

TRICKY FRIENDS





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:

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To purchase the full RSE Solution resource, access training including a CPD inset session on RSHE: Teaching Skills and Strategies, please email: inclusionandsend@norfolk.gov.uk.



Creating a working agreement

Establishing a working agreement with your class for RSE 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 RSE lessons without fear of 'getting it wrong'.

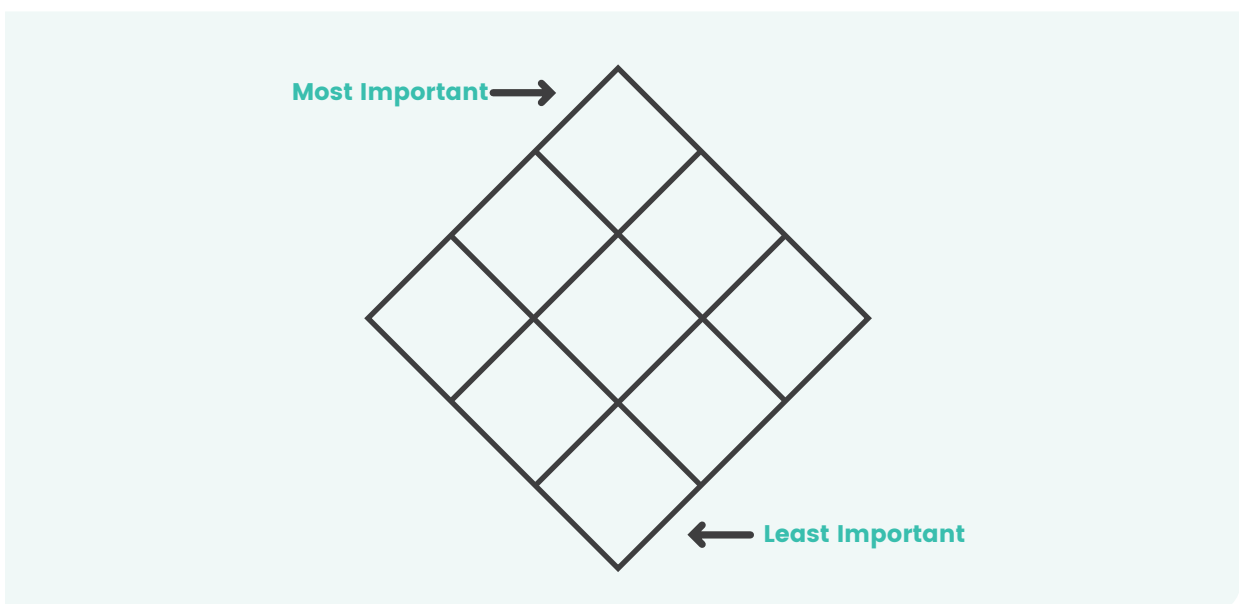
The terminology of 'working agreement' as opposed to 'ground rules' is empowering in itself, reflecting the genuine ownership of pupils over how RSE will be experienced. The working agreement should use the ideas and terminology suggested by pupils.

Agreed sanctions will need to be communicated, so that pupils appreciate the significance of the agreement and are clear about the repercussions if they break their learning agreement.

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

Once the class has agreed what things would support someone new to feel comfortable to join in RSE, 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 this activity is likely to conclude that all the suggestions are as important as each other, it provides a non-contentious activity for pupils to foster and embed appropriate learning behaviours for RSE. These may include "no personal questions", "it's OK to pass during an activity", and "it's OK to have different views to each other". 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 RSE lesson on the wall or place laminated copies on each working table. Always remind pupils of the working agreement at the beginning of every RSE lesson, drawing their attention to elements that have particular relevance to the lesson topic.

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 has the opportunity to 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 RSE, 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, 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.





Question card









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

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Safeguarding: Distancing, sign posting and disclosures

Distancing: RSE 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. For some pupils, RSE may trigger uncomfortable feelings and awareness of abuse. This resource uses a variety of distancing strategies for lessons and topics that may be particularly challenging. 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 RSE.

Signposting: Before each lesson, it would be 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 school counsellor, nurse and pastoral team about RSE topic coverage so they can prepare for any pupil responses in advance.

Safeguarding disclosures: RSE can prompt safeguarding disclosures. This is because effective RSE 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 RSE being taught so pupils will receive an appropriate and consistent response, whoever they approach within the school.

RSE 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 RSE can be a challenge for some teachers due to their own life experiences. Ensure that all staff are fully supported to teach RSE, 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 one: My feelings



Lesson aim:

Pupils can identify their strengths and set aspirational goals for themselves, understanding how this contributes to high self-esteem.



Learning outcomes:

- I understand the term self-esteem and know why it is important to have high self esteem
- I can recognise some of my strengths
- I have set an aspirational personal goal for myself



Resources required:

- Resource sheet: Character
- Resource sheet: Certificate
- Balloons
- Small slips of paper
- Pens
- Paper strips

Key words: aspiration, compliment, self-esteem

Teacher notes:

High self-esteem lies at the heart of pupil health and wellbeing, contributing towards a reduction in risk taking behaviours. Encouraging pupils to identify and celebrate their strengths and confidently accept compliments without embarrassment is a clear demonstration of fostering healthy self-esteem. Any negative self-talk by pupils needs to be addressed sensitively throughout the lesson. It is important to be mindful that some pupils may have low self-esteem and will find the lesson a greater challenge than pupils with healthy self-esteem.

Begin the lesson by...

Explaining that in this lesson we will be learning about why it is important to be proud of ourselves. Our views about ourselves can change over time but it is important to be kind to ourselves. We will think about the things we are good at as well as the parts of our personality we are proud of. Reassure pupils that it is good to feel good about yourself! Remind pupils of the working agreement.

Activity one: Compliment choices

Ask pupils to share ideas about something that has made them feel good about themselves within the last week. It is important if a pupil attempts to downplay their achievement that you encourage them to discuss it with pride.

Suggested answers: *a good piece of school work; sporting achievement; an act of kindness; celebrating something at home; receiving a certificate etc.*

Explain how we all have different strengths, and that this is beneficial. If we were all good at the same things it would not be possible to function as a society. For example, if we were all talented artists, who would be the doctors etc?

