



Healthy Relationships

A practical resource pack for primary school teachers,
offering advice and activities to explore:

- Healthy and unhealthy relationships
- Acceptable and unacceptable touch
- Consent
- Responding to risky situations
- Secrets and surprises
- Special people who can help

Index

1. Introduction	3
2. What should the primary curriculum include, to protect children from abuse and exploitation?	5
3. Resources to support children learn about healthy relationships and keeping safe	7
4. Units of Work-Introduction	11
• Unit of Work for KS1	12
• Unit of Work for Lower KS2	17
• Unit of Work for Upper KS2	23
5. Signposting	29
6. Identifying sexual behaviours	29
Appendix 1: What is child sexual abuse and child sexual exploitation?	30
Appendix 2: Script for ‘To tell or not to tell’ (Upper KS2 lesson 2)	32

Healthy Relationships

1. Introduction

In recent years, there has been growing concern about the sexual exploitation and abuse of children. In November 2013, the Office of the Children's Commissioner (OCC) completed an inquiry into child sexual exploitation (CSE) which has raised awareness of the prevalence of this issue and the urgent need to tackle it. The OCC inquiry showed that young people do not always recognise non-consensual sexual situations.

This resource pack aims to give advice on how the primary school curriculum can support children to develop the knowledge, skills and attitudes which will protect them from those who seek to harm them. It focuses specifically on the effective delivery of Sex and Relationships Education (SRE), as it is clear that 'lack of quality SRE leaves pupils vulnerable to abuse and exploitation' (Ofsted 2013).

All children and young people are potentially at risk of being sexually exploited or abused (See appendix 1 for definitions of abuse and exploitation). Schools have an important part to play in reducing this risk. They can:

- Help children develop a sense of self worth and understand and describe their feelings, so they have the confidence to express any worries they might have.
- Enable children to explore what makes a safe and healthy relationship and about the importance of mutual respect.
- Help children to understand the need to obtain consent for any activity and that everyone has the right to offer or withhold their consent.
- Help to develop awareness and skills to recognise and manage potential risks of harm, through helping children understand that their body belongs to them and they can say who has access to it.
- Ensure that children know how to seek help if they need it.

It is important that the school curriculum starts to address these important issues in an age-appropriate way at KS1 and continues to build on them throughout a child's time at school. 'Safeguarding children and young people from sexual exploitation: supplementary guidance to working together to safeguard children (2009)' is statutory guidance and states that:

'By enabling children and young people to explore what makes a safe and healthy relationship, schools can help to develop the awareness and skills to recognise and manage potential risks of harm, stay safe and seek help if they need it. It is important that this message is repeated throughout a child's time at school to support prevention through the promotion of safe practices. Both primary and secondary schools have a vital role to play in this preventive education and awareness raising.'

In a survey of North Somerset primary schools in summer 2014, the following areas relating to healthy relationships, were identified as being the most challenging:

- What kind of physical contact is acceptable and comfortable or unacceptable and uncomfortable and how to respond (inc. who to tell, how and when).
- To recognise how images in the media do not always reflect reality and can affect how people feel about themselves (eg. magazines, music videos, TV).
- Learning skills or strategies for resisting pressure to do something that makes them uncomfortable, anxious or that they believe to be wrong.

This guidance will provide lesson plans and suggestions for resources to help schools address these difficult areas and keep children safe from abuse and exploitation.

