

Netiquette

Please read through our guidelines and scan the QR code or follow the link to complete a quick pre session survey



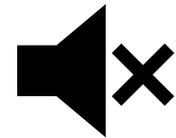
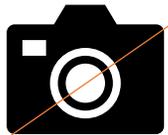
Switch off
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Mute your mic

Raise your
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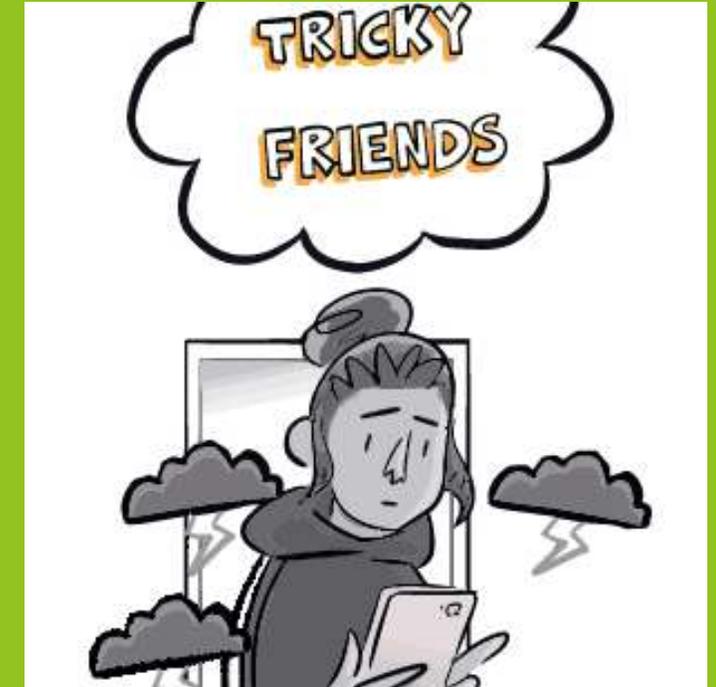
Use the CHAT
facility to
connect

Respect
confidentiality



Tricky friends:

The role of RSHE in preventing Child Criminal Exploitation (CCE)



Aims

01

Know how to create safe learning environments for effective teaching and learning about CCE

02

Access to the Tricky Friends RSE Resource; providing a developmental curriculum, with supporting resources