Tell pupils that you are going to read out several things that some of them might be good at. Include relevant pupil examples from the previous activity, as well as the examples. If pupils feel it is a strength for them, they stand up:

- Reading
- Drawing
- Being a good friend
- Sport: football, swimming, running, gymnastics etc
- Singing
- Playing an instrument
- Helping others
- Being kind
- Include some pupil suggestions from the beginning of the activity, if relevant

Continue this activity until all pupils are stood up, or if you prefer for pupils to stand at each suggestion then ensure everyone has stood at least once.

Tell pupils that they are going to be asked to take it in turns to give a compliment to the person they are sat next to. Explain that a compliment is when someone says something nice about you and it is appropriate to say 'thank you' in response. It is important not to dismiss the compliment. Your class may benefit from you demonstrating this with another member of staff.



Activity two: Self-talk for self esteem

Explain to pupils that self-esteem is the way we feel about ourselves. Some people have high self-esteem and some people have low self-esteem. Self-esteem can vary throughout a person's life depending on their experiences.

Display the characters at the front of the class. One to represent a person of the pupils' age with high self-esteem (mark this with an upward arrow), the other to represent a person of the pupils' age with low self-esteem (mark this with a downward arrow). Tell pupils that our self-esteem affects the way we think, feel and behave. Draw a brain inside the head of the characters, a heart inside the chest of the characters and arrows coming from each character to help pupils visualise this.

Tell pupils to focus on the low self-esteem character. Ask pupils to identify how this character may think. Draw/write these inside the character's head.

Suggested answers: *'I can't do it'; 'what is the point in trying' etc.*

Ask pupils to identify the way the character may feel about themselves. Draw/write these inside the character's chest.

Suggested answers: *'I don't like myself', 'no-one would want to be my friend' etc.*

Finally, ask pupils how the character might behave. Draw/write these at the end of the arrows.

Suggested answers: *pushing people away/bullying; being quiet and withdrawn; not wanting to put hands up in class; being less confident to put themselves forward for school plays and competitive sport etc.*

Repeat the process with the high self-esteem character.

Discuss as a class what the differences between the characters are.



Which character would be the happiest? Why is this?

How does positive self-talk influence feelings, behaviour and happiness?

Tell pupils to write on slips of paper how they feel about themselves. They need to fold these up and insert into a balloon before blowing their balloons up and tying a knot in them. Ask pupils to write down the behaviour that they feel they exhibit to others on the outside of the balloon with permanent marker pens. Ask pupils to reflect on these behaviours, considering if they want to feel and behave this way. Reassure pupils that this is a private activity and that they will not be asked to share this with anyone else in the classroom.

Summarise this activity by explaining to pupils that if they experience low self-esteem, telling themselves positive thoughts and focusing on what they are good at can help to raise their self-esteem.



What positive self-talk could you say to yourself if you were experiencing low self-esteem?



Activity three: Aspirational paper chains

Give each pupil three strips of paper. Tell them to write/illustrate on each strip of paper an aspiration for their future. Tell pupils to join their paper strips to make a paper chain. These can be hung on the back of their chair or joined together to make a class paper chain of aspirations for the future. This can be hung up in the class as a visual reminder for pupils.



Extension:

Give each pupil a certificate template. Tell pupils to complete the certificate before writing a compliment on it. These can be laminated and used as a desk mat or displayed in class with the paperchain of aspirations.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to tell you some examples of positive self-talk that can be used to build self-esteem. Reassure pupils that it is natural to experience a range of feelings about ourselves, sometimes these can change over time. Remind pupils that it is important to be positive to ourselves and others to keep self-esteem high. Signpost pupils to who they can talk to in school if they have any concerns or questions about what has been taught in the lesson.



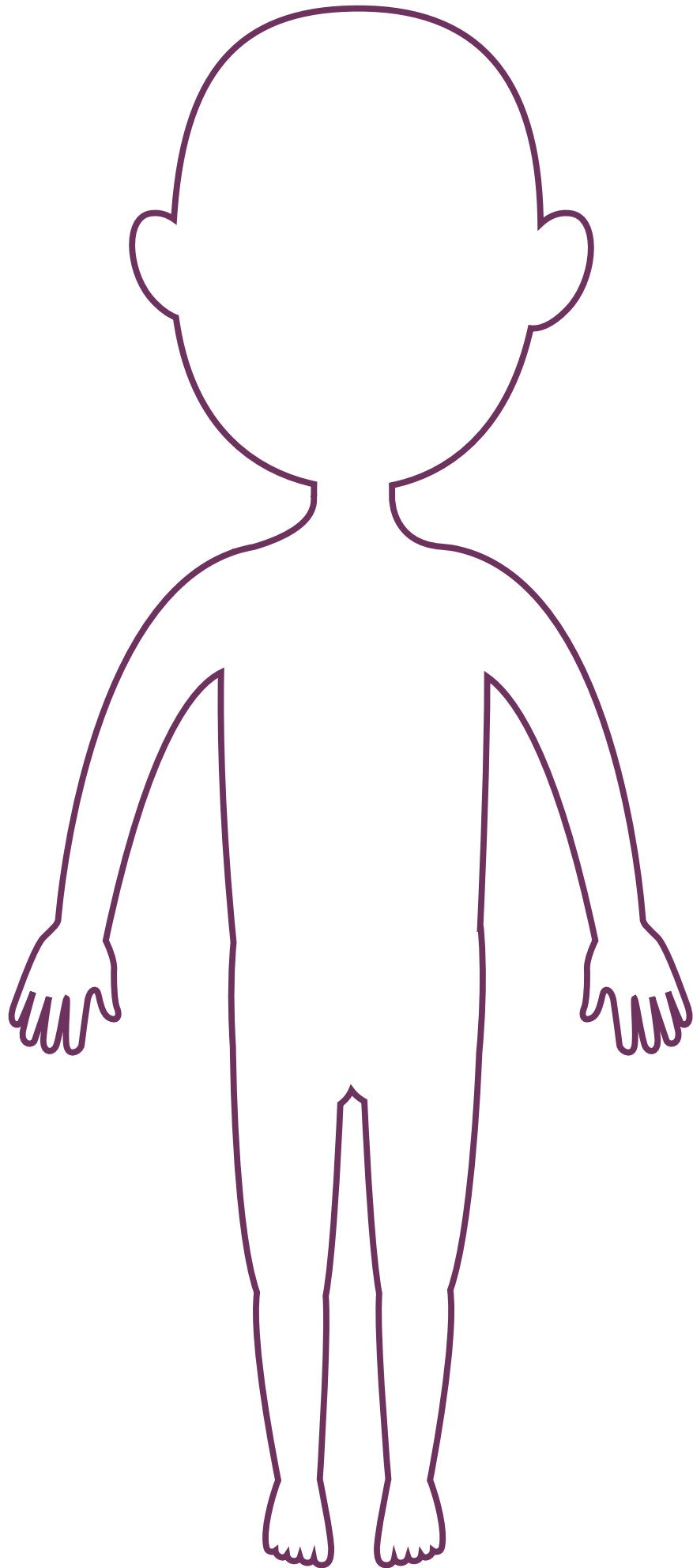
Assessment:

Activity one: Pupils could stand up, demonstrating recognition of at least one personal strength.

Activity two: Pupils considered a range of internal thoughts, feelings and outward behaviours related to low and high self-esteem through fictional characters. Additionally, pupils considered their own self-esteem through the balloon activity.

Activity three: Pupils made a paper chain of future aspirations.

Evidence of assessment: Low and high self-esteem characters; paper chain of aspirations, compliment certificates, if extension activity completed.



Self Esteem Certificate

Name.....

I am good at.....

I like the way I.....

I am special because.....

My compliment.....



Lesson two: My relationships



Lesson aim:

Pupils can recognise a wide range of relationships, including the attributes of positive, healthy relationships.



Learning outcomes:

- I know what a relationship is and the different types of relationships that people enjoy
- I can identify the different types of relationships that I am in
- I have considered ways people show that they care for each other within a relationship



Resources required:

- Resource sheet: Spinner wheel (printed onto card)
- Resource sheet: Spinner characters
- Resource sheet: Bee pledge card
- Paper fasteners

Key words: relationship

Teacher notes:

It is important pupils feel comfortable to talk about all the relationships that matter to them, including those with non-blood relatives, pets etc. It is also important that pupils can equally celebrate the different types of families within which they live including foster families, same sex parents, grandparents etc.

Be mindful that some pupils will have normalised unhealthy relationship behaviours from their own home environments. These pupils may therefore find the contents of the lesson challenging. It would be inappropriate to comment negatively on any examples of perceived unhealthy relationship behaviours. Feedback discussions could focus on considering how the pupil felt in the circumstance, or if there was a kinder way to express the view etc.

Begin the lesson by...

Explaining that in this lesson we will be learning about a wide range of relationships.

A relationship describes how people are connected to each other. They may be connected by blood such as a parent or brother/sister, through marriage/civil partnership, by choosing to spend time with and care for each other, such as a friendship or when in a relationship and have chosen not to get married or enter a civil partnership. Reassure pupils that all relationships are valuable if they are meaningful to the people within them. Remind pupils of the working agreement.



Activity one: Relationship roulette

Give each pupil a spinner template. Instruct pupils to cut the spinner and arrow templates out, stick a character of their choice into each space on the spinner then attach the arrow to the spinner using a paper fastener.

Divide the class into pairs. Tell pupils to simultaneously spin their arrows. Once the arrows have settled ask pupils to look at the characters their arrows have landed on and decide what type of relationship the two characters are in. Ask pupils to share with the class some examples of relationships they discussed. Highlight any missed examples such as two dads, living in a children's home together etc.

Summarise this activity by reassuring pupils that all types of relationships are important. It is also important that the people in the relationship love, respect and take care of each other in a healthy and respectful way.



Activity two: Relationship map

Give each pupil a piece of paper and ask them to draw a basic picture of themselves in the middle of the paper. Ask pupils to think about the people they are in a relationship with. Tell pupils to write the names, or if time allows illustrate the people who they identify as being in a relationship with around them, placing the relationships that are closest nearest to the illustration of them.



Activity three: Respectful relationships

Tell pupils to look at their picture from Activity two and think about the ways these people help to care, love and respect them.

Assign each pupil a letter of the alphabet. Tell them to think of something starting with this letter that people can do to show they care, love and respect someone. Once pupils have had a chance to reflect and generate an idea, ask them to shout out their ideas as you call out the alphabet. Below are some possible suggestions if they become stuck for ideas:

- Ask them how they are
- Be kind to them
- Care for them
- Do nice things for them
- Everyday try to do something nice
- Forgive them if they do something to you by accident
- Give them a present on special days
- Help them
- Interested in what they say
- Joke with them
- Kind
- Listen to them
- Make time to be with them
- Not be unkind to them
- Open with them about your feelings
- Polite
- Question their views
- Remember their birthday
- Smile when you see them
- Talk with them
- Undo their shoes for them
- Videos can be made with them to enjoy watching together
- Wait for them so you can walk to school together
- X – give them a kiss
- You could give them a compliment
- Zoo – take them to the zoo and have a fun day!

Finish the task by asking pupils what they thought was the thing that they would most like someone to do for them to show them that they cared. If presents are suggested as a way of showing someone you love and care for them, remind pupils that presents are not the only way and if presents are given they should always be given freely without any expectation of anything in return.



Extension:



What relationship behaviour is most important to you, so you can enjoy respectful relationships? Is this something that you can pledge to be like yourself within your own relationships?

Suggested answers: *I pledge to be kind; fair; encouraging; supportive; positive; helpful; forgiving; tolerant; honest; reliable; considerate; compassionate; responsible; thankful.*

Give each pupil a bee. Tell pupils to write and complete the statement 'I pledge to be...within my relationships.' Pupils can decorate their pledge bees and give them to someone they are in a relationship with. Alternatively, you can adapt the activity to make pledges of respectful relationship behaviours for use within the classroom. These can be stapled together and displayed within the classroom as a visual reminder to support classroom relationships and pupil behaviour.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to share examples of respectful, healthy relationship behaviours. Reassure pupils that there are a diverse range of relationships, all are valuable if they are important to the people involved in them. Remind pupils that it is important that the people in the relationship love, respect and take care of each other in a healthy, respectful way. Signpost pupils to who they can talk to in school if they have any concerns or questions about what has been taught in the lesson.