2. What should the Primary curriculum include, to protect children from abuse and exploitation?

The Government have funded the PSHE Association to support schools with Personal Social and Health Education and in 2014, it published a Programme of Study (PoS) for PSHE. This was intended as a framework to help schools develop their own Schemes of Work. The following statements from the PSHE Association PoS directly relate to Healthy Relationships and will contribute to keeping children safe from abuse and exploitation:

KS1	KS2
Our feelings	
<p>Understand good and not so good feelings.</p> <p>Develop a vocabulary to describe their feelings to others.</p> <p>Know simple strategies for managing feelings.</p>	<p>Deepen their understanding of good and not so good feelings.</p> <p>Extend their vocabulary to enable them to explain the range and intensity of their feelings to others.</p> <p>Recognise how images in the media do not always reflect reality and can affect how people feel about themselves.</p>
Our bodies	
<p>Know the names for the main parts of the body (including external genitalia) and the similarities and differences between boys and girls.</p> <p>Judge what kind of physical contact is acceptable and comfortable or unacceptable and uncomfortable and know how to respond (including who to tell and how to tell them).</p>	<p>Understand that they have the right to protect their body from inappropriate and unwanted contact.</p> <p>Judge what kind of physical contact is acceptable or unacceptable and how to respond.</p>
Right and wrong	
<p>Recognise what is fair and unfair, kind and unkind and what is right and wrong.</p> <p>Understand the difference between secrets and surprises and when to say 'yes', 'no', 'I'll ask' and 'I'll tell'.</p>	<p>Understand when it is right to keep something confidential or secret, and when it is right to 'break a confidence' or 'share a secret'.</p>
Healthy Relationships	
<p>Identify their special people (family, friends, and carers) and understand what makes them special.</p> <p>Know that special people should care for one another.</p>	<p>Know about the people who are responsible for helping them stay healthy and safe and how they can get support if they have fears for themselves or their peers.</p>

	<p>Recognise what positive, healthy relationships are and develop the skills to form and maintain them.</p> <p>Listen and respond respectfully to a wide range of people, trying to see their point of view, and being able to constructively challenge it, when necessary.</p> <p>Develop strategies to resolve disputes through negotiation and compromise and give constructive feedback and support to benefit others and themselves.</p>
Unhealthy relationships	
<p>Recognise when people are being unkind either to them or others.</p> <p>Know how to respond to unkindness, including who to tell and what to say.</p>	<p>Recognise ways in which a relationship can be unhealthy and who to talk to if they need support.</p> <p>Know that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know.</p> <p>Use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them feel anxious or that they believe to be wrong.</p>
Staying safe online	
<p>Understand how to keep safe online and the responsible use of ICT.</p>	<p>Understand the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.</p>

For the full PSHE Association PSHE Programme of Study, go to <https://www.pshe-association.org.uk/uploads/media/27/8004.pdf>

3. Resources to support children learn about healthy relationships and keeping safe

The following are suggestions for resources, but teachers should always check them first before using them and consider their appropriateness for the age range of the children they teach.

The underwear rule

The Underwear Rule is a simple way that parents or teachers can help keep children safe from sexual abuse – without using scary words or even mentioning sex.

The [simple guide for parents \(PDF\)](#), and the [child-friendly one \(PDF\)](#), will help parents or teachers talk **PANTS** to children. There are also [guides for children and parents with learning disabilities](#), in various languages.

Consent School's pack

The [consent school pack](#) is specifically for 10 -12 year olds and offers advice and activities to explore areas including consent and peer pressure.

Child Exploitation & Online Protection Centre

The Child Exploitation and Online Protection (CEOP) Centre runs the ['Thinkuknow'](#) programme and website which provides various teaching resources, including lesson plans, songs and posters, along with advice for children and parents.

BigTalk Primary Cards "Growing up safe"

The [BigTalk Cards "Growing Up Safe"](#) have been designed to offer proactive discussion around helping to keep children safe in potentially risky situations.

The set of 24 cards include topics such as: inappropriate touching, inappropriate language, unlawful behaviour (such as urinating in public or exposing the genitals) exposure to inappropriate images/TV/films, being photographed inappropriately.

The pictures are A4 size, printed on card and come in a presentation folder. Guidance notes are included.

The Media and body image

The [Body Confidence Teaching Pack](#) includes teachers' notes, worksheets, lesson plan and PowerPoint to provide an introduction to the role of the media and advertising in influencing young people's perception of body image for 10-11 year olds.

