



# Asking for help: KS3



Our pupils need knowledge and capability to take care of themselves and receive support if problems arise to stay safe, healthy and happy. This resource uses the knowledge, skills and strategies taught in RSHE to support safeguarding so that pupils:

- Understand the feelings that tell them when they might need to seek help and support
- Know different ways they can access help and support
- Can identify trusted sources of help and support

The resource combines lessons from the RSE Solution resource with supplementary supporting lessons and activities. They can be used flexibly across the year groups with any adaptations to remain age and stage appropriate and best meet your school community needs. Schools are responsible for ensuring that they have conducted pupil voice to inform the age and stage appropriateness of these resources, and that their school RSHE Policy reflects the teaching strategies promoted. This resource should be aligned to your planned, developmental RSHE curriculum.

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## Getting Started

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The first section provides some important guidance in creating a safe learning environment:

- Creating a working agreement
- Preparing to answer questions
- Safeguarding: Distancing, signposting and disclosures

## Lesson: Recognising signs of worry

Page 8

This lesson is from the 'Every Mind Matters' resource bank. Developed with teachers and NHS approved, this short activity prompts students to consider the thoughts, physical signs and actions that might be associated with worry. Knowing when it is needed is the first step to seeking help. This should build on the skills, knowledge, and strategies that pupils have previously acquired around emotional literacy. An animated film introduces the worry tree – a tool to support young people to combat worries.

## Lessons: Asking for help

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These lessons are lesson 6 in the RSE Solution resource. However, we recommend you deliver these at the start of the school year along with the Helping Hand activity alongside signposting children and families to trusted sources of information, advice, and guidance. You might need to recap terms.

Year Seven: Problems and wellbeing and available support services (Page 92)

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## Lesson: A Helping Hand

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This activity is delivered initially in primary school. It is vital that all children and young people are supported to identify five trusted adults who can help them and that they are reminded of the need to have such adults. At least one should be an adult in school on a regular basis and ideally two will be school based.

## Getting Started

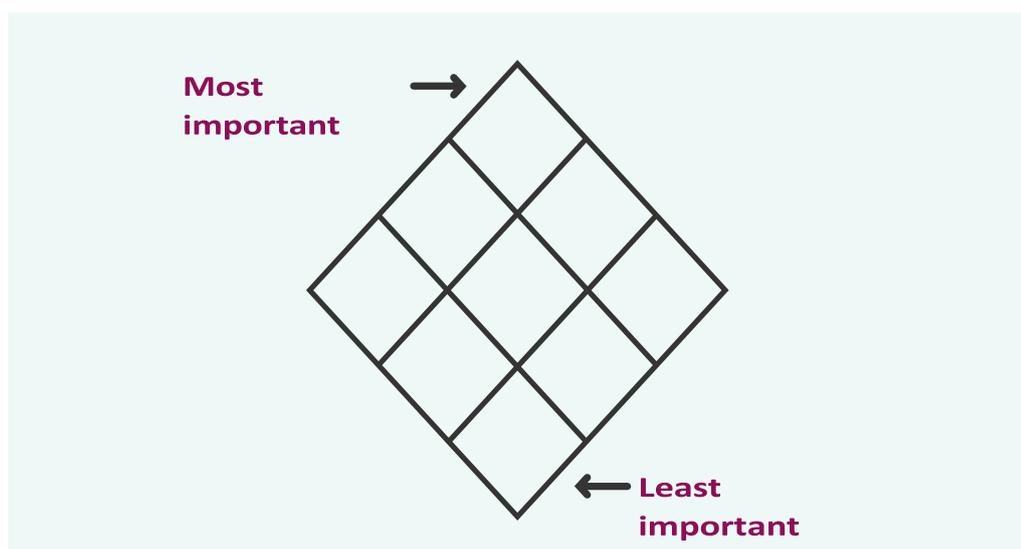
### Creating a working agreement

Establishing a working agreement with your class for RSHE is essential. The value of the working agreement is dependent on the time and process taken to create it. Once established, it will provide pupils with a clear understanding of what behaviours, including language are acceptable. It can support a safe, democratic, and empowering learning space for pupils, promoting confidence to fully engage in RSHE lessons without fear of 'getting it wrong'.

Start by explaining to pupils that before RSHE lessons commence, it is important that everyone feels safe, empowered, and clear about what is and is not acceptable during RSHE lessons.

To get pupils warmed up, start by asking them to imagine someone new is joining the class and they need to think of things that would make the new person feel comfortable to come and join in the RSHE lessons.

Once the class has agreed what things would support someone new to feel comfortable to join in RSHE, ask pupils to identify what they would like to have included in a working agreement. Write these down in their own words before ranking them in order of importance. You could use a diamond nine template, such as the one below:



Whilst pupils order the suggestions and create the working agreement, you can remind and encourage them to embed the behaviours they have identified over the process of this activity. This is better than trying to embed behaviours during an activity on a challenging topic, when pupils may feel more exposed or sensitive to reminders about appropriate classroom behaviours.