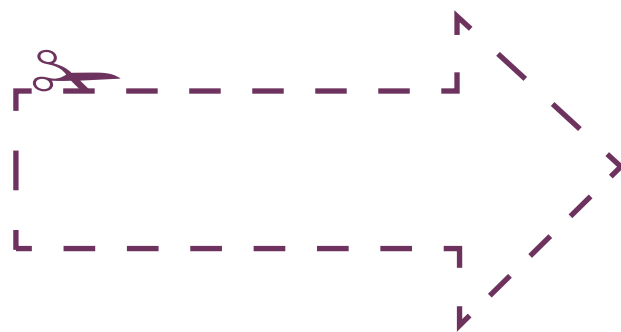
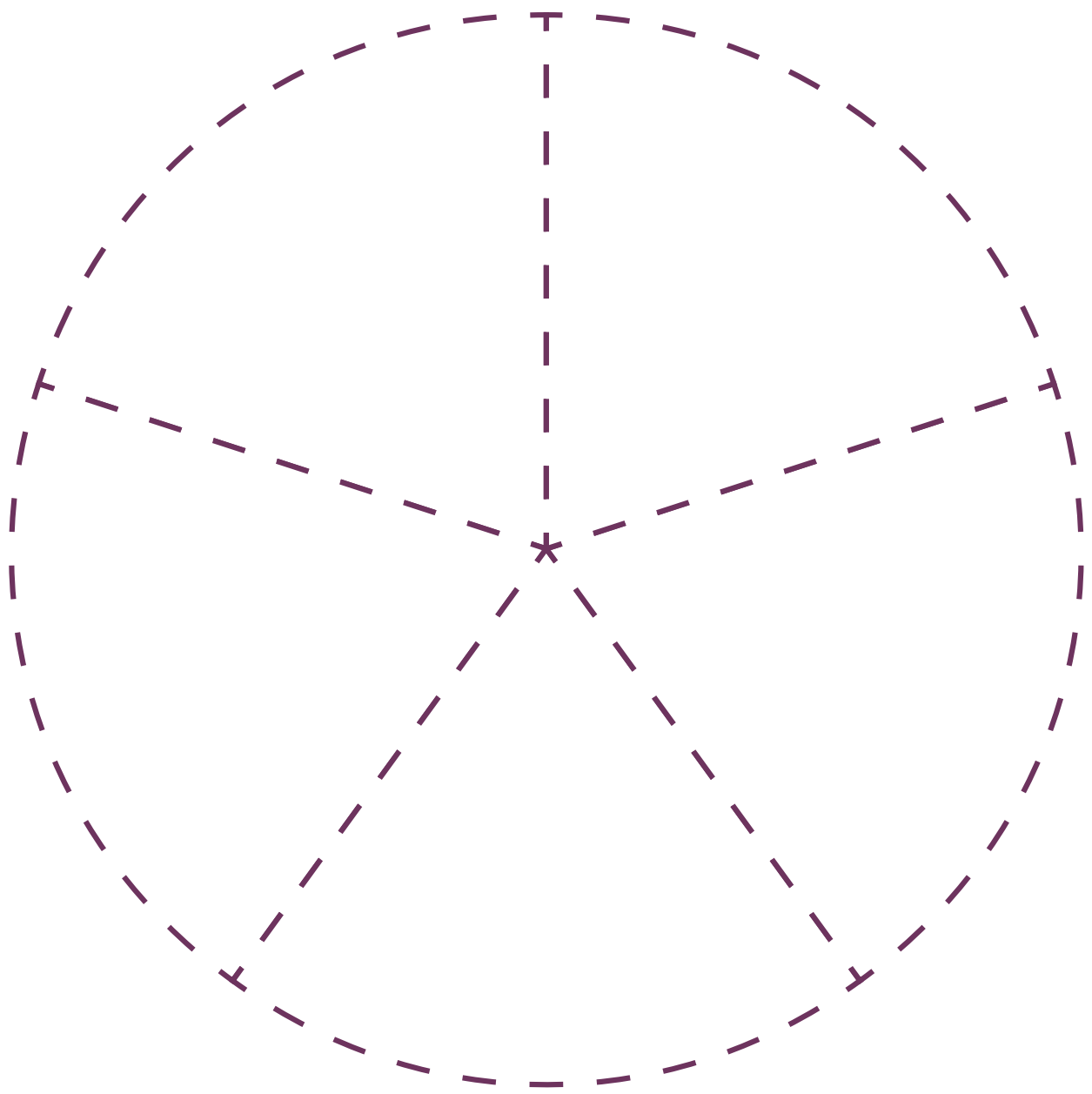
Assessment:

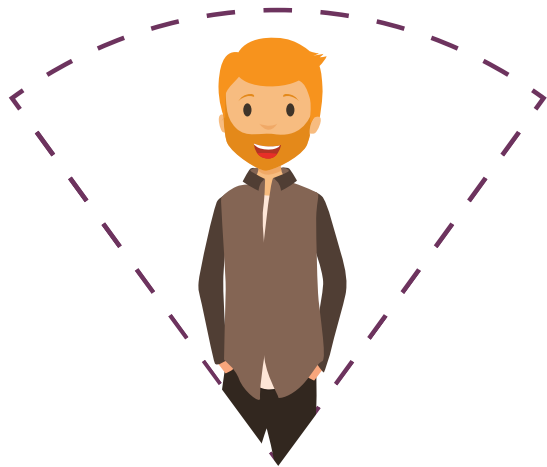
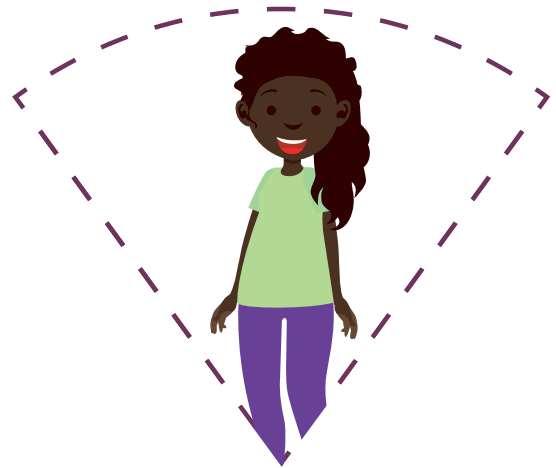
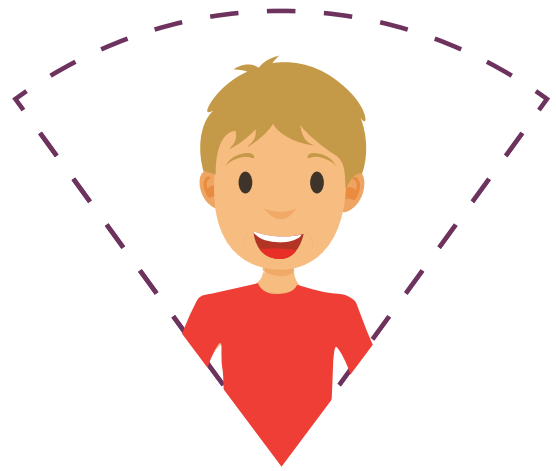
Activity one: Pupils identified a wide range of relationships by playing relationship roulette. The random connection between the two characters enabled them to broaden their relationship knowledge beyond that of their personal experiences.