There is also a Body Image Parent Pack on the site above, which aims to help extend children's body image education into the home. Aimed at 6-11 year olds the Body Image Parent Pack aims to help promote positive self-esteem among children, by encouraging parents and children to think critically about the images they see in the media and understand that they are aspirational and not necessarily achievable.

Protective Behaviours for Primary Schools – Joc Rose

Joc Rose's book is designed to help teachers start putting Protective Behaviours into practice. This useful resource includes many photocopiable activities and worksheets that enable teachers to address sensitive issues in a non-threatening way.

Barnardo's – Real Love Rocks

'Real Love Rocks' Primary edition focuses on healthy relationships and the importance of being free and happy in future relationships. The pack contains a programme of games, activities, animations and teacher guidance to allow a positive and interactive experience for both the teacher and the children as they learn together about healthy relationships, keeping safe and where to go if they need to get support or advice.

The four sections of the Primary edition are Healthy and Equal Relationships, Grooming, Keeping Safe, Online Safety.

The programme can be run over a minimum of four hourly sessions, containing additional material if further input is required. It is aimed at children in year 6 and contains guidance and letter templates about how to communicate the programme to parents.

Barnardo's are currently offering the opportunity to buy a day's [training](#), including all the resources for just £125. Please [get in touch](#) if you are interested in this offer.

DigitalMe-Safe

[Safe](#) is a programme of practical activities to develop skills, self-confidence and safety awareness when using social networking sites. Designed to work on safe social networks, the free materials and teacher resources will enable a school to easily deliver engaging activities and develop digital literacy skills.

E-Safety in the Computing Curriculum

[This site](#) contains guides for Key Stages 1-4 to highlight the key learning aims related to e-safety in the computing curriculum and signpost to some key resources that can be used in the classroom to help deliver these aims.

There is also [Information and advice for parents and carers](#) on supporting young people online.

Education Packs - Safer Internet Day

Each Year [Safer Internet Day](#) provides resource packs for 3-11 year olds as well as parent and carer packs, which provide lots of ideas to help schools to get involved in this key learning opportunity.

Safety Tools online networking sites

[This site](#) provides advice for parents and carers on safety features that can help them to manage access to age-inappropriate content, report concerns or protect privacy.

Your body belongs to you

Cornelia Spelman and Teri Weidner

Explains in simple, reassuring language that a child's body is his or her own; that it is alright for children to decline a friendly hug or kiss, even from someone they love; and that 'even if you don't want a hug or kiss right now, you can still be friends.' Defines private parts and stresses the importance of telling a trusted adult if someone tries to touch them. The book is aimed at children age 3-6 and provides parents' notes.

I Said No! A Kid-To-Kid Guide to Keeping Your Private Parts Private – Kimberly King

This book could be used for KS1 circle time and discussion. 'I Said No!' uses child-friendly language and illustrations to give children guidance they can understand, practice and use. It covers a variety of topics, including: What's appropriate and with whom; how to deal with inappropriate behaviour, bribes and threats; When and where to go for help; what to do if the people you're turning to for help don't listen.

Stranger Danger? - Anne Fine

Joe learns his safety rules but gets a bit confused. Does this mean he can't ask the name of the puppy he meets in the street? Does this mean he can't be polite back when strangers are friendly? There's one amusing blunder after another as slowly but surely, Joe comes to learn that rules aren't everything and that you have to use your common sense.

My Body is Private – Linda Walvoord Girard

A mother-child conversation introduces the topic of sexual abuse and ways to keep one's body private

It's My Body - Lory Freeman

A book to teach young children how to resist uncomfortable touch (Children's safety series & abuse prevention)

Loving Touches - Lory Freeman

A reminder that truly loving touches are as necessary to human existence as food when we are hungry and warmth when we are cold. The message is for people of all ages

The right touch: a read-aloud story to help prevent child sexual abuse. – Sandy Kleven

A story about good and bad touches, to be read to children aged 3-7 by parents, carers or teachers. With an introduction about child abuse and guidelines on what to do if a child tells you about an abusive situation.