It may be helpful to add statements to the working agreement such as 'this means that I will...' and 'this means that I will not...' to ensure pupils understand how the agreement relates to their behaviour.

Once the class has finalised the working agreement, ask them to illustrate it, type it up or write their name around it so there is a commitment of ownership by the whole class to what has been agreed.

Display the agreement for each RSHE lesson on the wall or place laminated copies on each working table.

It may be helpful to ensure that the working agreement covers the following elements, using pupils suggested language:

**Openness:** We will be open and honest without directly talking about ourselves or each other. Instead, we could say 'I know someone who' or 'person X'.

**Keep the conversation in the room:** We will feel safe to talk openly, knowing our teacher will not tell anyone else what we have said unless they are worried that we are not safe. We cannot stop other pupils talking about what we have said so we need to stop and think before we share!

**Non-judgemental approach:** It is OK to not agree with each other, but we challenge what is said, not the person who says it.

**Right to pass:** We will try to join in, but if we feel uncomfortable in the lesson we can pass.

**Make no assumptions:** We will not assume what other people think and feel because of what we think we already know about them (religion, culture, life experience, disability etc).

**Listen to others:** We will listen fully to what everyone has to say before deciding what we want to say in response.

**Appropriate language:** We will use scientific words when talking about the body. If we don't know them, our teacher will tell us.

**Questions:** We can ask questions. We will not ask each other personal questions, and no one can ask us personal questions (this includes our teacher). Help and advice: If we need help and advice about anything, we will speak to our teacher or another adult we trust. We will help our friends to get help if we think they need it.

## Preparing to answer questions:

It is essential pupils are given space within each lesson to ask any questions they have, to seek reassurance for concerns, fill any gaps of knowledge and addressing misconceptions.

Questions can provide a useful form of baseline assessment. For example, a question box can be left in a pre-agreed place and pupils given advance notice of a topic that will be covered, being invited to add questions to the box prior to the lesson. The advantage of this approach is the teacher can pre-empt the level of knowledge so the lesson can be appropriately pitched, as well as providing a chance to research or consider appropriate responses to the questions raised.

Post-lesson questions can provide a useful form of summative assessment, providing the teacher with an opportunity to identify any remaining knowledge gaps or skill development needs.

Some teachers feel anxious about the post-lesson questions, as this is a part of the lesson that is hard to prepare for. Take reassurance that teachers are not required to be the experts in all areas of RSHE, neither does every question have to be answered. If a question arises that may not be appropriate to answer, it is acceptable to tell pupils that some questions will be answered in the following lesson, providing a chance to research an appropriate response, collaborate with colleagues to check a suitable age-appropriate response, or find organisations relevant to the topic that pupils can be signposted to for their own research. It may also be appropriate to suggest a pupil asks their question at home.

If anonymous question boxes are being used during a lesson, it is important to ask all pupils to complete a question slip and place into the box. If they do not have a question, they can just write 'Hi' or draw a smiley face. This will ensure that no pupil is exposed as having asked a question when only a few questions have been asked.

Question card templates are provided on page 41 of the RSE Solution resource, but pupils could also make their own laminated Question cards featuring a tick box option at the bottom where they can express their preferred method of response such as:

- Answer in class Q&A
- Answer 1:1
- Just wanted you to know that...

Younger pupils may respond to a puppet that is used as a 'worry guzzler', or similar format. Pupils can then direct their questions to the puppet as you circulate around the class. The questions can be discussed and answered during a whole-class Q&A through the puppet.

It is also useful to tell pupils where they can access support and advice both inside and outside of school including online support from quality assured, trusted websites. This will help prevent the seeking of information from inappropriate or unsafe places, where they could put themselves at risk or receive inaccurate information.



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Answer in class Q&A

Answer 1:1

Just wanted you to know that..

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Answer in class Q&A

Answer 1:1

Just wanted you to know that..

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Answer in class Q&A

Answer 1:1

Just wanted you to know that..

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Answer in class Q&A

Answer 1:1

Just wanted you to know that..

## **Safeguarding: Distancing, sign posting and disclosures**

**Distancing:** RSHE can be a challenge for all pupils for a variety of reasons. Some pupils may have difficulty in communicating their personal views and opinions or respecting the different opinions of others. Some pupils may lack the confidence or feel vulnerable to share their internal thoughts. RSHE may trigger uncomfortable feelings and awareness of abuse. The use of characters appears in a variety of ways, including the creation of fictional characters. Pupils very often subconsciously project much of themselves into the characters to explore, share and express their own views of the lesson activities through the character. This type of strategy can promote pupil engagement in RSHE.

