close to their real-life experiences. Therefore, when they are displaying sexually related behaviours or comments which are not coherent with their psycho-physical evolution stage, this should pick the attention from protective adults, in order to further explore and understand where and how the child did have access to this knowledge.
- **People who abuse children are mentally ill.** The majority of people who commit these acts do not suffer from any mental pathology. They are people that are fully integrated in their communities.
- **Child sexual abuse only happens in lower income contexts.** The reality is that this behaviour does not differentiate social classes. However, research shows that cases which occur in lower income contexts are more willing to be reported than those occurring in higher income milieus. This is due to the fact that in lower income contexts, children are attending other public social services with professionals determined to detect and notify abusive situations. Besides, in higher income contexts, families tend to be more reluctant to report due to the fear to lose social status.
- **People who abuse children are strangers to them.** Between 80 and 90% of child sexual abuse is committed by someone known to the victim.
- **People who abuse children suffer from drugs abuse.** Drugs or alcohol are not direct causes of child sexual abuse, but they might be used by the abuser for its disinhibiting effects.
- **Abusing children always involve violence.** Abuse involves adults exploiting their power or influence over children. Taking into account that the abuser is normally someone known and loved by the child, violence remains out of the equation. The abuser will use other strategies such as: manipulation, special attention, secrecy or isolation of the child.
- **Only girls suffer from sexual abuse.** Even though it is true that statistics of reported cases show more girls as victims of sexual abuse, boys are also statistically represented. Besides, current research is showing that boys tend to under-report child sexual abuse allegations due to gender stereotypes (which prevent boys to identify as victims) or to prejudices on homosexuality (when the abuser is a man).
- **Abused children hate their abusers and want to get away from them.** Usually children have a strong attachment or love for their abusers.

³ Acosta (2004) & Child Matters Association (1994)

Sometimes they do not identify themselves as victims (either because they cannot understand that those behaviours from the adult are abusive), or even though they somehow may feel that what they do with the abuser is uncomfortable they might not know what to do about it.

- **Only men sexually abuse children.** Whilst research show that more men than women do sexually abuse children t, women can also be perpetrators of child sexual abuse.

THE DYNAMICS OF CHILD SEXUAL ABUSE

The dynamics involving child sexual abuse differ quite a bit from adult abuse and it is crucial to understand its particularities in order to ensure a better prevention and detection. Studies and research show that the typical pattern of child sexual abuse is as follows:

- **Phase 1: Manipulation.** Keeping in mind the fact that between 80 and 90% of abusers are persons trusted and loved by the child (Finkelhor, 2012), this phase aims to strengthen this relationship by making the child feel utterly loved and cherished. The abuser uses manipulation strategies such as giving special attention, making the child feel special through compliments, expressing love and affection, offering gifts, etc.
- **Phase 2: Sexual interaction.** Once the child is groomed and feels safe and attached to the abuser is when the sexual interaction might happen. It usually comes as a surprise, wrapped in confusion and puts the child in a place where he or she does not know how to react. It may be a game which involved physical touch over the clothes that suddenly touches the intimate parts of their body, or it can be the unexpected demand of touching the intimate parts of the abuser, or an undesired conversation or exposure to sexual material. In any case, the surprise factor makes it hard for the child to understand if it is something that feels right or not and to oppose it.
- **Phase 3: Keeping the secret.** Secrecy and guilt are the key components that contribute to the perpetuation of the abuse. The abuser might use different techniques of manipulation to:
 - Make believe that nothing strange is happening :*"it's what people do when they like each other"*
 - Put the blame on a child for what happened: *"look what you did to me"; "you seduced me"*
 - Make believe that what happened was desired by the child: *"you wanted it the same as I did, even more than I did"*
 - Persuade the child that if he or she speaks up about the abuse something bad will happen either to:
 - The child: *"no one will believe you", "you will be placed in a child protection facility"*
 - The child's family: *"if you don't want me to do this to you, I will do it to your little brother", "you will destroy the family", "your mother will be disappointed that you seduced me"*
 - The abuser: *"if you tell anyone about us I will go to prison"* (we need to remember that the abuser is someone loved by the child).

Many children feel trapped and helpless and choose silence as the safest option, usually developing an accommodative behaviour that allows them to survive the abuse, control the damages and go on unnoticed. Also the child might feel threatened, as sometimes the adult is in possession of photos or videos of him or her, which may increase the feeling of guilt and shame.

- Phase 4: Disclosure of the abuse.** Most of the times, disclosure does never take place and, if it does, it mostly happens years after, as WHO (2013) points out. The disclosure is usually a gradual process, with the child trying to explain what is happening in the only way he or she knows or feels capable of. If the adults near the child are not sensitive to the problem they will fail to understand or react properly, which leads to augment the distress and may lead to the disclosure’s retraction.

SIGNS OF CHILD SEXUAL ABUSE

It should be taken into account that the initial consequences of the child victim of sexual abuse, both in the physical and psychological field, are at the same time their indicators, so it is necessary to know in detail these signs and be alert when they are presented in a boy or girl.

The indicators of child sexual abuse, however, are very diverse and do not allow us to speak of an “abused infant syndrome”, or a set of defining symptoms, as there are no exclusive and unequivocal symptoms that detect a case of child sexual abuse with total certainty and reliability. Thus, it is important to mention that symptoms depend on the child. Some children may present symptoms from the very beginning while others might develop them in later stages of their life. Because of that, teachers should bear in mind that even if there are no symptoms it does not mean the child is not a victim. Many signs of abuse are non-specific and must be considered in the child’s social and family context. It is important to be open to alternative explanations for physical or behavioural signs of abuse.