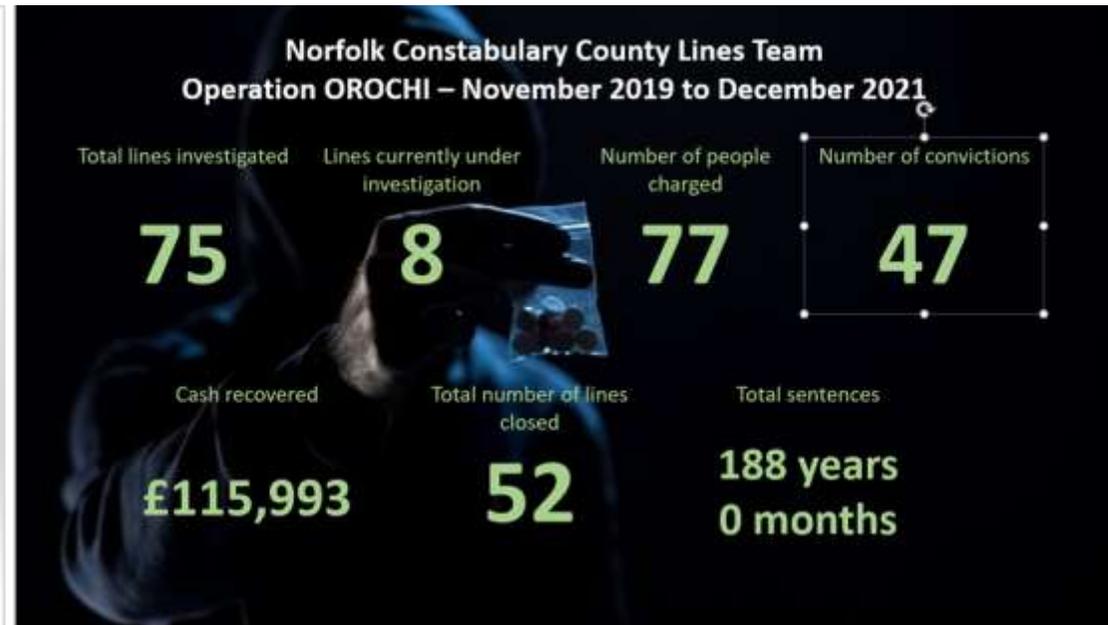
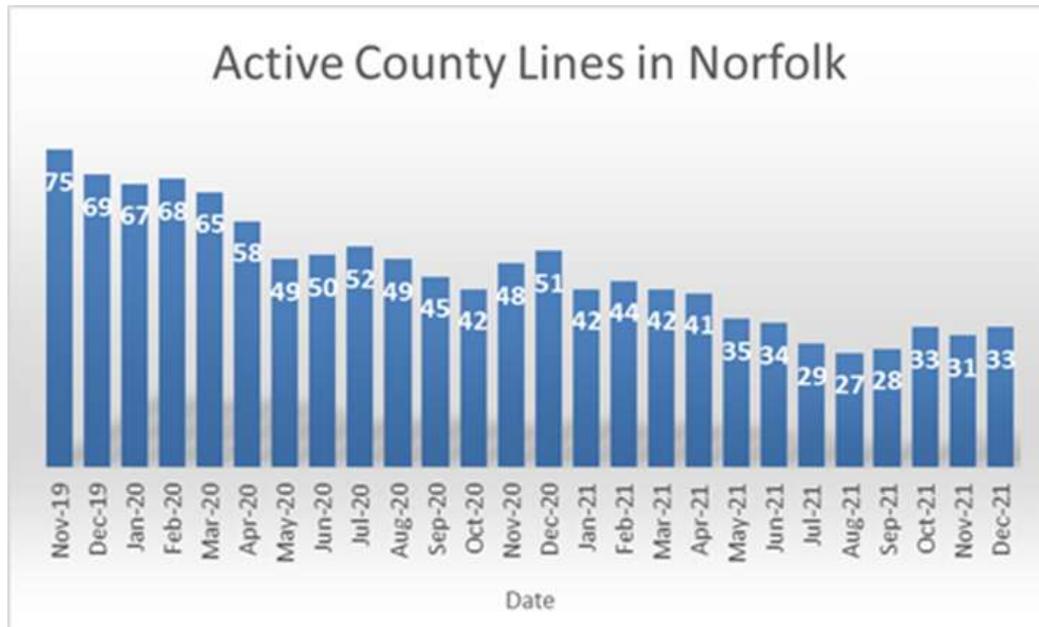
03

Collaborate with colleagues to identify approaches to using the newly launched NCSB 'tricky friends' animated resource

04

Greater awareness of the services and support available to schools in addressing CCE

Why is this work important...



Animated video

TRICKY FRIENDS

Getting started

What so we need to consider before using this resource?