My Body Belongs to Me – Jill Starishevsky

This title is suitable for ages 4 to 8 years. Speaking to children on their own terms, this critically acclaimed book sensitively establishes boundaries for youngsters.

Some parts are not for Sharing - Julie Le Frederico

Travel with a pair of friendly fish as they learn about what parts of our bodies we share with others. Children will learn what the boundaries of appropriate touching are in a very non-threatening way.

A Terrible Thing Happened – Margaret Holmes

This resource is aimed at children ,who have witnessed 'terrible things' and helps them understand how opening up and talking to a responsible person and learning they are not to blame can help build steps towards recovery, building self-esteem and feelings of security once again.

A Very Touching Book – Jan Hindman

Jan Hindman's book introduces even the youngest children to the idea of their sexual rights. It goes through the proper terms for male and female sexual anatomy and does a good job of addressing the embarrassment which often goes with these words, in a humorous way.

Uncle Willy's tickles: a child's right to say no. 2nd ed.- Marcie Aboff

Children's book about touch and saying no, aimed at children aged 4-8. Includes a note to parents on how to talk to children about good and bad touching and a child's right to say no.

Because it's my body! – Joanne Sherman

Suitable for children aged 4-8, this illustrated book aims to teach children how to assertively communicate that they do not want to be touched and to establish their personal boundaries.

The huge bag of worries - Virginia Ironside

Wherever Jenny goes, her worries follow her - in a big blue bag. They are there when she goes swimming, when she is watching TV, and even when she is in the lavatory. Jenny decides they will have to go. But who can help her?

4. Units of work - Introduction

This section contains units of work for KS1, lower KS2 and upper KS2, each one containing 4 or 5 lessons. They cover areas of the PSHE curriculum which schools may find difficult to address, but which are vital to keeping children safe.

Sadly, statistics constantly show that children are more likely to know their abuser than for the abuser to be a stranger to them. Teachers need to bear this in mind, to avoid giving children the impression that it is only strangers who can harm them.

It is up to teacher's professional judgement to decide whether the content of these activities is appropriate for the children they work with and the lessons can be adapted when needed to meet the needs of specific classes and the teaching styles of individuals.

Schools already using a specific PSHE Scheme of Work, may find these units useful, to assess whether there are gaps in existing provision.

Teachers delivering these units should be aware that they may lead to a disclosure and for this reason, it is vital that staff understand the school's child protection policy and procedures.

It will help to create a safe space for these lessons if staff delivering them, create ground rules at the start or remind the class of existing ones.

Unit of work for KS1

Lesson 1 - Keeping safe

Introductory activity

Using a puppet or imaginary character, tell the children a story about his day, including safe and unsafe situations such as cutting bread with a sharp knife, dropping a ball in the road, holding mum's hand to cross the road, seeing older children arguing in the playground, waiting for mum to meet him after school, a friend's uncle offering to give him a lift home and being tucked up in bed by his dad. After each situation ask the children to call out if he is safe or unsafe and list the situations where he might not feel safe.

Main activity

Discuss the idea of early warning signs which signal danger, such as alarms, sirens and smoke detectors. People have their own early warning signs to let them know they are unsafe.

Using a large body outline, ask the children to think about what happens to their bodies when they know they are in an unsafe situation (use other scenarios to help, such as getting lost, doing something they don't want to do). On the body outline, label the parts of the body where physical signs of feeling unsafe occur (eg heart beating faster, wobbly knees, butterflies, hunched shoulders etc) These 'Let's get out of here' signs are a warning that they might be in an unsafe situation and need to do something to keep themselves safe.