Although the physical part is not the most relevant in detecting these cases and that professionals working in schools should not be experts, it is necessary to know the most important indicators, taking into account that, on many occasions, sexual abuse does not imply physical contact between the abuser and the victim, or, if there has been any, the indicators that may be found are rare, extraordinarily variable and, in many cases, compatible with another type of injuries not related to the experience of sexual abuse, causing it to be very difficult to detect these cases from physical evidences.

On the physical level, some indicators that need to be taken into account are recurrent urinary tract infections, difficulties in walking or sitting, pain, inflammation or itching in the genital area, pain in urination, stained or broken underwear without credible explanations, shock, burns and injuries in the external genitals or the anal area, among others.

The main indicators of child sexual abuse are mostly linked to the emotional and behavioural areas of the child as it is synthesised in the following table:

Impact types	Symptoms
<i>Emotional problems</i>	fears and phobias mistrust depression high levels of anxiety low self-esteem feelings of guilt shame

	stigmatization post-traumatic symptoms nightmares, recurring dreams, hyper-vigilant behaviours, exaggerated answers of fright rejection to their own body self-harming behaviour suicidal ideation or behaviour
<i>Cognitive problems</i>	hyperactive behaviours attention and concentration problems deterioration of academic performance
<i>Relationship problems</i>	few friends less time to play with his or her peers gradual isolation from peers social skills deficit
<i>Functional problems</i>	sleep problems changes in eating habits loss of sphincter control: incidents of enuresis and encopresis somatic complaints: headaches, stomach ache

Source: adapted from Pereda (2009) and Echeburúa i Guerricaechevarría (2000)

2. SCHOOL AND TEACHERS FACING CHILD SEXUAL ABUSE

WHAT'S THE SCHOOL'S ROLE IN CHILD SEXUAL ABUSE PREVENTION AND PROTECTION?

School authorities have primary responsibility for the care and welfare of their pupils. The school is a privileged setting to prevent, recognize and intervene on situations that threaten children's welfare and development. Thus, schools must ensure a safe environment for children and must be able to track their evolution, in order to notify to the competent authorities any identified situation of vulnerability. For this reason it is the responsibility of the school to:

- Have clear procedures and programs for child protection in the school
- Give direction to school management, teachers and staff regarding the identification and response to child protection concerns and the continued support of the child.
- Designate a person responsible for child protection issues who has the specific skills, motivation and knowledge required
- Monitor the progress of children considered to be at risk
- Contribute to the prevention of child sexual abuse through curricular provision
- Provide or access training for teachers and members of the management team to ensure that they have a good working knowledge of child protection issues and procedures
- Have clear written procedures in place concerning action to be taken where allegations are received against school employees

Schools are effective because they can implement school-based education programmes for prevention of child sexual abuse, tailored to different ages and cognitive levels. The aim of these programs should be to prevent child sexual abuse by providing students with knowledge and skills to recognize and avoid potentially sexually abusive situations and with strategies to hinder sexual approaches by offenders. They should also inform about appropriate help seeking in case of abuse or attempted abuse and equip adults with strategies for responding quickly and

effectively to disclosures. Classrooms provide great opportunities to promote discussion and reflection about all these issues. Notably, prevention should start already from primary school, because victimization of children is observed in all age ranges.

As well as the prevention work, teachers have an important role when it comes to identify possible cases of sexual abuse, thus research suggests that teachers are the trusted adult, located outside of the family and peer networks, most likely to receive a disclosure of sexual abuse (Crosson-Tower, 2003). Besides a disclosure of abuse, schools also have a unique role in the identification of safeguarding concerns and the initiation of an intervention.

Since schools are one of the few places in which children are seen almost daily, educators have a chance to see changes in appearance and behaviour. From classroom teachers to guidance counsellors, as well as social workers, nurses, psychologists, and administrators—everyone becomes an integral part of the educational team to help children who might be facing difficulties (Crosson-Tower, 2003).

HOW TO HANDLE A SUSPICION OR A DISCLOSURE OF CHILD SEXUAL ABUSE

One of the biggest fears teachers may face is the fact of not knowing how to behave when a child might approach and offer a disclosure of a child sexual abuse situation (Subida et al., 2000). Therefore, it is important to take into account some key positive actions to undertake:

- **Believe the child.** The child needs to know that there is an adult who believes him or her and that will be helpful. The adult should not judge what the child is saying or evaluate the child's statements.
- **Stay calm.** If your facial features or emotional outburst reveal that you are shocked, angry, disgusted, or otherwise upset, the child may not tell everything about the abuse and may take back the disclosure that has already been made.
- **Provide a safe, private place to talk.** Make sure that the talk takes place in a private place.
- **Don't make promises you can't keep.** If you make a promise which you don't keep, the child learns that you are another adult who cannot be trusted. While teachers cannot always protect the child from abuse, they may be the person who provides the support which can have a lasting positive impact on the child's life. Tell the child that you have to tell someone who can help the child handle the situation in the best way possible. Always let the child know that you are going to tell someone else and that the reason you are telling another person is so that person can help him or her be safe.
- **Don't judge the offender or the offense.** If you start to put down the offender, the child may take up for the offender and begin to defend the person, whom they often love. Once a child starts to defend the offender, they will often recant the original disclosure and not tell if the abuse happens again.
- **Report immediately.** As a citizen and especially as a professional who works with children you need to report to the competent authorities any situation that puts children at risk.
- **Handle the disclosure with discretion.** Even though the reporting is mandatory, it is very important to let the child know that you will handle the disclosure with discretion, that only the people that can help in an effective manner will know about this situation, and not everybody in the school

(neither all the teaching staff or the other students). In order to do so, it is important to have a clear understanding of how and to who inform about the situation within the school.