**Signposting:** Before each lesson, it is helpful to research local and national support agencies relevant to the topic you are teaching, so that at the end of the lesson you can appropriately signpost pupils and their families for specialist information, advice, and guidance. Always remind pupils who they can talk to in school if they have concerns and take the time to liaise with the pastoral team about RSHE topic coverage so they can prepare for any pupil responses.

**Safeguarding disclosures:** RSHE can prompt safeguarding disclosures. This is because effective RSHE teaches the information, language, emotional literacy, and character skills to raise awareness and report incidents of abuse. Ensure that all staff in school are familiar with the safeguarding policy prior to RSHE being taught so pupils will receive an appropriate and consistent response, whoever they approach within the school.

RSHE can lead to disclosures relating to gender and sexual identity etc. It is important to recognise that this is not a safeguarding disclosure, and the information does not need to be shared unless the pupil discloses any cause for concern about risk, in which case the approach is the same as it would be with any pupil. Respond to such disclosures by offering positive affirmation and working individually with the pupil, allowing the pupil to be fully empowered to make their own choices and work at a pace dictated by them.

Teaching RSHE can be a challenge for some teachers due to their own life experiences. Ensure that all staff are fully supported to teach RSHE, including the right not to teach a topic or lesson that they feel would be detrimental to their wellbeing. It might be possible for teachers to swap their lessons, or for an alternative member of staff to teach the lesson with the teacher supporting.

## Lesson: Recognising signs of worry

The knowledge, skills and values in this lesson need to be revisited every year.

### Resources required:

- [Every Mind Matters PPT: The worry tree – KS3 and KS4 activities](#)
- Blank A4 paper and pens
- The signs of worry scaffold activity (optional – print slide 15 for each student who needs support)
- Worry Tree PDF (optional)

### Lesson aim:

Pupils can recognise signs of worry and actions that can be taken to manage worry.

### Learning outcomes:

- I can identify the signs of worry
- I can explain ways of managing worry and where to seek support

### Key vocabulary:

Worry, emotions (feelings), thoughts (what we think), responses (what we do), strategies (actions), resilience

### Teacher notes:

In this activity, students explore worry and how they can use the worry tree to combat worries. It is recommended for ages 11-16. Before delivering the lesson consider cross-curricular links and how this could be related to other subjects, watch the film on slide 8 of this PowerPoint and read through classroom tips on slide 3.

### Activity one: The signs of worry

Ask students to discuss the three different ways that worry might present itself. Collate a list of examples as a class.

Examples include:

- **Thoughts** – I can't cope, what will happen if..., repetitive thoughts about possible negative outcomes
- **Physical signs** – worry might be felt in the stomach, chest, head, or throat. Physical signs of worry might include a faster heartbeat, dry mouth, sweaty palms, fidgeting, difficulty concentrating, feeling sick or wanting to go to the toilet. Physical signs like a stomach-ache or headache can be common if the worrying goes on for a long period of time.
- **Actions (or behaviours)** – seeming especially quiet or especially loud, seeming distant or distracted, changes in sleep or appetite, avoiding the situation or the people that are worrying her or seeking lots of reassurance from those around her.

**Support:** Print out slide 15 'Signs of worry' as a scaffold for students who need additional support, such as those with SEND. This scaffold allows them to match up some examples and then try and come up with one of their own examples. You may also wish to share this slide with the class.

**Challenge:** Do you think these signs of worry can be connected? Give some different examples to support your answer. (Students might consider how worrying thoughts can influence feelings which in turn can influence a young person's behaviour. For example, if someone is worrying about an exam, they might start to feel adrenaline/feel unwell which could result in changes in sleep patterns).

Reassure students that it is okay to feel worried or stressed at times it's a natural response to what's happening around us. Emphasise that the first step to managing worries is to recognise how worry can manifest in thoughts, physical signs, or actions/behaviours – like we just have!

### Activity two: The worry tree

Explain to students that they are going to learn one key strategy for managing worries called '**The Worry Tree**'. They will watch a short film and then complete an activity on the next slide to help Daniola through her worries.

Note, you can play the film by clicking on the arrow in the Power Point.

Show students the clip above and ask them to look out for the strategies for managing worry.

The worry tree can be a useful tool to work through worries. This slide and the next offer example worries – click to reveal the different stages within the worry tree and encourage students to work through to help Daniola.

When you reach the question 'Can she do something about it?' explain that with this question is useful in helping Daniola to understand whether:

- It is a worry about something that she *can't* control.
- This is a worry she *can* do something about.

Note that worrying about failing a test is something Daniola can plan for (revise, speak to a teacher, etc.) whereas worrying that other people don't think she is attractive or that another pandemic will happen are both out of her control.