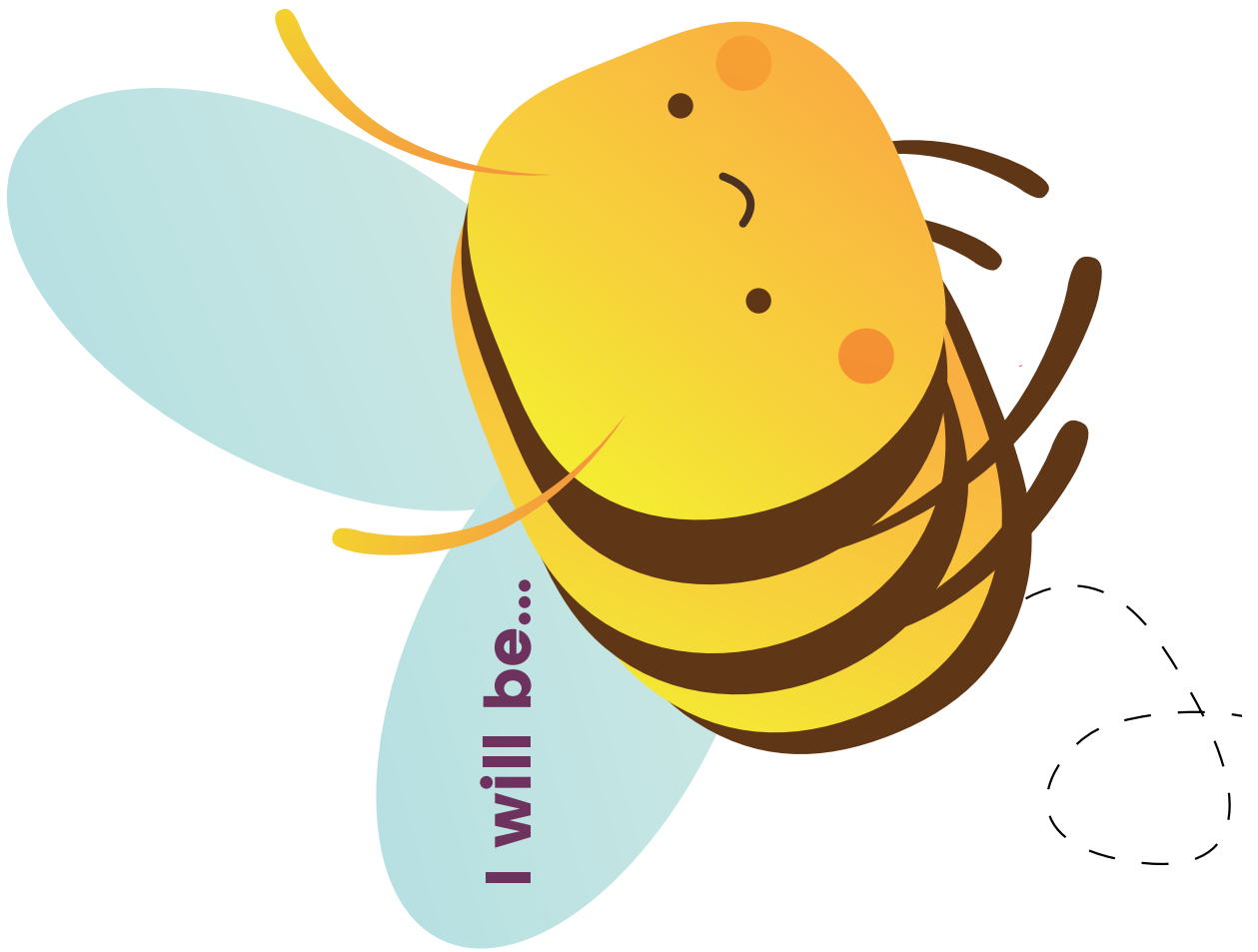
Activity two: Pupils identified the special people that they are in a relationship with, reflecting on the context of the relationship.

Activity three: Pupils identified a wide range of respectful relationship behaviours as a class, using the alphabet to stimulate a wide range of suggestions.

Evidence of assessment: Relationship spinners; relationship maps; pledge bees, if extension activity completed.







Lesson three: My rights and responsibilities



Lesson aim:

Pupils have strategies for keeping safe online; knowing personal information including images of themselves and others can be shared without their permission.



Learning outcomes:

- I can identify personal information that is shared online
- I understand how quickly personal information and photographs can be shared online
- I know I have a responsibility not to share my own or other people's photographs online



Resources required:

- Resource Sheet: Mobile phone templates (printed onto card)
- Paper and pens
- Toothpaste

Key words: personal information

Teacher notes:

This lesson is designed to raise awareness of the very real risk of sharing personal information and images online. It is important to teach this without frightening pupils, causing guilt or unrealistically suggesting pupils should not share any information online. People of all ages like to document their lives online. Children need the skills to do this as safely as possible. The focus of this lesson is to encourage pupils to think about how quickly their information can be shared outside of their control, focusing on the importance of thinking before sharing.