- **Let the child know what's going to happen.** Give the child as much information as you can about what will happen after the disclosure. You may not be able to answer all his or hers questions. Be honest and tell the child when you don't know the answer. The information provided should be both age appropriate and based on the child needs. Also, let the child know that you are open to further discuss about the situation or answer questions in the future.
- **Don't investigate the child's allegations.** Leave the investigation to the police and prosecutor office professionals. Once you have a suspicion that the child was abused, report it. Asking questions may create problems for the investigation or prosecution later on.
- **Get support for yourself.** For your own well-being it is important that you deal with your feelings about hearing the details of the disclosure. Sometimes talking to the school counsellor or a professional from a specialized organization working on this issue may be helpful.

In case the child has not made an open disclosure, but there are suspicions related to something the child has said or behavioural indicators that may point out any kind of struggle from the child's side, teachers should try to:

- **Provide friendly and safe word spaces with children in the classrooms** to share reflections on how to identify general situations that are making them feel uncomfortable, the importance of asking for help from trusted adults and where to seek for this help.
- **Offer opportunities to discuss individually** about issues that may worry the child. Ordinary tutoring sessions might be a good opportunity to talk about, not only academic-related issues, but also to focus on the child wellbeing, worries, struggles... Rather than imposing a conversation, it is important to build the relationship and to give the spaces so that the child know that, if anytime is in need, he or she can turn to the teacher to speak up and ask for help.
- **Be vigilant** to the evolving behaviour of the child. Without making it evident, it is important to keep an eye on the child and observe if the risk indicators evolve in any way. It is also recommended to coordinate with other educational or social services attended by the child in order to share information.

WHERE TO GET FURTHER INFORMATION?

In the event of a child sexual abuse situation, either a disclosure or a suspicion, we are all required to inform to the competent authorities so that an effective response is activated to protect the child.

Therefore, as teachers, we need to know to whom we have to report within the school that, in turn, will have to inform the external authorities with a specific mandate for child protection.

The child protection systems are articulated in different ways in every European country, therefore it is required that every school knows the particular procedures and norms applying in this regard⁴.

⁴ Some countries have established the Child Helpline 116 111 as an exclusive service for children who seek assistance and need someone to talk. In other countries, however, this helpline is also open to adults who need information about how to proceed when confronted with a child that may be in need of protection.

SECTION 2: USING THIS MANUAL: HOW TO GET STARTED?

1. PREVIOUS CONSIDERATIONS

- **Whole school approach**

The objective of this manual is to offer some tools to tackle the protection and prevention of child sexual abuse from within the classroom. However, it is important to mention that this work should not only be done in the classroom level but should be addressed as a whole school issue. It is important to ensure that, in case of a possible disclosure, everyone in the school knows how to proceed and which responsibilities they have. In this sense, the Community-based program also developed within this project could help to reflect on a centre's level in a very complementary way.

- **Create a healthy environment in class in order for children to feel safe and comfortable to talk voluntarily.**

The objective of this project is to raise awareness and give some tools to children so they can identify their feelings in front of uncomfortable situations and know how to ask for help. Even if it is good to promote children empowerment, it should be noted that it is not their responsibility to protect themselves from violence. We should keep in mind that adults are the ultimate responsible for children's security and wellbeing. Adults should guarantee that children do not suffer any kind of violence and, in case they do, they have to provide a protective and restorative response. Besides, schools should guarantee a zero tolerance policy for any kind of violence against children; they should articulate specific intervention protocols; and ensure a friendly school environment to encourage disclosures of abusive situations.

Children's participation in activities related to this topic, must be volunteer. If at some point a child wishes not to take part, or they do not show up the days of the planned activities, schools should respect that. However the school should pay attention to any possible sign that could cause to suspect some kind of avoidance behaviour regarding the topic, either from the kid or from the family.

- **Analyse the emotional response generated by the topic**

Statistics and data show that child sexual abuse is a reality. According to the data given by the European Council, 20% of population have suffered or will suffer child sexual abuse. Therefore, we cannot deny it is a reality that affects us all, either direct or indirectly. Given this fact, before tackling this issue within the classroom, teachers should previously reflect on the topic and their own emotional response towards it. This reflection should allow teachers to identify their beliefs on the issue and the emotions it triggers (rage, anger, fear, anxiety...), the personal strategies to control these emotions and if, at some point, the topic might be too overwhelming. Depending on this personal assessment, teachers should decide if they are able to carry on with the activities or if they have to take a secondary role and support the program in other complementary ways.

- **Guidance to build our own teaching-learning process.**

The proposal of this manual is to work in an educative way, on the prevention and protection of child sexual abuse during classroom hours. This manual does not pretend to be a recipe book neither a magic formula. Rather than saying what teachers have to do and how to do it, it offers some tools and guidance about which contents are important to tackle (taking into account what specialised research has established, as well as the experience compiled during the pilot test of these materials). Moreover, it offers some activities examples that might serve as inspiration on how to put in practice the recommendations shared.

- **Incorporate the preventive perspective into the educational work already developed in the school**

It is very likely that the educational action in the school or classroom do already incorporate many of the topics that are proposed in this material. Our suggestion is to provide these contents with intentionality from a preventive and protective perspective, to systematize and include them in the school mission.

- **Cross-curricular and integration in educative programmes.**

The prevention of child sexual abuse should be considered a process, integrating different knowledge areas and searching interconnections and synergies between them. This approach is not intended to generate more workload, but to rethink already existing contents in a way that can introduce the protective dimension. For instance:

- Human sexual reproduction is a natural sciences and biology content. However, beyond the biological function, it might also be analyzed from other perspectives such as the related social values that the sexuality encompasses, in terms of how it is portrayed, the false beliefs, etc. It is also possible to work on the affective and the self-acceptance components, in order to develop a healthy body image and skills related with consent, intimacy and dealing with uncomfortable situations in an assertive way.
- Children rights can be approached when talking about human rights, but they can also be tackled from a perspective of social values and attitudes that establish the necessity to protect children as well as consider them as full subjects of rights. Furthermore, rights are an ethical way to build our relations and our behaviour towards others, so it is also a significant approach to conflict resolution and living together shared values.