If needed, reinforce to students that 'attractiveness' is subjective (it's other people's opinion – not a fact) and so it's not something that Daniola can control.

Click to reveal the final stage of the worry tree, and explain that:

- If it is a worry that *might* happen or that Daniola *can't* control, the best thing for her to do is try to let the worry go
- If it is a worry that Daniola *can* do something about, then she can plan – and decide what to do, how and when, before trying to let the worry go

Once students understand the tree, encourage them to pick one or two of the worries from the slide and work through the worry tree with them.

Students could also come up with their own examples of what they think are relevant worries for people in their age group. **Note that students should not be encouraged to share their own personal worries in the classroom.**

Note that the next slide prompts discussion on how young people might let the worry go and strategies to help with letting worry go are on slide 12.

**Support:** The worry tree is available as a print-out PDF and can be given to individuals or small groups as they are working through the tree, although again students should not be encouraged to publicise their worries or add them to the class display. Instead, it can serve as a visual reminder of the strategy.

**Challenge:** One helpful way to practise letting go of worries is visualisation. Come up with a list of visualisations that could help to let go of worries, e.g., watching the worry float away down a river, throwing the worry in a bin.

### Ending the lesson:

Give students a minute to reflect on this question before asking the class for their thoughts (e.g., speaking to a trusted adult, speaking to friends, having fun, distraction).

Explain that it can also be helpful to write worries down. Students could also try having 'worry time' where they keep any worries they have for a specific part of the day or week and try to remind themselves when worries arise at other times, that they have a dedicated worrying session to deal with them.

### Pass the worry

Ask each individual student, or pair, to decide on one common worry that faces teenagers (remind them not to use personal examples). Write down some examples for all to see.

Throw a scrunched-up ball of paper (a worry ball) to one of the students/pairs. When they catch it, can they name one sign of worry and one thing that could be done to help with the worry. When they name the strategy, they can identify a worry on the board to be cancelled out and either the teacher or student can cross it off the list.

After the list of worries has been crossed off, unfold the scrunched-up paper, and explain to students that often, worries can make us feel scrunched up like the paper, but the strategies learned in the lesson can be helpful in un-scrunching.

Highlight that sometimes there are worries that are outside of our control and that we find it hard to let go of, and that it is always advised to speak to a trusted adult about it. Explain that when someone is worried, it is even more important to try and look after our wellbeing (how we feel).

### **Extension:**

#### **What else can help?**

Explain that alongside the worry tree there are other things that help some young people to let go of worries. Read through the list with the class:

##### **1. Connecting with other people**

Speak to someone trusted about worries. This could be a friend, a teacher, or a family member. By sharing our worries, they can become easier to let go of. Sometime its useful to ask someone trusted to help plan about what to do about the worry.

##### **2. Being physically active**

This could be running, yoga, dancing or even just going for a walk. Exercise is very helpful in managing worry and stress.

##### **3. Learning something new or getting creative!**

Sometimes trying something new or creative can help to make worry and stress go away. This could be learning a new skill, like playing an instrument or playing a new game or puzzle. Creative activities like dancing, singing, and writing can also be great ways to express worries which in turn can help them to pass.

##### **4. Showing kindness to others**

Helping others out, for example through listening, writing a card, acts of kindness or just lending a hand to others can make young people feel good, help them let go of their own worries and create more positive self-worth.

##### **5. Paying attention to the present moment (mindfulness)**

This can include noticing thoughts and feelings, meditation, or relaxation such as having a bath or shower or going for a nature walk and noticing things. Paying attention to feelings can help calm the mind and relaxation can also help young people to let go of worries and stresses.

### **Assessment**

- Pupils have identified the signs of worry and its impact on wellbeing.
- Pupils have identified ways of managing worry and where to seek support.

# Everybody feels worried or stressed at times.

It is always good to try out the different actions learned in the lesson but if worries get too much, it is important to talk to a trusted adult and get some more help.

**Childline:**  
[childline.org.uk/info-advice](https://www.childline.org.uk/info-advice)  
Or call 0800 1111

**Shout:**  
Text 85258



# The signs of worry

For each sign of worry below, draw a symbol next to it to show whether it is a thought, behaviour or feeling in the body:

- A tight feeling in the chest
- 'It's all going to go wrong'
- Find hard to get to sleep
- 'I'm not going to finish this in time'
- Eating more or less food than normal
- Heart beating fast

Challenge: Can you think of your own examples and write them in the boxes?



## Thoughts

(Something they might think)

My example:

.....  
.....  
.....



## Behaviour

(Something they might do)

My example:

.....  
.....  
.....