Closing activity/reflection

Remind the children that they are changing and they are now old enough to help keep themselves safe. Come up with a class list or display of all the ways they can do this (eg, handling knives and scissors carefully, think before rushing off and most importantly talk to a grown up if anything makes them feel unsafe)

Lesson 2 - Personal space

Introductory activity

Start by recapping on the last lesson and asking children to complete the sentence 'If I felt unsafe, I could...'

Introduce the idea of personal space to the children. We all have a space around us, which we may not like anybody else to be in. We all feel differently about how much personal space we need and usually don't like it when people, especially ones we don't know or trust, move into that space, without us wanting them to.

Begin a conversation with a Teaching Assistant and stand too close to them. After the conversation discuss with the class:

- How close was comfortable?
- What happened when the teacher got too close to the Teaching Assistant?
- What else could the Teaching Assistant have done, if they were uncomfortable? (eg ask the teacher to step back, step back themselves)

If someone comes into your personal space you could also tell a trusted adult.

Main activity

Ask the children to get into pairs and to tell their pair something about their weekend. The 'teller' should get closer slowly. The 'listener' should practice stepping away or saying something to stop the 'teller' getting so close.

After the children have both had a go at being the 'teller' ask the children how close was too close? (This will depend on individuals)

Closing activity/reflection

Ask the children when it might be all right for someone to go into their personal space? (Eg a parent who is comforting them, a doctor/dentist who is examining them). Sometimes when people come into our personal space, they do it because they want, or need to touch us.

Lesson 3 - Touch and my body

Introductory activity

Discuss ways we touch each other (eg hugging, pushing) and make a list of all the children's suggestions.

Using puppets, model 'good' and 'uncomfortable' touches – holding hand/gripping hand; patting/hitting; tagging/pushing; hugging/restraining etc. After a few examples, ask the children to decide if a touch is 'good' or 'uncomfortable.'

Emphasise that everybody will like different touches, but it is about knowing what each of them likes and dislikes as it's their body and they have the right to say what touches are acceptable and unacceptable.

Main activity

Ask the children how 'good' touches make them feel and how 'uncomfortable' touches make them feel. Ask them does it make a difference who's doing it? – Why?

Some touches are unsafe because they hurt, like hitting, pushing, pinching and kicking and these touches are not alright.

Another kind of unsafe touch would be if a bigger person touched you on your private parts. No one should touch the private parts of your body which are the parts that you would cover with a swimming costume, unless it's to help you clean up or if your private parts hurt. This would be a grown-up like a parent or a doctor or nurse. If a doctor or nurse was checking you, your mum or dad or whoever usually takes you to the doctor would be there.

Using body outlines of a boy and girl, in small groups ask the children to draw someone giving them a safe touch, someone else giving them an unsafe touch and then colour in which parts of the body should not be touched unless you give permission.

Closing activity/reflection

Reflection: Ask the children to practice saying 'NO' or 'stop it, I don't like that' in a strong, polite voice, to deal with situation where their personal boundaries have been crossed or they've been touched in a way they don't like.

Lesson 4 - Good and bad Secrets

Introductory activity

Ask the children what secrets are. Ask them for suggestions of secrets and list them. Ask them if there are good secrets and bad secrets. From the suggestions they have given, ask them to identify which are good secrets and which are bad secrets and explain why.

Can any children think of a good secret they were asked to keep? How did it make them feel? How would keeping a bad secret make you feel? Refer back to the 'early warning signs' in lesson 1. Can they remember what they were?