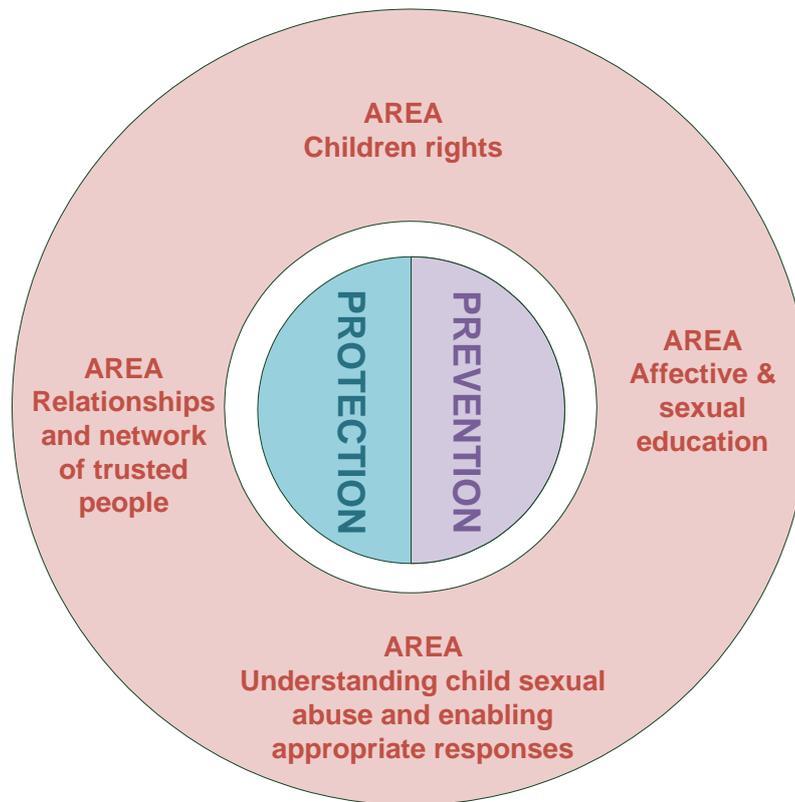
- **Participative and experienced-based focus**

In order to generate real significant educative actions, the teaching process should go beyond the transmission of contents or the memorization. The program aims at developing life-long skills that require outstripping the traditional academic perspective. Therefore, the activities need to provide students with learning experiences that enhance their participation and significant understanding. They have to challenge their empathy, helping children to deal and to connect with their emotional world, so that they learn to identify uncomfortable situations and say no. Furthermore, activities have to stress the importance of asking for help and foster mutual caring behaviours.

2. TACKLING CHILD SEXUAL ABUSE PREVENTION AND PROTECTION IN THE CLASSROOM: BUILDING BLOCKS

Tackling child sexual abuse prevention and protection requires addressing different interconnected theme areas.

According to some research (compiled in the *Learning from experience* report) and from the participations of some experts and members from the educative community, the main theme areas are the ones gathered in the following graphic:



Additionally, these theme areas should be translated into different contents, depending on the competences that children are expected to achieve and to put into practice:

Concepts	Attitudes	Skills
<ul style="list-style-type: none"> •Definitions •Theories •Logical sequences, analyse causality relations. 	<ul style="list-style-type: none"> •Values, believes •Positioning •Thoughts 	<ul style="list-style-type: none"> •Procedure •Aplication, practice •Performance

Thus, we propose a specification of the main contents for working with children in classroom, divided in theme areas as well as per content.

The following categories were created, not to compartmentalise knowledge areas but to be used as methodological means on how to address content and learning aspects of the project. They should also facilitate the use of different learning strategies and enable knowledge capacity.

CONTENTS MAP TO TACKLE CHILD SEXUAL PREVENTION AND PROTECTION WITH YOUR STUDENTS

THEME AREA	CONCEPTS	ATTITUDES AND VALUES	SKILLS / PROCEDURES
Children rights	<ul style="list-style-type: none"> • Children have rights: what does it mean to be a rights bearer? • Children have the right to live in a violence free environment and to be protected (art.19); to be protected against sexual abuse and exploitation (art.34); best interest of the child (art. 3); right to be heard (art.12); states are responsible for fulfilling children rights (art.4) • Adults (parents, caregivers or public authorities) have to ensure the wellbeing of each and every child. 	<ul style="list-style-type: none"> • Children are aware that they have rights and understand the values of respecting human rights in general and children rights in particular. • Children understand that when facing a problem that worries them, they have the right to be helped by adults. • Children embrace the need of building relationships based on respect of human rights with all the other members of the educational community. 	<ul style="list-style-type: none"> • Analyze situations from a children’s rights perspective: which situations can be considered as children rights violations? • Express and advocate for the own rights respecting others’ rights. • Harness the participation opportunities within the school to ensure children’s voice is heard and taken into account.
Sexual and affective education	<ul style="list-style-type: none"> • Psycho-sexual development information adapted to the age and maturity level of the target group. • Affective and emotional dimension of sexuality, intimacy and the right to the own body. • Respect for the sexual diversity in its different manifestations (gender identity and expression, biological sex, attraction). • Consent (right to say no) and trust within healthy relationships. 	<ul style="list-style-type: none"> • Children build a healthy relation with their own body, their intimacy and others’ intimacy. • Children develop a healthy vision on sexuality linked to affectivity and to the care of physical and emotional care. • Children embrace the understanding of sexuality based on freedom, diversity, consent and mutual respect. 	<ul style="list-style-type: none"> • Taking care of the own physical and emotional wellbeing. • Identifying situations which cause trouble or worries learn how to set clear limits and ask for help. • Build relationships based on respect for diversity, consent and mutual respect.
Understanding child sexual	<ul style="list-style-type: none"> • Different forms of violence against children 	<ul style="list-style-type: none"> • Children experience violence as a power exercise and know it 	<ul style="list-style-type: none"> • Identify the different forms of violence against children.