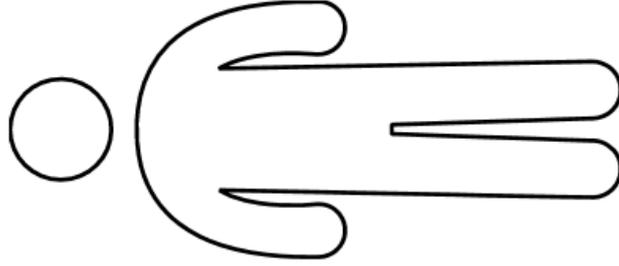


## Body

(Where they might feel it)

My example:

.....  
.....  
.....



## Asking for help: Year seven lesson



### Be prepared:

- Paper and pens
- Blue material or paper (not essential)
- Help Game
- Dice and counters

### Learning Outcomes:

- I understand how problems can impact on wellbeing, and affect both myself and other people in achieving our full potential.
- I know what support services are available to help me to deal with a range of problems.

### Teacher notes:

All schools do their best to support students, but pupils can often resist attempts to help them overcome their problems. Physical and psychological maturation is taking place against a backdrop of forming and developing relationships with adults and peers. Teaching adaptive help-seeking skills is essential to enable pupils to self-advocate, and to enable the space to empower pupils with knowledge of the range of support options available to them.

### Warm up: Helping hands

Divide the class into two teams, and ask two pupils to volunteer to arm wrestle with each other. Explain that whilst the two pupils arm wrestle, the spectators need to do everything they can, without physically touching either of the opponents, to win as many points as possible.

As each team wins a point, score this on the board and provide some commentary to add to the competition! Allow play to continue for approximately five minutes or until the teams realise that by working together they will score more points by quickly moving their arms in unison and both scoring several points. If they do not reach this conclusion then demonstrate this. Explain to pupils that there are many occasions when working with someone to reach a solution is easier than working alone; for example, when faced with a problem or a difficult challenge in life.



## Activity one: Problems, problems, problems!

*Give each pupil a piece of A4 paper and ask them to write, with large lettering, a problem on it that someone of their age may experience; reassure pupils that their suggestion does not have to reflect a problem that they are or have personally experienced. The piece of paper can then be screwed into a ball.*

Tell pupils to work in pairs or small groups to identify as many physical and emotional responses to feeling stressed by a problem. Tell them to group the responses onto a Venn diagram, with any that impact on both, written in the centre of the overlapping circles.

**Suggestions may include** *difficulty sleeping, loss of appetite/increase in appetite, headaches, etc.*

Ask pupils to share some of their suggestions with the rest of the class.



## Activity two: The river of life

*Tell pupils to shout out the things that they are aspiring to achieve in their life. Suggestions could relate to happiness, wealth, health, family, social status, career, etc. Write these down on a large sheet of paper.*

Explain to pupils that life is not always smooth sailing, and that in reaching their aspirations they may experience problems and challenges.

If you have any large blue paper or material, lay this out on the floor to represent the 'river of life'. If not, create a space and explain the concept, asking pupils to imagine it. At the end of the river, place the sheet with the life aspirations detailed on. Next, tell pupils to lay their screwed-up problem paper balls into the river of life; explain that these represent the boulders that can get in the way of life.

Next, walk down the river, towards the aspirations, and each time you reach a boulder, open it up and read it out. Ask pupils to make suggestions about who you could approach to help you get information, advice and support to overcome that boulder. If they can successfully identify an effective source of support, then you can kick the boulder out of the way. If they cannot identify an effective source of support, then leave the opened boulder in place, stepping around it and repeating the process until you have progressed down the river all the way to the end, with the remaining problems clearly visible in the river. As a teacher, start to make suggestions about places that are available for support with the remaining problems, encouraging pupils to consider targeted local support services, as well as the generic options such as a teacher, and online support such as Childline.

*Reinforce the message that it is important to ask for help if pupils experience problems. Imagine a life still full of boulders and not being able to achieve their aspirations! Tell pupils that if they don't know where to go for help, they can ask someone in school who will help them to find the best place to get information, advice and guidance related to their issue, without them having to disclose details of the problem.*



## Activity three: Snakes and ladders

*Divide the class into groups of up to 6, and give each group a game board, dice and counters.*

Tell pupils to reflect on their Venn diagrams, which show the emotional and physical responses to personal problems, and write what the internal thoughts of that person might be, before writing these down in the speech bubbles of the characters on the board.

Pupils then play the game as per the instructions. Circulate around the room offering help and guidance as required.

*Finish the lesson by explaining that it is important to seek help and support so that problems do not make pupils unhappy, unsafe, unhealthy, or become barriers to reaching full potential and realising hopes for the future.*



## Extension activity:

Tell pupils to create a poster that encourages young people to ask for information, advice and help if they have a problem. It will need a catchy slogan, such as 'don't bottle it up' or a 'problem shared is a problem halved', etc.



## Assessment:

**Activity one:** Pupils identified a range of problems that someone of their age may experience, including their impact on wellbeing.