School culture



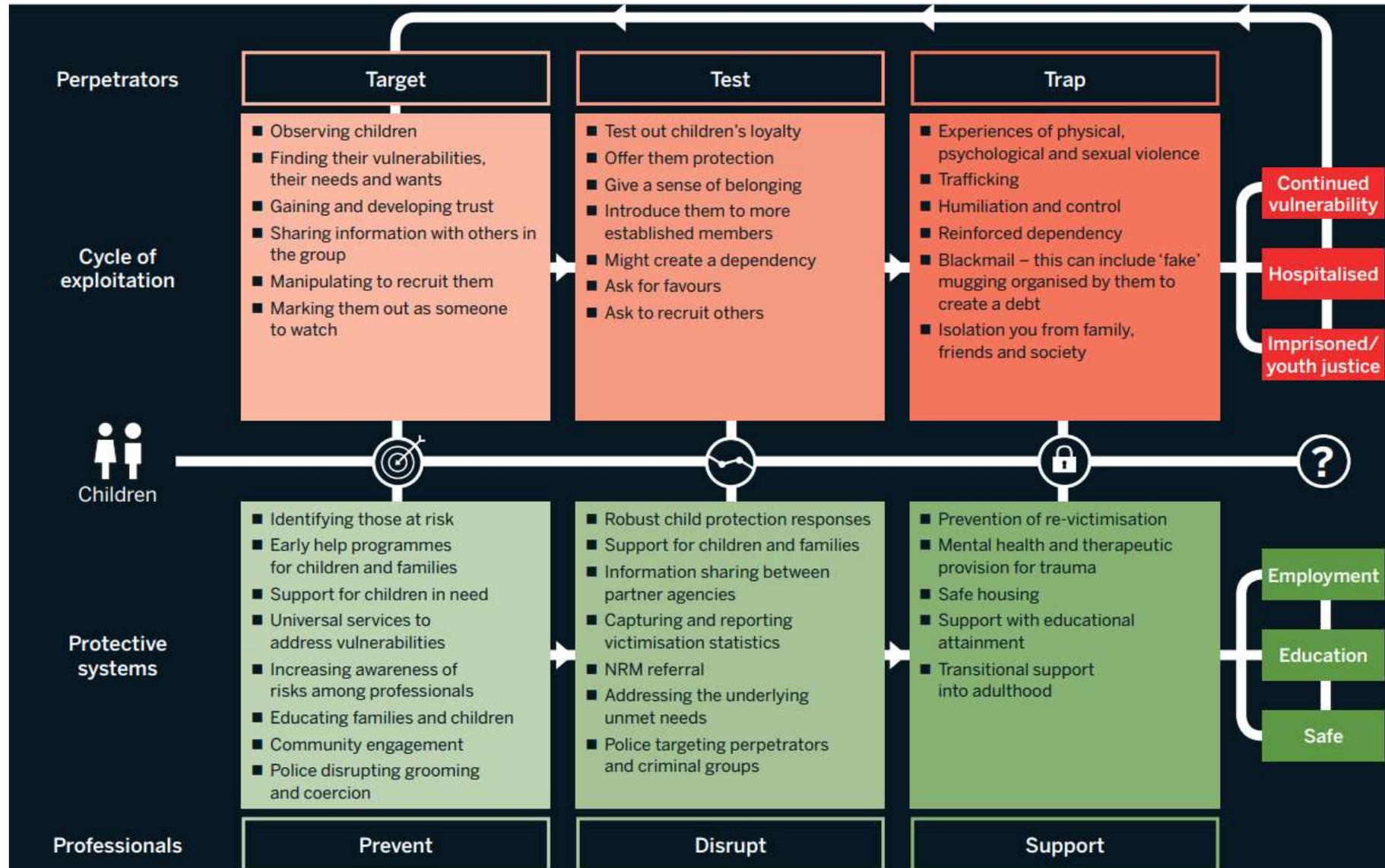
Teaching and resources



What is the role of RSHE in preventing CCE?

RSHE is a key part of the protective systems

<https://www.childrensociety.org.uk/sites/default/files/2020-10/counting-lives-report.pdf>



Curriculum – Primary

Families and people who care for me: How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships: How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships: About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

Online relationships: That people sometimes behave differently online, including by pretending to be someone they are not.

Mental Wellbeing: That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.

That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

Being safe:

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to get advice e.g. family, school and/or other sources.

Internet safety and harms: That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.

Curriculum - Secondary

Families: How to determine whether other children, adults or sources of information are trustworthy; judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.

Respectful relationships, including friendships: That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.

Being safe: The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.

Mental wellbeing: How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.

Internet safety and harms: How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.

Drugs, alcohol and tobacco: The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.