<p>abuse and enabling appropriate responses</p>	<ul style="list-style-type: none"> • The reality of child sexual abuse: definition, prevalence, dynamics and indicators. • Key factors that enable child sexual abuse to become chronic: secrecy, shame and guilt. • The importance of asking for help, either for oneself or for a friend. 	<p>different manifestations (physical, verbal, psychological, sexual and institutional), as well as the possible perpetrators.</p> <ul style="list-style-type: none"> • Children can identify and try to reject any form of violence against children, even the more subtle ones. • Children develop empathy and support attitudes towards victims in order to build a friendly environment which effectively tackles child sexual abuse. 	<ul style="list-style-type: none"> • Identify the factors that contribute to child sexual abuse becoming chronic: secrecy, shame and guilt. • Detect abusive situations and know where and how to ask for help.
<p>Relationships and network of trusted people</p>	<ul style="list-style-type: none"> • Healthy relationships, trust and good treatment: how are the relationships that make us feel good? How are the people we trust? • Key elements of toxic relationships: secrecy, guilt, power, manipulation, isolation, shame, threats, blackmail... • Key elements of a healthy coexistence based on respect and violence free. • Child protection network basics: who can help me in case of need? 	<ul style="list-style-type: none"> • Children are aware of the acceptable treatment they have to receive from adults and from other children as well. They also know how they have to relate to others. • Children identify situations that violate the principles of good treatment and they know how to react within the school, the family and the community. • Children identify school as a safe place where they can speak about any matter that may worry them. • Children contribute to build healthy relationships based on good treatment, respect and mutual care among all the members of the educational community. 	<ul style="list-style-type: none"> • Develop social skills to build healthy relationships based on good treatment, respect and mutual care, either within the school setting, as in the family and the community. • Identify the toxic or abusive relationships dynamics in order to be able to react properly. • Produce their own network of trusted people or <i>safety maps</i>, to identify people to reach in case they have any kind of struggle. • Know how to properly help someone that we know is struggling.

3. ASSESSING YOUR STUDENTS' EXISTING KNOWLEDGE ABOUT CHILD SEXUAL ABUSE PREVENTION AND PROTECTION RELATED CONTENTS

In order to start working these contents in a classroom, it is necessary to identify the previous knowledge our students may have about each and every topic from the different theme areas proposed.

This analysis should allow us to rate in which way these contents have already been addressed (it might be during the current course or years before), judge the level of understanding, detect deficiencies and identify how to keep working according to students' evolutionary moment too.

So as to make this exploratory analysis we could do different activities.

- Debate groups
- Questionnaires about specific topics
- Reflective exercises
- Group dynamics on knowledge building
- Reviewing educative programs already worked.

Before doing these activities, we should have information about what we want to compile so we can correctly guide them and extract the most of it. In this sense, it should be taking into account the kind of content we want to rate, so the activities to acknowledge the amount of concepts, attitudes and skills interiorized should have different approaches.

For example, if we are interested on rating the amount of knowledge on skills related with how to ask for help, we should think on activities that help children to think about how they react against problems: how they identify distress situations, how they detect the malaise, what response they use, which should be the best solution in order to avoid the malaise... This reflection can be done while watching a film, reading a newspaper, talking about a problem... etc.

Once we have all the information compiled and systematized, we can draw a state of affairs from our class group, which will allow us to know the level of internalization of the contents we should tackle on an educative way. Plus, we should keep in mind the best way of child sexual abuse prevention and protection.

4. HOW TO BUILD THE LEARNING PATHWAY FOR YOUR STUDENTS

The analysis of the internalized knowledge on students, taking as reference the map from the 2 section, will help us to categorise the contents:

- Previously worked in an intentional way
- Worked indirectly
- Never worked

It is quite possible that most of the contents have already been tackled in a way or another during children schooling. It is also possible that some imbalance exists among theme areas and so, while some themes would have been deeply worked on, others may have never been addressed or they indeed have been addressed, but in a very light way. In addition, we should keep in mind that pupils get knowledge from outside the school, so, even though there will be some topics that have not been

worked on “officially” in school, children may already have formulated their own comprehension (which might be correct or might be based on false assumptions).

Either way, with all this information, teachers will have to decide which topics will be tackled in order to complete their own content map which will allow including child sexual abuse prevention and protection in their education action with children.

Next, it will be necessary to specify other aspects so the educative plan can be narrowed down:

LEADING QUESTIONS	PLANNING ACTIONS
What do children need to learn in relation to the content map?	<ul style="list-style-type: none"> • LEARNING GOALS • CONTENT SELECTION
How are children going to achieve this knowledge?	<ul style="list-style-type: none"> • CONTENT SEQUENCES • BEST LEARNING STRATEGIES FOR EVERY CONTENT BASED ON CHILDREN’S WAY OF LEARNIG. • LINK WITH OTHER ACADEMIC AREAS → synergies • SPECIFIC LEARNING ACTIVITIES
When are the activities going to be implemented?	<ul style="list-style-type: none"> • ACTIVITES TIMELINE INSIDE THE USUAL EDUCATIONAL ACTION
<p>How is the learning process going to be assessed?</p> <p>How are the learning outcomes going to be assessed with children?</p>	<ul style="list-style-type: none"> • MONITORING AND EVALUATING SYSTEM: <ul style="list-style-type: none"> ○ How do activities contribute to the learning goals? ○ Which knowledge, attitudes and/or skills have children achieved during the process? And at the end? ○ How do children feel during the process and at the end? ○ What changes has the teaching-learning process generated?