**Activity two:** Pupils considered challenges to achieving their aspirations, including appropriate sources of support to overcome these.

**Activity three:** Pupils demonstrated awareness of a range of support services available, and an understanding of when it is important to access support for themselves and others.



## Instructions:

The first player is the person whose birthday is next.

Take it in turns to roll the dice and move your counter along.

If you land on a:



**Green square** – say a person or organisation you can contact for information, help and advice



**Blue square** – a problem that is best shared and not kept to yourself



**White square** – take a breather, sometimes life is OK!

The winner is the first person to reach the end of the game. Congratulations on surviving the challenges of life!

## Asking for help: Year eight lesson



### Be prepared:

- Paper and pens
- Mobile phone templates

### Learning Outcomes:

- I have considered a variety of problems that people of my age may experience.
- I feel confident to respond effectively to a friend who asks for help with a problem.
- I know that some problems can have a high level of risk, and when to seek further help and support.

### Teacher notes:

Despite the wide-ranging support that is offered to pupils, many will choose to confide in their peers for support with problems, including high risk situations. The focus of this lesson is to give pupils the skills to identify when it is appropriate to break confidence to prioritise the safety of a friend.

## Activity one:

*Introduce this activity by explaining that we will be identifying the types of problems that a person of this age may experience, without saying 'I have ...'. Reassure pupils that they can write any problems down, it does not have to be one that they have personally experienced.*

Lay out three large sheets of paper on different tables in the classroom. On the first sheet write the heading 'Problems', on the second 'Places to get help', and on the third 'Things that stop people asking for help'. Tell pupils to circulate around the sheets, writing their thoughts and suggestions relevant to each heading.

**Suggested answers:** *Problems: FGM, abuse, bullying, sexting, LGBT questioning, eating disorders, self-harm, family problems, friendship issues, forced marriage, body image and self-esteem, mental health, etc.*

**Places to get help:** *Suggestions from school support, online, health services, doctor/nurse, police, etc.*

Once pupils have had an opportunity to visit all three tables, ask them to return to their seats while you display the sheets at the front of the class. Discuss the sheets in the order detailed above, discussing each of the points raised with the class.

*Summarise this activity by highlighting that there are a number of problems that a young person of their age may experience, and lots of places to go for help. However, some people find it very challenging to ask for help.*

## Activity two:

Introduce this activity by explaining that despite the number of services available, many of which are accessible online and/or are completely confidential, lots of people choose to speak to their close friends, for advice, help and information with their problems. This activity will explore ways in which we can offer effective support to others.

Divide the class into five groups. Provide each group with a mobile phone template. Ask each group to reflect on the problems identified in Activity 1 and think of a problem that a friend might be likely to contact them about. Tell pupils to write a message on the phone in a way that a friend might share this problem with them.



**Discuss:** How would you feel if you received this text message from a friend?

Highlight key points and discuss the importance of taking care of yourself and others, emphasising rights and responsibilities.

Write the headings 'advantages' and 'disadvantages' on the board. Ask the class to shout out the advantages and disadvantages of approaching friends for help with a problem. Write these under the relevant headings. Now, draw a line under these comments.

Ask the groups to return to the mobile phone message. Tell pupils to write a reply on the phone in a way that they would be likely to respond.

Returning to the board, ask the class to shout out the advantages and disadvantages of giving friends advice, and write these under the relevant headings, beneath the line from the previous shout out.

*Summarise this activity by highlighting to pupils that a disadvantage of asking a friend for help is that there is no guarantee of confidentiality. It can also be a lot to ask someone to carry the responsibility of a problem, which may cause them considerable concern and anxiety about your safety and/or welfare. However, it is also very important to always ask for help when it is needed.*

## Activity three:

Introduce this activity by explaining to pupils that there are times when, to keep a friend safe, it is appropriate to break their confidence and tell a trusted adult about the problem. Knowing when and how to do this can be a real challenge. This activity will help them to understand when this might be necessary.

Tell the pupils that teachers and many other professionals, such as youth workers and health care workers, follow safeguarding guidelines that mean they can keep the information a young person shares with them confidential, unless they feel that the person is at risk of harm.



**Discuss:** Is working out if your friend may be at risk of harm, a good way of deciding whether or not to break a friend's confidence?

Tell each group to look at their messages and consider what the immediate and future risks of the situation might be. Instruct pupils to write these at the bottom of the mobile template page.

Invite each group to read out the problem on their mobile phone, including the perceived risks. Encourage the class to work together to rank the mobile phone templates in order of risk.

Discuss each problem as a class, in order of the least to highest risk. Asking if this is something that they would break confidence over, instructing them to raise their hand if they would. If more than half the class raise their hands, tick the mobile template.

### **Return to the ticked phones and discuss:**

Who could you approach to speak to about this, if you were worried that your friend was at risk?