Main activity

What would you do if someone asked you to keep a bad secret? You should tell a trusted adult (more about this later). It's not easy to tell sometimes but don't worry if you're not sure how to tell. Just take the first step as it's the adult's job to help you explain. These things might help:

- Say, "I have something to tell you but I don't know how to say it"
- Draw a picture
- Write a note that says, "I need to talk" or "I need help"
- Write a note that tells the whole story
- Close your eyes or turn your back and tell
- Just tell what happened
- Use a puppet or stuffed animal to do the telling
- Start by just talking about the *feelings* you are having

Make a 'good secrets box' out of a gift box and several colors of shiny wrapping paper, as well as a collection of secrets cards. (You can find some suggestions for secrets cards [here](#))

Each of the cards has a situation in which someone has told a child to keep a secret (e.g. 'Someone told you to keep a secret about a grown up game,' 'Someone told you to keep a secret about flowers for your teacher'). Show the class the 'Good Secret Box' and tell them we're going to think about which secrets are good secrets and which are bad secrets. Each child takes a turn coming up to the front of the circle to choose a secrets card.

Read the card to the child, who then decides whether it is a good or bad secret that they are being asked to keep and tells the class why they think so. If it is a good secret, put it into the good secrets box.

Put the children in pairs, so that they can practice saying "no" and giving reasons (eg "No, I've got to ask my mum first") to different situations, using the bad secrets cards. (This is important because sometimes children have gone with strangers because they couldn't think of a reason not to)

Ensure that both children have several turns at saying "NO" and being the persuader.

Closing activity/reflection

At the end of the lesson, take the good secrets out of the box, because good secrets don't stay secret for long.

Remind the children what they have learnt:

- The differences between good and bad secrets
- How good and bad secret make you feel
- What to say if someone asks you to do something you're not happy about

Lesson 5 - Someone to talk to

Introductory activity

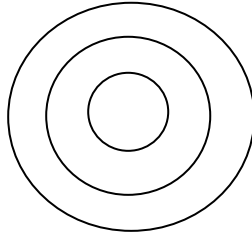
In a circle, the teacher holds a puppet or teddy bear and says that they want to tell you something that has been worrying them but that they are scared and do not quite know how to say it. Ask the children for ideas about what might be worrying the puppet and collect them on the board. For example, the puppet might be worried:

- That someone has been bullying them
- About their sister or brother
- That they don't understand their Maths
- That they have lost their reading book

Choose an example from the board and hand the puppet to a child in the circle and ask them what they think the puppet is worried might happen if they tell. Repeat by asking the child to hand the puppet to another child across the circle. Give the new child another worry from the board and ask what the puppet might be worried about happening if they tell. Repeat again until several children have contributed.

Main activity

Draw 3 large concentric circles, with the bear/puppet inside the middle one. Ask the class for their ideas about who could be in the next circle (family I can talk to), who in the last circle (People in school I can talk to) and who outside the last circle (people I don't know well who I can talk to eg police, lollypop person)



Next, ask the children to draw around their hands on coloured paper. Then ask them to write the name of an adult they can talk to on each finger and cut it out to take home.

Closing activity/reflection

Make sure the children know they can always come to you and tell you what is worrying them, put concerns in a 'worry box' or talk in 'bubble' time. Also remind them that there may be times when you would have to pass their worries on to other people.

Pass the teddy/puppet around the class asking children to complete the sentence "If I were puppet/teddy I would speak to..." Pass a smile or a hand squeeze around the class.

Unit of work for lower KS2

Lesson 1- Positive Relationships and appropriate touch

Introductory activity

Ask the children what the word 'relationship' means. They may come up with a good definition themselves, but you can say that it is a connection between two people who know each other well (and not just people they have as acquaintances). This might include relatives, friends, and other adults like brownie/cub leaders or club coaches.

Ask the children to make a list of some of the children and adults that they have a good relationship with (They'll need this later). Ask them to feedback some of the adults on their list.

Main activity

Good relationships are very important and make people happy and bad relationships can make people sad, but what is a good relationship?

Ask the class/explain to them what is meant by positive personal qualities and record a few examples on the board. Eg kindness, humour, thoughtfulness, care, fun, trustworthiness and patience.