The answers to these questions will have to be specifically adapted to each school and group reality, so that it generates significant learning outcomes and can be sustainable over time.

However, in the following section there are some activities ideas related with different theme areas proposed in the current program.

5. ACTIVITIES EXAMPLES

ACTIVITY	What would you do?
KEY WORDS	Good secrets, bad secrets
THEME AREA	Relationships and network of trusted people
KEY INFORMATION FOR THE ACTIVITY	
<p>Secrets, understood as the option of not explaining everything to everyone, help preserve intimacy and respect for oneself and for others. There is a widespread belief that you should never, under any circumstances, betray the trust you have been given by the person entrusting you with a secret. This, however, conceals a great trap. The question is: is this always the case? In what situations is it important to keep a secret? And what should be explained?</p> <p>We must help children differentiate between good secrets or confidences, which are harmless and contribute to personal well-being, and bad secrets or silences imposed, which cause suffering and generate discomfort and insecurity.</p> <p>Risk factors</p> <ul style="list-style-type: none"> • Turning the child into an accomplice of a secret can become a risk factor that leaves him or her helpless and creates distrust and isolation. • It is important to work on secrets because in them lie implicit concepts of trust, friendship and respect. When misused, an abuse of trust and power can occur and create situations of risk and a lack of protection. <p>Protection factors</p> <ul style="list-style-type: none"> • It is important to emphasize trust as a positive element of security for the child; to encourage the creation of connections and strengthen the child's safety net. • "People who love you will always be proud that you trust in them." • We must learn to differentiate a good secret from a bad secret; since a secret ceases to be an element of trust when it becomes a burden. • The child has to learn that s/he can explain a secret when s/he is involved in it and when he, she or someone else is being harmed. • "When a secret worries you or hurts you, you must share it, so that the people who love you can help." 	
OBJECTIVES	<ul style="list-style-type: none"> • Distinguish between a good secret and a bad secret. • Increase awareness of the importance of breaking the imposed silence in order to receive help and end an unwanted situation.
MATERIAL NEEDED	Cardboard, markers and pens
DURATION	1 hour
IMPLEMENTATION	
<p>Two different situations are proposed in which the students are asked to keep a secret:</p> <ul style="list-style-type: none"> • First situation: My cousin explains that a surprise party has been organised to celebrate that our grandparents met 50 years ago and he asks me to keep the secret. • Second situation: A child in the last year of school makes us give him our snack every morning and threatens to harm us if we say anything to a teacher or our parent <p>Once the two situations have been introduced the children are asked to write down which of the secrets they would tell, on a piece of cardboard. Then they are each asked to read their answer aloud and explain why they have chosen one or the other.</p>	

Finally, we talk to the children and between us decide which of the two is a **good secret** and can be kept and which is a **bad secret** that hurts us and must be told, so that the people who love us can help us fix it. In short, no one has the right to control our life with threats. When this right is violated, a trusted adult must be confided in. They will value the words of the child and will be able to establish the conditions so that the abusive situation cannot happen again.

ACTIVITY	The Privacy Mural
KEY WORDS	Closeness, safety, wellbeing
THEME AREA	Psycho-sexual Education
KEY INFORMATION FOR THE ACTIVITY	
<p>Intimacy involves closeness, both physical and emotional.</p> <p>We all have a private space where we feel safe and where we only let people in who we are comfortable with.</p> <p>Risk factors</p> <p>When we feel that our intimate space is being trespassed on or we do not communicate our limits, insecurity is created and often the feeling that we are not doing what is right. We feel ashamed, in the sense of not living up to what is expected of us, and we experience guilt for being accomplices and used. These are very powerful and at the same time paralyzing feelings that determine the silence of the child.</p> <p>A lack of knowledge about the right to say no, that boys and girls have in reference to physical contact – such as kissing, hugging, tickling - and other situations, is often related to the education received and the values transmitted, which confuse them when marking their protective limits.</p> <p>Protection factors</p> <p>It is important to promote the creation of own spaces where children can develop their own identity, autonomy and security. These spaces of trust increase self-esteem. In order to learn how to establish limits the child must know that s/he has the right to say “no” in uncomfortable situations.</p> <p>We must convey this right to children in a clear way so that they can understand that a “no” related to the preservation of intimacy and respect for one’s body is never a gesture of bad education.</p> <p>If these limits are violated, either because they have not been able to say no or because that “no” has not been heard, the child should not feel guilty: he or she is not responsible.</p>	
OBJECTIVES	<ul style="list-style-type: none"> • Differentiate intimate body parts from non intimate ones. • Recognise different types of expressions and affective behaviours. • Increase awareness of the right to decide about the type of relationship we want to establish with other people.
MATERIAL NEEDED	<ul style="list-style-type: none"> • A large piece of cardboard, magazines, scissors and glue
DURATION	<ul style="list-style-type: none"> • Approximately one hour.
IMPLEMENTATION	
<p>The activity consists in making a large mural using images from magazines. The mural must have three sections: 1) private body parts, 2) public body parts and 3) expressions of affection.</p> <p>The children will have to search through different images in magazines, cutting them out and including them in the right section.</p> <p>Once the mural is finished, you can talk to the group about the body parts that are private, which are usually covered, the different expressions of affection that people give, the importance of deciding about your own body, the right to refuse unwanted contact, etc.</p> <p>Talk to the group about the importance of asking for help when we find situations difficult to resolve. Ask the children to say the name of a person who they can count on if they need help and make them think of situations that person could help them with and how they could contact them.</p>	