Discuss the pros and cons of each suggestion as a class.

Return to any problems that were not ticked and ask pupils to catastrophise the problem. Re-rank the mobile phones in order of future risks.



**Discuss:** How would you feel if the worst imaginable scenario happened, and you had known about the problem, but not shared your concerns with anyone?

*Summarise this activity by reassuring that it is right to share problems, and friends can be a good source of support. However, there are times when it is important to seek more professional help from a trusted adult or an organisation that specialises in dealing with the problem.*



## Extension activity:

Provide pupils with access to the internet. Tell them to research support available online, or in their local area, relevant to the mobile template problem they were working on.

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## Assessment:

**Activity one:** Pupils considered a variety of problems that young people of their age may experience.

**Activity two:** Pupils identified effective responses when supporting friends with problems.

**Activity three:** Pupils developed an awareness of how to risk assess a problem, including when to seek further help and support.

**Evidence of assessment:** Problem sheets; mobile phone templates.



### Lesson six: Accessing help and support



#### Resources required:

- Plasticine
- Problem cards
- Friendship cards
- 'Monopoly of Life' game (printed on A3)
- Dice

#### Learning Outcomes:

- I have considered a range of issues that young people may need information, advice and support with.
- I know the support services available to help with a range of issues.
- I understand when it is necessary to break someone's confidence to keep them safe.

#### Teacher notes:

This activity has been designed to enable pupils to bring relevance to it by creating a game that directly addresses the issues and support options that pupils self-identify. It is important to encourage pupils to explore issues that their peers may also experience (FGM, forced marriage) and to extend their knowledge of support available. It may therefore be advantageous to research local support agencies in your area prior to the lesson. You could use the pupil responses from Activity 1 as an implicit needs assessment, to help inform future PSHE lessons that address the main areas of concern.

## Activity one:

*Introduce this activity by explaining that we will be identifying challenges that pupils in YR9 may experience. Reassure pupils that they will not be asked to share their own issues.*

Ask pupils to make a small head figure out of plasticine. This needs to stand up, as it will become a playing piece in a game. They can add eyes, hair, etc. to personalise it. They can give their playing piece a name.

Ask pupils to shout out a range of issues that a young person of their age may need information, advice or support with. Pupils may have a wide range of issues that extend beyond sex and relationships education; anything they suggest should be included if they feel it is relevant to them. Write these on the left-hand side of the board.

**Suggested answers:** eating disorders; self-harm; relationship worries; body concerns; contraception; STIs; online bullying; domestic violence in the home; financial worries; FGM; pornography; school pressure/exam worries; rape; sexting; bullying or friendship worries; mental health; gender questioning; sexuality, etc.

If they do not include them, suggest each in turn and ask pupils if this is something that a young person might be concerned by. If they agree, then add these to the board.

Divide the class into small groups of 4-6. Give each group a set of problem cards, and tell them to write the issues from the board onto the 'problem cards'.

Next, ask pupils to write the problems that they think a friend may ask them for advice with onto the 'friendship cards'.

*Summarise this activity by highlighting that everyone experiences challenges and faces difficult issues from time to time. It is important that we seek help and support with these when needed.*



## Activity two:

*Introduce this activity by explaining that there are many places a young person can go to for help and support with a range of issues. Some of these places can offer anonymous, confidential help.*

Tell pupils to shout out as many different places they can think of that a young person can get information, advice and support. Some may be confidential, medical, online, or people that they know.

**Suggested answers:** pharmacy; doctor; school nurse; family; friend; Childline; Police; PCSO; A&E; teacher; youth worker, etc.

If they do not include these, suggest each in turn, and ask pupils if this is someone a young person could go to for one or more of the issues we have written on the left-hand side of the board. If they agree, then add these to the board on the right-hand side.

Give each group a blank playing board and ask them to write in the yellow squares the places where they can go for support.

*Summarise this activity by reassuring pupils that it is important that we seek help and support with problems when needed. Many problems cannot be resolved without the required help to manage them safely.*



## Activity three:

*Introduce this activity by telling pupils that they are going to play a game. The game is called the 'Monopoly of Life'.*

Tell pupils to play the game 'Monopoly of Life' using the characters that they created in Activity 1, following the instructions as printed with the board, and using the 'problem' and 'friendship cards' that they have created.

Reassure pupils that if they struggle to answer a question, and the rest of the group cannot help them, to raise their hand and you will offer some guidance. Circulate around the class supporting pupils.