Then ask each child to write down secretly on a piece of card one quality which they think is really important in a good relationship. Then ask them to pair up with another child and compare their ideas. Next, each pair should form a group of 4 with another pair and look at each other's ideas. Lastly, ask each 4 to make an 8, if class numbers allow, or adapt if necessary to get similar sized groups. Ask each group to discard any cards that duplicate others and arrange the remaining ones in order of importance. (It's fine to put two or more cards side by side if the group thinks they're equally important) This will require discussion and perhaps some negotiation within the group.

Ask for feedback about the qualities that people think are important in good relationships. Why are they important?

Closing activity/reflection

When you have a good relationship with someone, you're happy to see them. How might you greet someone who you have a good relationship with? Collect the children's ideas on the board (eg shaking hands, hugging, cuddling, saying hello, waving etc)

Ask the children to look again at the list of people they have a good relationship with. Would you greet these people in the same way? Explain that different types of touch are acceptable between people depending on their relationship.

Provide them with the following list and ask them to match the appropriate greeting with each person:

Teacher	wave
Friend	handshake
Parent	kiss on the cheek
Brother/sister	hug
Shopkeeper	hello

Draw out that most people only allow those very close to them to cuddle or hug them. Explain that physical contact between people should always be agreed by both and that no one has the right to touch them in a way that hurts them or makes them feel uncomfortable. They should always tell someone they trust if that happens.

Lesson 2 – Keeping safe in risky situations

Introductory activity

Ask the children how it makes them feel being with someone who they have a good relationship with, whether it's a friend or a trusted adult. Collect their ideas on the board and if no one has said 'safe' make sure you add it yourself.

Discuss what it means to feel safe. What kinds of things do people do to make you feel safe? Ask the children if they can remember a time when someone did something that made them feel safe? What was it?

Main activity

Ask them to imagine situations in which they may feel unsafe. What are their feelings like in those situations? Are there times when they deliberately put themselves in these situations i.e. take risks? (A risk is an activity where something could go wrong)

Give the children some pre-prepared situation cards (perhaps the children could make up their own?). Eg:

- Getting a lift home from school from a friend's mum
- Running across the road when the pedestrian crossing is red
- An adult you don't know very well putting their arm around you
- Climbing to the top of a tree
- Taking some sweets from a local shop
- Accepting a lift from a stranger
- Riding a bicycle to school
- Arguing with a friend

- Swimming in the sea
- Telling a friend a secret

Divide the class into small groups and give each group a set of risk cards and two cards saying 'most risky' and 'least risky'. Ask the class to put the 'least risky/most risky cards about a metre apart and arrange the risk cards between them in order of how risky they are. (Alternatively, you could stick the least risky/most risky cards on opposite walls and read each risk card, asking the children to stand on an imaginary line in between them, depending on how risky they think the situation is).

All of these situations are risks but are they only about physical harm? Explain that some risks are emotional. They're risks to you because they can make you feel worse.

Ask the children which activities were most risky and what they could do to make them safer (eg wearing a bicycle helmet, don't get in the stranger's car, make up with your friend quickly)

Closing activity/reflection

Based on the discussions about the situations above, make a list of useful strategies for keeping safe on the board (eg tell a grown up, think before you act, say no, don't be pressured, remember safety rules, wear safety equipment)

Lesson 3- Responding to risky situations

Introductory activity

Remind the children that last lesson we talked about risks and that these are decisions that we take. Ask the children what 'decision' means. What decisions have they made today already? Encourage them to realize that they make hundreds of decisions every day and that some are easier to make than others. Some seem automatic (eg getting up, going to school)

Sometimes though, we might have to make decisions that will be really important for our safety and we need to get them right.

Main activity

Read the following situation to the class.

Sonja and James are playing in the garden when James sees a man he does not know watching them. The man comes over and offers to take Sonja and James to the shop to buy sweets'

Ask the children if this is a safe situation or an unsafe one? Why? (Draw out that no one trustworthy would try to take children away from their home without talking to their parents)

Make a list on the board of all the negative and positive decisions that Sonja and James might make in this situation. Divide the children into groups and give each group one decision from the board. Ask them to list the things that could happen next as a consequence of that decision. Ask each group to feed back their list.