Tricky Friends RSE Resource

Guidance

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.

The following lesson plans are extracted from the RSE Solution resource, 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.

This resource should be aligned to your planned, developmental RSHE curriculum. The following sections provide some important guidance in creating a safe learning environment:

Creating a working agreement	3
Preparing to answer questions	6
Safeguarding: Distancing, signposting and disclosures	9

Lesson Plans

My feelings	10
My relationships	16
My rights and responsibilities	23
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Lesson Plans

Self-esteem and relationships	10
Healthy relationships	22
Bullying and abuse	28
Seeking help and advice	35

Tricky Friends RSE Resource – KS2

Lesson four: Asking for help



Lesson aim:

Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help.



Learning outcomes:

- I can recognise situations that I will need help to manage
- I know who I can ask for help
- I have practiced asking for help



Resources required:

- Resource sheet: Board game
- Dice
- Counters

Key words: peer pressure

Teacher notes:

This lesson has the potential to lead to safeguarding disclosures as pupils are equipped with the knowledge, language and skills to ask for help with situations that are causing them concern. It is important that pupils are informed of who and when they can speak to people in school about their concerns both now and in the future. Ensure you are familiar with the schools safeguarding policy and procedures and that other relevant staff in the school are informed that this lesson will be taking place so that they can be prepared to manage any potential disclosures.

If the extension activity is completed, it will be helpful to send a letter home to parents/carers explaining the question/worry box, including how it can be used at home to develop channels of communication.

Begin the lesson by...

Explaining that in this lesson we will be thinking about the times people might be put under pressure to do things that they don't want to do. Sometimes the people that are meant to be our friends might try to do this. This is called peer pressure and is unacceptable, especially if it is something that is dangerous. We will also be learning how to manage peer pressure and how to ask for help. Asking for help is often a brave and sensible thing to do. It can help to keep you and others safe. Remind pupils of the working agreement.

Activity 1

Activity one: Peer pressure scenarios and strategies

Ask pupils to pair, square and share several situations where someone might be asked to do something that they don't want to. Some examples are provided below:

- **At home** – *brother/sister asks you to steal some money from your parent's purse*
- **At school** – *be unkind to someone else verbally or physically*
- **At the park** – *jump off the top of something high*
- **At a friend's house** – *watch a film that is meant for people much older*
- **Online** – *ask you to send a photograph of yourself naked*

Discuss these as a class, asking pupils to suggest strategies for managing these situations. Explain to pupils why it is important to resist peer pressure to do something that makes them feel anxious or that they think is dangerous or wrong.

Activity 2

Activity two: Game of pressure and help

Divide the class into small groups of four-six players. Give each group a copy of the game board, dice and counters. Pupils need to follow the instructions on the board to play the game:

- The pupil whose birthday is next starts the game and play progresses clockwise around the group.
- Pupils must roll the dice, moving their counter around the board according to the dots showing on the top face of the dice.
- If pupils land on a red square, they must suggest a scenario that would cause them to feel in danger, anxious or worried.
- If pupils land on a green square, they must suggest a strategy for managing that situation to ensure they don't do something that they don't want to do.
- If pupils land on an arrow, they must suggest a person/organisation they could talk to for extra help.
- The winner is the first player to cross the finish line.

Circulate around the room, supporting pupils with the game play as required.



Activity 3

Activity three: Asking for help

Sit on a chair, facing the class. Ask pupils to imagine that you are eight years old. As you read out the following scenarios, ask pupils to voluntarily stand behind your chair and suggest what you could say in response. Encourage them to think about the tone, pace and volume as well as the words.