This lesson could lead to disclosures so ensure that pupils know what to do if they want to speak to someone about something that has concerned them online and that you are familiar with the safeguarding policy and procedures.

Begin the lesson by...

Explaining to pupils that the internet is a wonderful, and exciting resource that can be used in lots of different ways. Reassure pupils that this lesson is not to make them feel anxious or scared to use the internet. It is to ensure they know their rights and responsibilities to use it safely, to protect themselves and other people. Be mindful of pupils who do not have any experience of using the internet. Remind pupils of the working agreement, especially not naming other pupils when sharing scenarios and how to talk to someone if they have any concerns.



Activity one: Who uses what?

Ask pupils what online games and social media apps they like to use, if any. Write each one on a separate large sheet of paper.

Lay the sheets out on different tables. Tell pupils to circulate around the class and tick the sheet if the example is something that they use. Ask pupils to write on the sheets what type of information can be shared on the app.

Suggested answers may include: *name, location, photographs, email address, age, videos*

Once pupils have finished circulating ask them to return to their seats. Display the sheets at the front of the class. Discuss the many ways and types of information that the class are sharing about themselves with other people.



How do you know who you are sharing your information with? How do you know if that person shares your information with someone else?



Activity two: What is shared, is always shared

Divide the class into small groups. Provide each group with a tube of toothpaste and lay a sheet of paper in the middle of their table. Ask pupils to take it in turns to give an example of the type of information they have shared about themselves online, squeezing some of the toothpaste out of the tube onto the piece of paper in the middle of the table, to visually represent this information. Remind pupils not to share names or specific examples. It can be phrased as 'I have shared my name and location on...'

Ask the class to stand up. Tell them to imagine that they have all sent a photograph of themselves to someone else online. Ask 1/3 of the class to sit down. Explain that the pupils that have sat down represent the proportion of photographs that are shared appropriately. Explain that the pupils left standing represents the proportion of photographs that people share, that are then shared further online without their permission, to people that they do not know.

Ask pupils who are sitting down to share how they feel knowing their photograph is safe.

Ask pupils who are standing to share how they feel knowing that their photograph is being looked at by other people, who they do not know.

Give each pupil a copy of the mobile phone template and ask them to draw an image that represents the type of photograph that some people share with each other. Ask 1/3 of the class to draw a red dot on their phone, 1/3 of the class to draw a blue dot on their phone and 1/3 of the class to draw a green dot on their phone.

Tell pupils to circulate around the classroom and when you say, 'share your picture' they must show their picture to the pupil they are stood nearest to. If the pupil has:

Red dot on their phone: they must write the name of the other pupil on the back of their phone.

Blue dot: they must write the name of the pupil and one more name from the back of the other person's phone (if the game has been played long enough for them to have one).

Green dot: they must write the name of the pupil and all the names from the back of the other person's phone onto theirs.

Repeat this process four times.

Explain that:

- Pupils who had a red dot on their phone represented someone who would not share the picture with anyone else.
- Pupils with a blue dot on their phone represented someone who would share the photo with the next person they met.
- Pupils with a green dot on their phone represented someone who would share the photo with everyone.

Tell pupils to return to their seats. Ask the first pupil in the register to stand up and say which four pupils they shared their photo with. Ask these pupils to stand up. Ask every pupil who has the name of the first pupil who stood up to stand up if they also have the first pupils name on the back of their mobile phone. Tell the first pupil to write the number of people who stood up on the back of their mobile. Tell everyone to sit down. Repeat for every pupil in the register



Who had the most shares and how this might make them feel if this had happened in real life? Who had the least shares and how this might make them feel if this had happened in real life?



Activity three: The return of the toothpaste!

Tell pupils to return to the toothpaste activity, in their groups. Reflecting on the type of information they shared, ask them to imagine that they do not want the information that they shared to go any further, so they would like to get it back. Tell pupils to take it in turns to get some of the toothpaste back into the tube.

Explain how in the same way it is not possible to get the toothpaste back into the tube, it is not possible to get back anything that is shared online. Remind pupils that anything can happen to personal information, with or without their permission. That they have a responsibility to think about the information they share, and this includes information that is shared with them about other people.

Tell pupils to pair, square and share something that they could do if:

- Someone shared a photograph of them without their permission
- Someone shared a photograph of another person with them without their permission
- Someone sent them a photograph of someone else without their permission

Summarise key points from the feedback and highlight effective strategies for responding to information. Reassure pupils that it is always the right thing to tell an adult they trust if they are worried about information that someone has asked them to share or information that they have already shared.



Extension:

Ask pupils to think about the type of gadgets they use to access the internet, online games and social media. This could be a computer, mobile phone, tablet etc. Tell pupils to think about a useful accessory for this. This could be a mouse mat; phone cover; tablet protector etc. Tell pupils to design an accessory that promotes the message of being 'share aware' aimed at keeping people of their own age safe when they are enjoying using online games and social media.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to tell you something they could do if someone asked them to share information about themselves, or someone else whilst they are online. Remind pupils that it is important to think before they share. Tell pupils that taking, receiving and sharing a photograph of themselves or someone else's 'private parts' (penis, bottom, vulva, breasts) is illegal, but that this law is designed to protect children and young people. Reassure pupils that it is important to tell someone if they are involved in a situation where anyone asks them to share personal information or photographs of themselves.

Signpost pupils to who they can talk to in school if they have any concerns or questions about what has been taught in the lesson.