ACTIVITY	Role-Play
KEY WORDS	Trust, confidence
THEME AREA	Relationships and network of trusted people
KEY INFORMATION FOR THE ACTIVITY	
Abuse is related with words as power, right, and confidence.	
<p>We would hate to think that someone has power over children or teenagers and can dominate them. Children are not fully responsible for themselves and for this reason we provide them with protection and patterns whilst they are dependants and vulnerable. We watch over them. The question is: Are we using this power correctly?</p>	
<p>Risk factor Providing children with more freedom and responsibility than they are prepared for.</p>	
<p>Protection factor Place limits, provide patterns and take care of children.</p>	
OBJECTIVES	<ul style="list-style-type: none"> • Identify violations of private space and build copying strategies. • Recognise the behavioural traits of abusers.
MATERIAL NEEDED	<ul style="list-style-type: none"> • Clothing and accessories, if necessary
DURATION	<ul style="list-style-type: none"> • Approximately one and a half hours.
IMPLEMENTATION	
<p>FIRST SCENE: On the train Characters Character 1: Person who walks into the carriage and disturbs travellers, joking, touching (not private parts) and approaching them to talk to them. Each child should perform this character, showing them that this is an invasive person who bothers people. Characters 2, 3 and 4: Train travellers who react to Character 1's behaviour.</p> <p>Ask four children to perform the theatrical improvisation, while the rest of the group observes as the audience, with the task of analysing the situation. The audience must be aware of and identify the strategies of the travellers. Encourage the performers to invent their own outcome. With the audience analyse what they have seen. Help them identify the invasion of personal space and the strategies used to defend it. If necessary, you can suggest alternative strategies. Ask performers to talk about the feelings they experienced. Ask if they have experienced similar situations.</p>	
<p>SECOND SCENE: In the playground Characters Character 1: Somebody who they know. Character 2 and 3 and who find Character 1 in the park and asks each of them for a euro to buy something (sandwich, bus ticket...). The situation is repeated during different weeks (teacher may cut the scene and specify that another week has gone by) Characters 2 and 3: Two friends who are talking quietly. Character 1, who they know, asks them for a euro. They greet Character 1 and react as they consider fit.</p> <p>Ask three children to perform the theatrical improvisation, while the rest of the group observes as the audience, with the task of analysing the situation.</p>	

Repeat the situation several times and note the different strategies for managing the situation.

Once the improvisation has finished, talk about it and try to find an adjective to describe Character 1. The objective is to describe Character 1's behaviour as abusive and to look at how s/he takes advantage of trust to his/her own benefit. This strengthens the idea that even with people we know, we can suffer a breach of confidence and that saying no is also a right in this kind of situation.

ACTIVITY	Think About It
KEY WORDS	Trusted people
THEME AREA	Relationships and network of trusted people
KEY INFORMATION FOR THE ACTIVITY	
<p>Confidence building between an adult and child increases the chance of abuse disclosure. These are people who the child considers can help them.</p> <p>Risk factor Limits of personal relationships, especially between adults and children, must be clear to avoid breaches of trust.</p> <p>Protection factors People who work with children should know how to react to any type of sexual abuse disclosure. This activity provides children and educators with action guidelines for confronting abusive situations.</p>	
OBJECTIVES	<ul style="list-style-type: none"> • Differentiate between actions that hurt the body or feelings. Recognise trustworthy people. • Remove the fear of addressing trustworthy people to tell them about suffering abuse.
MATERIAL NEEDED	<ul style="list-style-type: none"> • R1 and R2 resource sheets, pencil, addresses, and phone number from TOOLS.
DURATION	<ul style="list-style-type: none"> • About one and a half hours.
IMPLEMENTATION	
<p>Introduce the session. Explain that you are going to talk about different ways of being hurt, and what can we do if it happens.</p> <p>Define different ways of being mistreated or hurt with the group. Ask children about the ways they think people hurt others and write them down on the board. It is likely that concepts such as hitting, pushing, insulting, yelling, bullying at school or online mobbing will be mentioned.</p> <p>Arrange these various forms of mistreatment into two main groups:</p> <ul style="list-style-type: none"> • Actions that annoy or harm the body: hitting, pushing, pinching hard, sexual abuse... • Actions that hurt emotions: shouting, insulting, marginalising, humiliating, leaving alone at home or at school, friends who do not talk to you, being forced to do things that make you feel bad... <p>Explain that things that bother us or hurt the body also hurt our emotions. These things make us feel sad, insecure, angry, rejected...</p> <p>Ask the children:</p> <ul style="list-style-type: none"> • Has anyone ever harmed you? Your body? Your emotions? • Can we hurt ourselves? How? • Is it possible for someone from our environment to hurt us, a friend, a relative, a teacher...? If this were to happen, who could we tell? <p>Then distribute blank paper to each child and ask each child to open the palm of one hand and draw its silhouette on the paper. Once the hand is drawn on the paper they have to think on 5 trusted people and write their name on each of the fingers of the hand. Remind the children that at least 4 of these people need to be adults (as they tend to think only on their peer</p>	

friends). These people can be relatives or not. It is also a good idea to remind them of people who live or work near their home and can help them because sometimes parents don't listen or are too busy.

You can also ask them to write down what they like about these people and why they trust them.

After the drawings are finished, ask each child to explain who they chose and why, while pointing out and leading the discussion on the characteristics that a person needs to be reliable.

Usually the answer is: hear me out, know how to solve a problem, not punish me, believe in me, easy to explain a problem to... Once the criteria are clear we need to identify personal traits. Talk about the people who could help them, were they do need it.