Scenarios:

- My brother is 5 years older than me. He is going to the park with his friends, and has asked our Mum for £2 so he can get some sweets like everyone else who is going. Mum has said 'no' as she doesn't have much money until payday. My brother has asked me to get the money out of her purse while he distracts her. I said 'no' but he has said he will do it anyway and tell Mum that I took it if I don't help him.
- My two friends have fallen out with each other. They have said that I can't be friends with both of them and need to pick one of them. I like them both and just wish that they would make up and stop being horrible to each other and putting me under pressure.
- I am at the park and everyone is climbing to the top of the slide and jumping off. I don't want to do it but everyone is laughing at me and calling me a 'baby'. I have climbed to the top and everyone is shouting 'jump, jump, jump'. I'm really scared, I can feel my hearting beating hard, and my legs are shaky.
- I have gone for a sleepover at my friend's house. My friend's parents have told us it is time to go to bed but my friend is searching the internet for pictures of dead people and keeps showing me scary pictures. I don't like it as I have not seen anything like this before and I do not want to. I feel like I am going to cry.
- One of my online friends has asked me to send a picture of my bottom to them. I sent them a laughing face as I thought they were joking but they sent me a picture of their bottom. I was shocked and went straight downstairs to tell my Dad, but when I started to tell him he said he was busy dishing up tea and to tell him at teatime, but I don't want to talk about it in front of everyone. I feel as though I have done something wrong and he is going to be really cross with me.

Highlight any good pieces of advice back to the class. Reassure pupils that the best thing to do in any of the situations is to tell an adult they trust even if they would find it a hard thing to do or have been told that something bad will happen to them if they do.

Ending the lesson



Extension:

Tell pupils to cover a small box such as an empty tissue box, this can be decorated. Encourage pupils to take the box home and discuss it with their parents/carers as a place where they can write any questions, worries or concerns onto a piece of paper and leave inside for their parents to read and discuss with them.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to share strategies that they would feel able to use if someone or a situation caused them to feel in danger, anxious or worried. Remind pupils that it is never OK to put someone under pressure to do something that they do not want to do. Reassure pupils that the best thing to do in any of the situations is to tell an adult they trust, even if they would find it a hard thing to do or have been told that something bad will happen to them if they do. Signpost pupils to who they can talk to in school if they have any concerns or questions about what has been covered in the lesson.



Assessment:

Activity one: Pupils suggested several situations that someone of their age could find dangerous and considered scenarios that could occur across a range of environments through discussion.

Activity two: Pupils correctly identified strategies and people that could help them to manage dangerous situations through verbal suggestions made playing a board game with peers.

Activity three: Pupils considered responses and techniques appropriate to managing a range of scenarios and rehearsed the skills to do so with confidence in front of their class.

Evidence of assessment: Worry box, if extension activity completed.

Tricky friends RSE – KS3

Lesson two: Healthy relationships



Be prepared:

- Large paper and pens (black/blue, red, green)
- Relationship rings
- Post-it notes

Learning Outcomes:

- I can recognise different types of relationships.
- I can identify features of a healthy relationship.
- I know that healthy behaviours are important features of romantic relationships and can impact on a person's emotional health and wellbeing.

Teacher notes:

Some pupils may have developed and embedded unhealthy relationship behaviours based on experiences of existing relationships within the home, etc. These pupils may not understand or easily identify unhealthy behaviours. They may have strong reactions to the activities within this lesson as they challenge their own experiences and behaviours. When teaching about the range of unhealthy relationship behaviours include references to physical, emotional abuse and abuse of power through age, status, finance, etc. This lesson could lead to safeguarding disclosures, so before you begin the lesson ensure that relevant staff have been informed, and research safe, reliable anonymous sources of support to signpost pupils to.

Warm up: I do, you do

Tell the class to clap in unison to the count of 4, mirroring a regular beat. *Repeat x3.*

Tell the class that when you say 1, they replace the first clap with a stamp. *Repeat x3.*

Tell the class that when you say 2, they replace the second clap with a nod. *Repeat x3.*

Tell the class that when you say 3, they replace the third clap with a pat on the stomach. *Repeat x3.*

As you count to 4, pupils should now be doing the following:

1 = stamp

2 = nod

3 = pat the stomach

4 = clap

Now tell pupils that you are going to count in reverse. Ask pupils to perform the actions in reverse order. *Repeat x3.*

At the end of the game tell pupils that it can be both physically and emotionally difficult to change a behaviour that has been learned, even if someone really wants to. This is because the behaviour can feel 'normal' after time, making it hard to recognise and challenge.