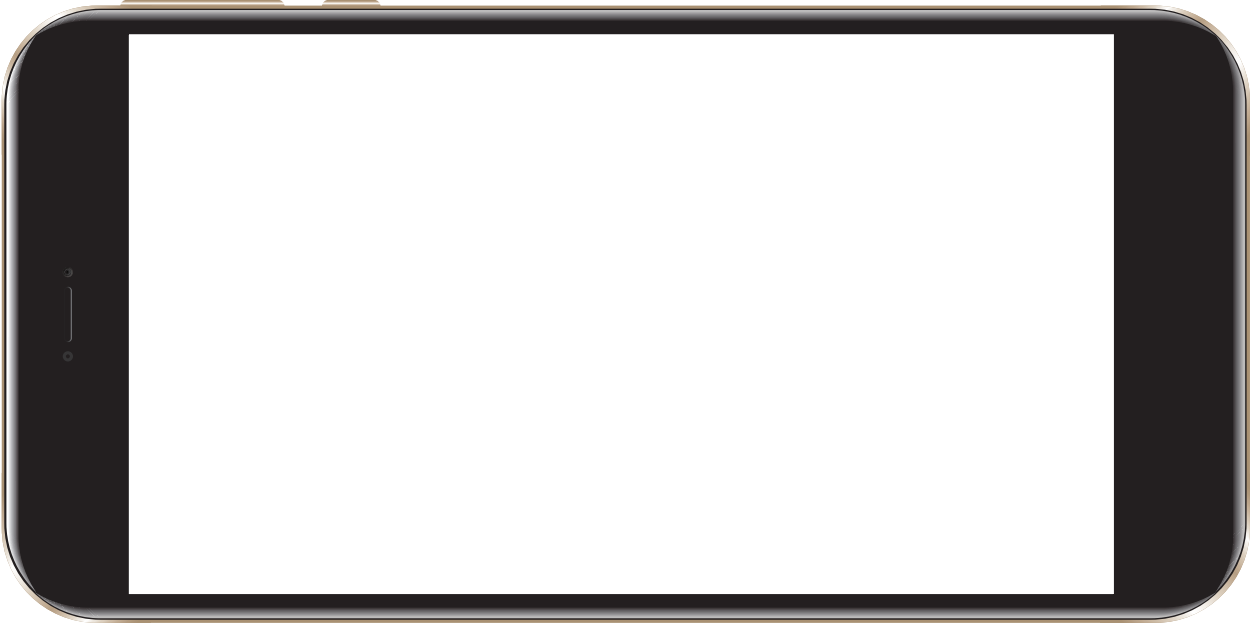


Assessment:

Activity one: Pupils correctly identified a range of media platforms in which they share personal information about themselves, including the types of information that can be shared.

Activity two: Pupils identified how quickly information about them can be shared online through a fictional picture sharing activity and considered how this might make them feel through discussion.

Activity three: Pupils considered the way online sharing can be outside of their control, reflecting on the wide range of ways that this may make them feel, including their responsibility to protect their own and other people's information and images.



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 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 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 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 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.



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.



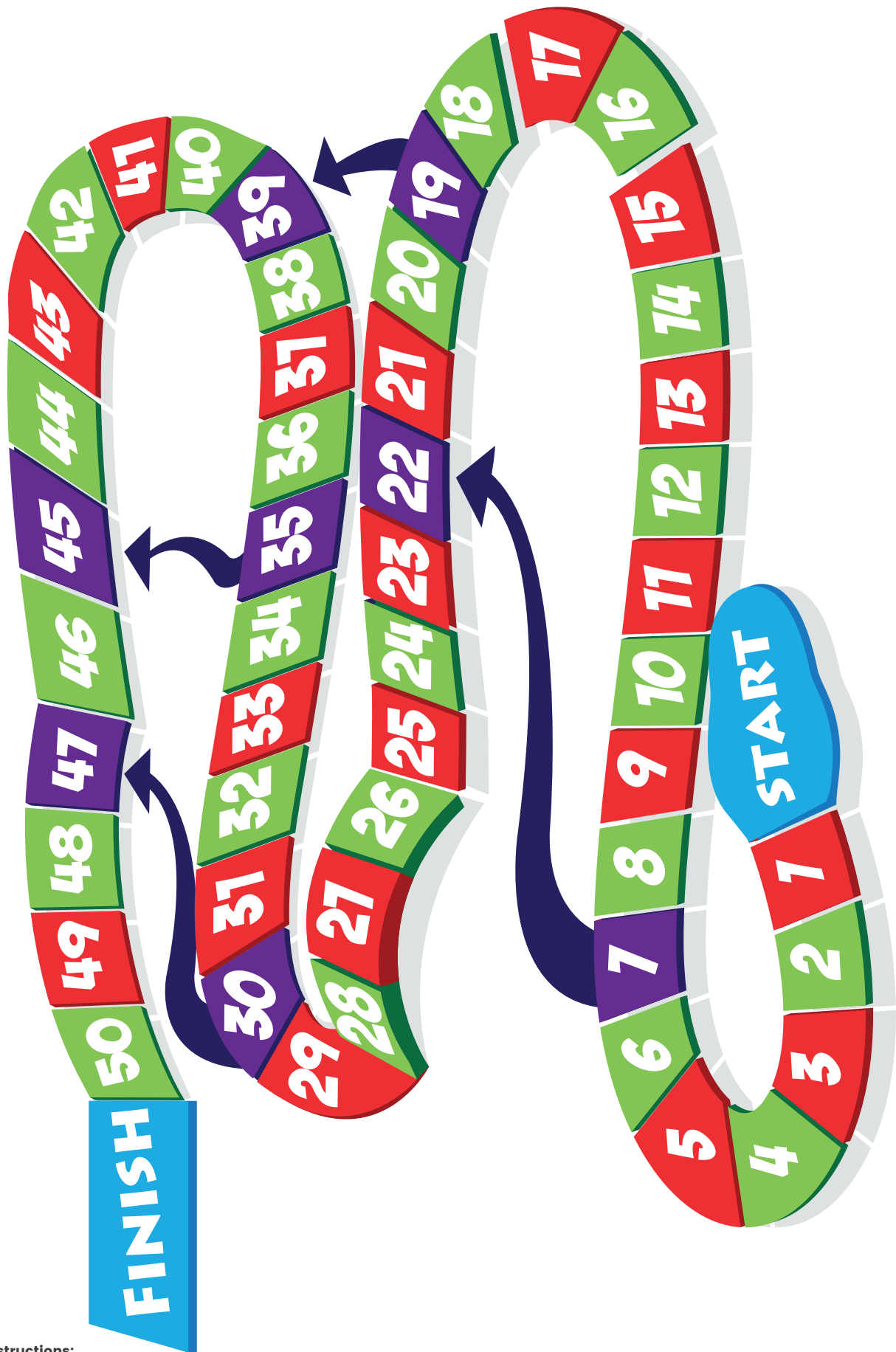
Assessment:

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.