**Discuss:** Are there some things that it is necessary to break a friend's confidence over, to keep them safe?

*Summarise this activity by highlighting that everyone experiences challenges and faces difficult issues from time to time. Many problems cannot be resolved without the required help to manage them safely. It is important that we seek help and support with these when needed. Some places can offer anonymous, confidential help. There are times, even when a friend has been asked to keep a problem a secret, that to protect a person's safety they will need to inform an adult they trust.*



## Extension activity:

Ask pupils to write a script in response to a friend who has approached them with one of the issues on the board. Tell them to consider if this is something that they can help their friend find help for, or is it an issue that they will need to share with a trusted adult. If so, will they tell their friend that they are doing this? What would be the advantages and disadvantages of telling them?

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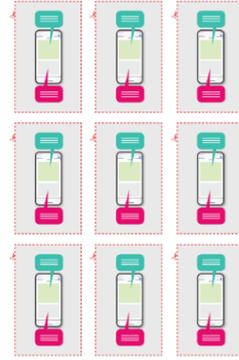
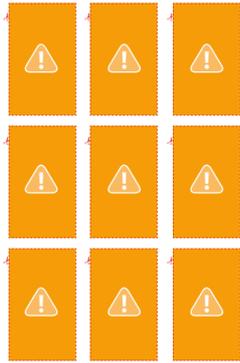
## Assessment:

**Activity one:** Pupils identified a range of relevant issues that young people may need support with.

**Activity two:** Pupils identified a variety of places they can go to for advice, help and support.

**Activity three:** Pupils recognised that there are times when they may need to break a friend's confidence to keep them/others safe.

**Evidence of assessment:** Monopoly board and cards; script (if extension activity completed).



**Instructions:**

Everyone places their character on the start position. The person who is due to have their birthday next rolls the dice first, players continue the game clockwise. The winner is the first player to get to the end.

If you land on a red space – say one issue from those written on the class board that you could speak to this person/organisation about.



Pick up a card with this symbol and say what advice you would give to that person.



Give an example of a situation in which it would be best to break someone's confidence, to keep them safe.



Give an example of something that you might want to be kept confidential, and where you could go to get confidential support or advice.



Pick up a card with this symbol and say where someone could go to get support for that problem.

## Helping Hand activity

### Lesson Aim

Pupils understand what makes a trusted adult and can identify 5 trusted adults who can help them.

### Learning Outcomes

I know what makes a trusted adult

I can name 5 trusted adults who can help me

### Resources Required

Pens / pencils

Paper

**Key words:** trust, safe, comfortable, uncomfortable

**Teacher's notes:** Be clear when teaching this lesson that a trusted adult takes care of you and considers your feelings. You feel safe with them most of the time. A parent or carer may have to teach you right and wrong, which sometimes means that you are told off, but you will still feel loved by them and safe with them most of the time. Be mindful that some pupils may have been told that they can trust someone to be groomed for abuse. It is therefore important to reinforce that a person is not trustworthy just because they tell you that they are, or that you are safe with them. Remind pupils that secrets which make them feel worried should always be shared with an adult that they trust and not kept as a secret, even if they have been threatened that something bad will happen if they share the secret. Reassure pupils that telling an adult they trust will help to ensure nothing bad happens.

**Begin the lesson by:** Explaining that in this lesson we will be learning about how we all need help sometimes. Talk about what feelings might give us clues that we need help, feeling uncomfortable; scared, worried, sad, or unsure about something. A trusted adult can help you stay healthy, happy, and safe. A trusted adult is someone who will always believe you when you need help. If you are scared, worried, sad, or unsure about something, you can tell them how you are feeling and why you feel that way. A trusted adult is there to look after you and who you feel safe around.

### **Activity:**

Everyone needs a helping hand sometimes and you are going to create your very own helping hand to identify who your trusted adults are. These would be people you talk to when you need help or if you are worried because someone you know needs help. Simply draw around your hand on the paper provided, and on each finger and the thumb write down or draw who your trusted adults are.

There are lots of different people who can be a trusted adult. It's a great idea to have two that are in school. This means that if you are talking to your friends about who their trusted adults are they may have different ones to you and that's okay.

The important thing to remember is that whoever you choose to be on your helping hand as a trusted adult, they are someone you could tell anything to.

### **Extension:**

You can also use the palm of your hand to write down other things that provide comfort to you, for example your favourite cushion, music etc. as you may want to have these with you to help you feel better.

### **Finish the lesson by:**

Providing pupils with an opportunity to ask questions. Remind pupils that this Helping Hand can be used when they feel uncomfortable feelings such as scared, worried, sad, or unsure. Reassure pupils that trusted adults should help them and that they should feel safe with a trusted adult. Remind pupils that all the children at this school are special to the school and that they can talk to any of the teachers and adults who work in the school if they ever need to, even if they haven't put them on their Helping Hand. Signpost pupils to who they can talk to in school if they have any worries or questions and where they can find information that might help them, their friends and family.

### **Assessment:**

Pupils identified their trusted adults, illustrating them on a handprint.

### **Evidence of assessment:**

Completed handprints