Activity one:

Begin this activity by explaining that we are all in lots of different types of relationships. These can be family, friendships, romantic, professional, etc. This activity will explore what makes some relationships closer than others.

Invite pupils to shout out different types of individuals that someone can be in a relationship with. Write these on the board.

Suggested answers: parents, siblings, friends, pets, professionals (doctor, counsellor, teacher), online, neighbours, sports teams, faith groups/leaders, etc.

Provide each pupil with a copy of the relationship rings worksheet. Tell pupils to write the people that they are in relationships with into the rings, positioning the closest relationships to the centre of the ring.

Ask pupils to personally reflect on their closest relationships, considering what it is about them that made them position them centrally on the worksheet. Reassure pupils that this is a private activity. Invite pupils to share factors that can increase the closeness of a relationship, if they feel comfortable to.

Suggested answers: blood relative, quantity of time spent together, length of time known, how the person makes them feel, how much they enjoy the other person's company, sense of responsibility, sharing a home with someone, etc.



Discuss: Is it the quality of relationship that makes us feel closest to someone? What are the most important qualities?

Summarise this activity by reassuring pupils that we are all in lots of different types of relationships. It is the quality of the relationship that can create its strength.



Activity two:

Introduce this activity by explaining they will be learning about the different types of behaviours that people may have within different types of relationships. Reassure pupils that it is likely that we will have some differences of opinion based on our own family, culture and experiences. It is important that all views are respected.

Give each pupil two post-it notes and tell them to write '1' on the first and '2' on the second.

Ask pupils to think of a time they have done or said something nice to someone they are in a close relationship with. Tell them to draw an emoji style face to describe how it made them feel on the post-it note numbered '1'.

Now ask pupils to think of a time they have done or said something unkind to someone they are in a close relationship with. Tell them to draw an emoji style face on post-it note 2 to describe how it made them feel. Remind pupils not to share the example, just the feeling.

Collect the post-it notes in whilst pupils are occupied with the following activity. Stick the emojis in two groups on your board, under the respective headings of 'nice' and 'unkind' in readiness for Activity 3.

Lay large sheets of paper on tables around the classroom. Give each sheet a heading from the following: family; friends; pets; professionals; online and any other relationship types suggested by the class in Activity 1.

Tell pupils to circulate around the room writing on the sheets the things that these people might say and do to you. Reassure pupils that they can suggest both positive and negative examples, but they must not use derogatory or offensive words.

Now tell pupils to circulate around the room and revisit each sheet. This time, ticking with a green pen next to what they think are healthy behaviours and crossing with a red pen next to what they think are unhealthy behaviours. Reassure pupils that it doesn't matter if they disagree with each other. Reflect and feedback any key points from the sheets at the end of this activity.



Discuss: Do we all agree with what are healthy and unhealthy relationship behaviours? Does it sometimes depend? What might it depend on? Are some relationship behaviours never acceptable? What are the 'never acceptable' relationship behaviours? If some behaviours are never acceptable, are there any healthy behaviours that should always be present in a relationship? What are these? Why?

Summarise this activity by highlighting that some people find it challenging to exhibit healthy, respectful relationship behaviours for a wide range of reasons. These reasons should never be used as excuses. Everyone has the right to be treated with respect.

Activity three: Positive pictures

Begin this activity by explaining they are going to focus on the features that they feel would make a relationship positive and healthy for them. Remind pupils that we are all different, and will identify both common and different features depending on our individual needs.

Divide the class into small groups and ask each group to draw a body outline. Tell them to illustrate and write on the body outline anything that would make it the ideal partner for a romantic relationship.

If pupils focus on physical attributes, encourage them to consider personal character, skills etc.