Instructions:

The player whose birthday is next can start the game. Play continues clockwise around the group.

Roll the dice and move your counter the correct number of spaces.

If you land on a red square, suggest a scenario that could cause you to feel in danger, scared or worried.

If you land on a green square, suggest something you could do to manage a situation that you found dangerous, scary or that made you feel worried.

If you land on a space with an arrow, follow the arrow and suggest a person or organisation that could help you manage a dangerous, scary or worrying situation.

The winner is the first player to cross the finish line!

Lesson five: Asking for help



Lesson aim:

Pupils develop the confidence and skills to know when, who and how to ask for help independently, or with support.



Learning outcomes:

- I have considered a range of problems that may affect people of my age
- I have identified different sources of help, advice and support for a range of problems
- I feel confident to ask for help and to help other people to ask for help if needed



Resources required:

- Resource sheet: Help game
- Paper
- Pens
- Blue material or paper
- Dice
- Counters

Key words: problems, support, help, trust

Teacher notes:

Whilst all schools do their best to support students, pupils can resist attempts to help them overcome their problems. As pupils reach this stage of development and start to become increasingly independent, physical and psychological maturation is taking place against a backdrop of forming and developing relationships with adults and peers. Teaching adaptive skills of seeking help independently and anonymously are essential to empower pupils to self-advocate and support their peers.

Begin the lesson by...

Explaining that in this lesson we will be learning about how to manage a range of problems. Tell pupils that most people will experience problems at various points in their life. It is often better to share a problem with someone else who you trust, so that they can help to guide you and support you to access the help you need to manage the problem. Remind pupils of the working agreement, including what to do if they have a problem that they would like to talk about.



Activity one: Problems

Give each pupil a piece of A4 paper. Tell pupils to write in large lettering a problem that someone of their age may experience. Reassure pupils that their suggestion does not have to reflect a problem that they have experienced themselves. Tell pupils to screw their piece of paper into a ball.

Suggested answers may include: *online situations, puberty experiences, friendship and family relationships, FGM, questioning gender, questioning sexuality, body image, self-esteem etc.*



Activity two: River of life

Explain to pupils that life is not always smooth sailing and that it is likely that they may experience problems and challenges throughout their lives.

Lay out the blue material or paper on the floor to represent the 'river of life'. Tell pupils to stand either side of the river, facing each other and throw their problem balls into the river. Explain that these represent boulders in the river that can get in the way of the water and change the direction of its flow. Just like problems can get in the way of us enjoying our life and may change its direction if we do not manage the problem appropriately.

Walk down the river stopping at each 'boulder'. Open the ball of paper and read out the problem to the class. Ask pupils to make suggestions about who you could approach to get help to manage this problem. If pupils identify an effective source of support, throw the boulder out of the way. If they cannot identify an effective source of support, leave the opened boulder in place, stepping around it. Repeat until you have progressed to the end of the river, leaving any remaining problems clearly visible in the river. Walk back down the river making suggestions about places that are available to support with the remaining problems. Encourage pupils to consider targeted local support services, as well as generic options such as a teacher and quality assured online support.

To reinforce the message that it is always important to ask for help, ask pupils to imagine a life full of boulders getting in their way!



Activity three: Game of life

Divide the class into groups of up to 6. Give each group a game board, dice and enough counters for one each.

Tell pupils to reflect on the problems identified in Activity 1 and write down what the internal thoughts of a person experiencing some of those problems might be in the speech bubbles on the game board. Instruct pupils to play the game as per the instructions.

Circulate around the classroom to support. Highlight and feedback to the class key points and effective suggestions made by pupils to the rest of the class.



Extension:

Task pupils to create a poster that encourages young people to ask for information, advice and help if they have a problem. The posters can be displayed within the school as appropriate.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to suggest some trusted sources of support for a range of problems explored within the lesson. Reassure pupils that it is important to seek help and support so that problems do not make them unhappy, unsafe, unhealthy or become barriers to them enjoying their lives. Remind 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. Signpost pupils to who they can talk to in school if they have any concerns or questions about what has been taught in the lesson.



Assessment:

Activity one: Pupils considered a range of different issues that can affect someone of their age.

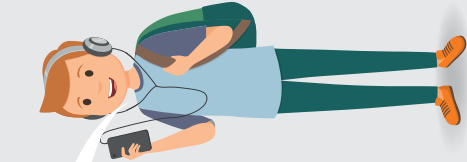
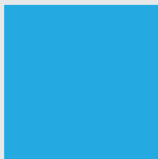
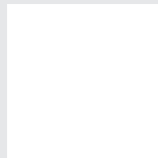
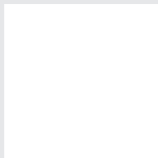
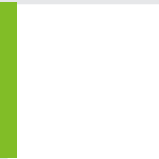
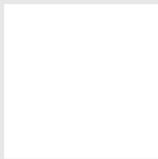
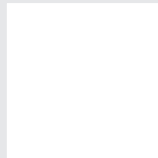
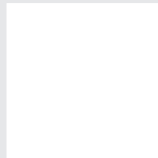
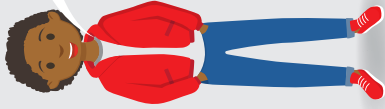
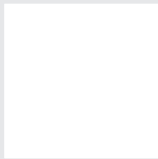
Activity two: Pupils identified safe places they can access help, support and advice for a range of problems.

Activity three: Pupils played a game of life that showed empathy to how issues may make a person feel as well as consolidating their learning on appropriate sources of help, support and advice, demonstrating a level of confidence to do this.

Evidence of assessment: Paper problem balls, completed game of life boards.



START



FINISH



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!

Training for DSLs:

Tricky Friends: The role of RSHE in preventing CCE

Attendance at this interactive webinar will provide attendees with:

- An understanding of creating safe learning environments for effective teaching and learning about CCE
- Access to the Tricky Friends RSE Resource; providing a developmental curriculum, with supporting resources
- Collaborate with colleagues to identify approaches to using the newly launched NCSP 'tricky friends' animated resource
- Greater awareness of the services and support available to schools in addressing CCE

For further CPD, guidance and resources to teach effective RSHE, please email inclusionandsend@norfolk.gov.uk