You could reinforce the idea that school is also a space where there are reliable adults who can help.

ACTIVITY	Create a Comic
KEY WORDS	Body limits
THEME AREA	Understanding Child Sexual Abuse
KEY INFORMATION FOR THE ACTIVITY	
<p>In the same way that adults help children from birth to discover and recognise the potential of their bodies, it is important to teach them to establish limits for their personal space, when necessary. Kisses, hugs_ and caresses as expressions of affection should be consensual, on a mutual understanding basis. We must respect the right of young people to not feel forced to receive them or make them against their will.</p> <p>Risk factors Insecurity and lack of affection and protection. Indifference and neglect by adults.</p> <p>Protection factors The watchful eyes of people around towards the young.</p>	
OBJECTIVES	<ul style="list-style-type: none"> • Recognize personal care space, which changes from person to person. • Develop behaviours that help to set limits. • Identify negative feelings caused by the invasion of personal space.
MATERIAL NEEDED	<ul style="list-style-type: none"> • Sheets and pencils
DURATION	<ul style="list-style-type: none"> • Approximately one and a half hours
IMPLEMENTATION	
<p>Work with girls and boys on their comfort zone. Ask them to stand in two rows facing each other at a distance of about 3 metres. Tell the children in one row to move, whilst the others stay still. Those who are standing still must tell the person in front of them to stop when they feel uncomfortable. Once they have all stopped, the children in the moving row swap places with the person to their right. It is now their turn to remain still and establish the limits.</p> <p>Afterwards, ask each of them to analyse how they felt. Ask:</p> <ul style="list-style-type: none"> • Did you have the same feeling when you were 3 metres apart as when you were an inch away from each other? • Does it make any difference if the person in front of you is a boy or a girl? • As a person approaches you, do you notice they are entering your personal space? • Have you ever felt uncomfortable because someone was getting too close? • Propose a project to create a comic in groups of 2 or 3 people. Read the two scenarios below to them. Discuss them and ask each group to choose one to represent as cartoons. Each group must decide what ending they want to give to the chosen scenario. <p>Distribute the paper sheets.</p> <p>When finished, you can put all the comics in an album or make a presentation.</p> <p>Scenario 1 — Carol and Vanessa are very good friends. They do everything together. Carol is a little overwhelmed because Vanessa does not let her play with other children in class and she gets angry if Carol goes to another girl's house after school. After this has happened a few times, Vanessa tells her that she does not believe she is her best friend and has asked her to do</p>	

something to prove their friendship: Carol must write the initials of them both in a heart on her hand with a permanent pen so that everyone else can see it. She cannot erase it in a week. If she does, it will mean she is not her friend.

Scenario 2 — Albert is tired of his best friend, Brenda, always throwing herself on him when they are watching a film on the sofa at home and wanting to start a tickling war or kissing. He likes her to come to his house. She is very good at playing PlayStation and she is very funny but sometimes she is very annoying and has the habit of calling him a ridiculous nickname she gave him when they were young: Cutie.

Let the children see all the comics or let each group explain their comic.

To help them reflect, ask:

- In these scenarios, personal limits have been crossed. In what way? How do the protagonists feel in each story when their personal space has been invaded?
- What if the people who invade their personal space were adults rather than children? What should be done in each case?

ACTIVITY	Define some terms
KEY WORDS	Abuse
THEME AREA	Understanding Child Sexual Abuse
KEY INFORMATION FOR THE ACTIVITY	
<p>Unfortunately, in our society there are many types of maltreatment. We all have heard about gender violence, bullying, corruption... Like any other form of abuse, child sexual abuse assaults the person and violates the very concept of civilisation. Therefore, it is fundamental that we train children to detect the different types of abuse, so that they know how to react in case they or others suffer of them.</p> <p>Risk factors Not knowing the types of child abuse that exist, makes it difficult to detect them. If we do not know how to recognise and detect a problem, it is very difficult to solve it.</p> <p>Protection factors Information on the types of abuse and the establishment of a network of reliable people protect children from possible abuse. The people who work with children have to equip them with tools to deal with the abuse and to develop their personal strengths.</p>	
OBJECTIVES	<p>Define different types of abuse and key concepts related to abuse.</p> <p>Look for examples of situations related to mistreatment and abuse.</p> <p>Give a voice to the boys and girls who need to express a situation that bothers them and be able to talk with all of them.</p>
MATERIAL NEEDED	Several cards containing concepts related to mistreatment and abuses.
DURATION	Approximately one hour.
IMPLEMENTATION	
<p>Show the cards with the different concepts. Ask the boys and girls to try and define them. Then describe three examples of each.</p> <ul style="list-style-type: none"> • Physical abuse • Psychological abuse • Verbal abuse • Sexual abuse • Social and economic abuse • Gender violence • School bullying <p>Mention that sometimes we are the ones who mistreat ourselves. For example, when we self-harm, when we abuse substances, when we expose ourselves to extreme risks... It is also important to say that in the case of child sexual abuse, people who harm are often people in the circle of trust (such as family, friends, teachers...) rather than strangers. This is a statistical fact that has a high emotional impact.</p> <p>In general, mobile phones, the internet and new technologies are channels that abusers often use to harm us. Talk with the children about this issue and ask them to explain situations they know of.</p> <p>Child sexual abuse is a problem that goes highly unnoticed. Statistics show that 20% of children are abused and often no one realises. In these cases,</p>	

the problem is that there is an abuse of trust and power from the adult who takes advantage of the innocence of children.

Show the last cards to the group to conclude the talk and clarify the following concepts:

Childhood innocence, Abuse of trust, Body intimacy, Abuse of power.