Next invite the groups to reflect on the emojis displayed on the board, deciding which group of emojis their ideal partner is most likely to make them feel like, and draw an emoji on the outline to illustrate this.

Ask each group to present their ideal future partner back to the class, briefly summarising some of the key strengths and weaknesses.

Lay all of the 'ideal partners' out on the class tables. Invite pupils to circulate around the tables and vote on the outline that they think they could have the healthiest relationship with, by ticking their preferred outline. Reassure pupils that attraction and relationships are individual, therefore there is no right or wrong answer. Focusing on the most popular outline, ask the pupils that ticked it to share their reasons with the rest of the class. Reflect and feedback key points as appropriate. For example, if the outline would give them lots of gifts, challenge why someone might be so generous – make you feel special; insecurity that you might leave them; make you feel like you 'owe them something'.

Summarise this activity by highlighting that it is important to talk to someone if they feel they are not being treated respectfully by anyone that they are in any kind of a relationship with, or if they are worried about their own behaviour around the people they care about. Signpost pupils to who they can talk to in school and also safe sources of support online.

Extension activity:

Tell pupils to reflect on their emoji faces from Activity 2, and the range of healthy and unhealthy relationship behaviours they identified in Activity 3. Instruct pupils to make an emoji chart featuring emoji faces and relationship behaviours. They can do this in multiple ways, such as randomly or graduating in expression, with a written description or an illustration of the relationship behaviour featured next to them. Alternatively, they could have a happy and sad emoji face that details healthy relationships that should always be present and 'never acceptable' relationship behaviours. The best posters could be displayed within the school.

Assessment:

Activity one: Pupils identified a wide range of people they are in relationships with, recognising what makes the closest relationships special.

Activity two: Pupils demonstrated awareness of healthy and unhealthy relationship behaviours within the context of different types of relationships.

Activity three: Pupils recognised features of healthy romantic relationships, knowing this can impact on a persons' emotional health and wellbeing.

Evidence of assessment: Relationship rings; relationship behaviour sheets; ideal partners; posters (if extension activity completed).

Questions

Hand-drawn style question card with a dashed border and a pair of scissors icon in the top-left corner. It features five horizontal lines for writing and a legend at the bottom.

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



Getting help

**WORRIED?
YOU CAN TALK TO US**

Call Childline on 0800 1111
or visit childline.org.uk/kids

Whatever your worry,
you can talk to us. It's free,
you don't have to tell us
your name, and you can
chat about anything.

childline
ONLINE, ON THE PHONE, ANYTIME
childline.org.uk | 0800 1111

**NEED A PLACE TO
GET AWAY
FROM IT ALL**

**FEEL SAFE
WITH CHILDLINE**

Whatever's going on in your life,
our counsellors are here to listen.
Chat with one of our counsellors
online, on the phone or, if you're
Deaf or Hard of Hearing, through a British Sign
Language interpreter. It's free,
confidential and we'll make
you feel at ease.

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childline.org.uk | 0800 1111

**KEEPING
IT ALL IN**

**FOR CONFIDENTIAL SUPPORT,
YOU CAN TALK TO US.**

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childline.org.uk | 0800 1111

#ToughToTalk

**Found a
place that
UNDERSTANDS
ME**

**OUR DEAF SERVICES
ARE HERE FOR YOU**

If you're deaf, we have services
to make it as easy as possible to
chat to one of our counsellors.
childline.org.uk/deafzone has
lots of information to help you,
including videos in BSL.

Our SignVideo Service also
lets you contact us through an
interpreter, and we've launched
a new video service so you can
chat to a BSL-trained counsellor
directly.

So, if you have any worry at all,
get in touch with us.

childline
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childline.org.uk | 0800 1111

<https://learning.nspcc.org.uk/research-resources/childline-posters-wallet-cards>

Safe learning spaces

Working agreement

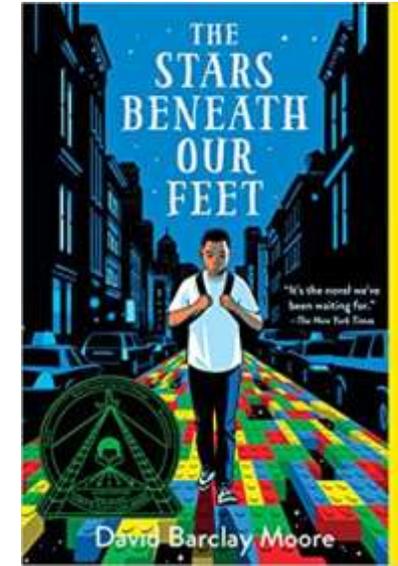
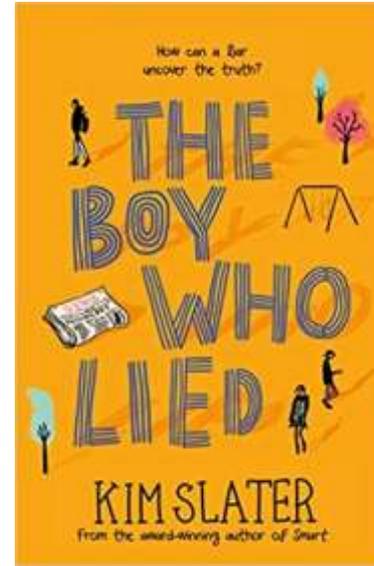
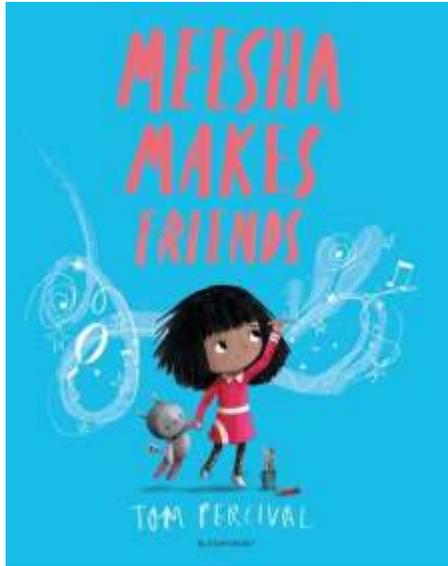
Changing the tone of the room

Keeping it non judgmental

Being inclusive

Paying attention to displays and resources

Signposting - resources



[Home - Fearless Professionals](#)

[Fearless Educational Resource: County Lines](#)

[Home Office #knifefree lesson plans for KS3&4 – updated summer 2019 \(pshe-association.org.uk\)](#)

[Home Office 'Something's Not Right' abuse disclosure resources, KS3-5 | pshe-association.org.uk](#)

Signposting - support

[Safeguarding Children & Young People in Norfolk - NSCP \(norfolkscb.org\)](#) or email nscb@norfolk.gov.uk

[Home | Refuge National Domestic Abuse Helpline \(nationaldahelpline.org.uk\)](#)

<https://www.ceop.police.uk/safety-centre/>

[Disrespect NoBody | Find out about healthy relationships, relationship abuse, consent and more.](#)

[Gangs \(justonenorfolk.nhs.uk\)](#)

[Home – Kooth](#)

[Inclusion and SEND](#)

[New Norfolk projects launched to prevent child criminal exploitation, drugs and violence | Norfolk PCC \(norfolk-pcc.gov.uk\)](#)

References and further learning

[Criminal Exploitation of children and vulnerable adults: County Lines guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

[Criminal exploitation and gangs | NSPCC](#)

[Child Criminal Exploitation | The Education People](#)

[The real roots of youth violence | Craig Pinkney | TEDxBrum – YouTube](#)

[Former youth worker explores reality of child exploitation in debut film County Lines – YouTube](#)

Top Boy (18)

Rocks (12)

Thank you



If you have any questions you can contact us:

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