Ask the class which decisions from the board are good ones and which ones are bad ones. Ask why. Ask the children to vote for the choice they thought was best and record the number of votes next to each good choice.

Closing activity/reflection

Ask the children to complete the sentence stem 'From this activity, I have learnt that ...' Discuss what they have learnt about being in a situation that might be unsafe for them.

Lesson 4 – Being assertive in risky situations

Read the following dialogue, about someone who made a bad decision because of someone influencing them. Use a puppet for the second character (alternatively ask two children in advance to prepare to act it out):

Puppet: I really got into trouble last night.

Teacher: Why?

Puppet: My cousin wanted me to take my brother's sweets so we could eat them.

Teacher: Did you think that was a good idea.

Puppet: No. I knew my brother would be cross when he found out and I didn't want to take his sweets.

Teacher: Did you explain this to your cousin. Did you say why you didn't want to do it?

Puppet: Well I tried.....

Teacher: And?

Puppet: He just kept telling me to take the sweets. He wouldn't listen to me.

Teacher: So did you take the sweets?

Puppet: Yes and that was a mistake. My brother found out and told my mum. I told my mum that it was my cousin, but she didn't listen. She said that was just an excuse and she didn't want to hear it. She was very angry. She said I had to buy my brother more sweets with my pocket money and that I couldn't play with my Playstation for a week.

In this dialogue, we don't know what the puppet said to show that he didn't want to do it (he just says 'I tried'). Explain to the children that whatever the puppet said, it wasn't effective because he was persuaded. He might have been using hesitant, unsure language. Ask the class for a few suggestions for what he might have said that sounded unsure (eg 'I thought it might be wrong' 'I don't really want to' 'well I.....I don't think....I shouldn't really do it'.)

Main activity

Ask the children to divide a piece of paper in two. On one half put the heading 'The puppet might have said' and underneath it, ask them to write some different sentences in separate speech bubbles, that he might have said.

Ask the children for their suggestions and record them on the board. (If they don't sound unsure or hesitant enough, you could ask the class how they could sound more unsure or hesitant)

Explain what assertive means and ask the children to suggest how two of the statements on the board could be made more honest, direct and assertive (eg 'I don't really want to' becomes 'I don't want to or 'I'm not going to') and write the more assertive versions on the board. Then ask them to write 'What the puppet should have said' on the top of the other half of paper and underneath it, get them to write assertive, clear and direct statements. (It's a useful technique to use 'I' statements a lot and to repeat 'No')

Closing activity/reflection

As well as what you say, ask the children what else is important when making it clear you don't want to do something. Make sure that the children mention the way you say it and what you are doing with your body (body language).

Demonstrate to the children how the same sentence can sound assertive and certain or whining and unsure, depending on how you say it (eg 'I don't want to')

Ask different children to demonstrate saying a sentence in a moany unassertive voice or a positive assertive voice. Explain that the 'broken record' technique is quite effective and helps people to sound assertive. This is where you keep saying the same thing calmly, in response to what the other person says, to make the point that you are not wavering (eg 'I don't want to' 'I've already said, I don't want to')

Demonstrate ineffective body language to the class (eg poor posture, no eye contact, fidgeting (be sensitive though as some cultures are taught to avoid eye contact when being reprimanded) Why wouldn't this approach work? Discuss the fact that effective body language reinforces what is being said verbally. It increases assertiveness and the ability to resist pressure.

What should people who are standing up for themselves do? (Eg stand or sit up straight, look directly at the other person, speak in a normal and calm voice, be honest and direct).

Put the children in groups of 3 and ask them to improvise the above scenario:

- One takes the role of the persuader and tries to persuade the puppet to take the sweets
- One takes the role of the puppet and uses clear, direct statements, a strong voice and positive body language to resist the pressure
- The third observes the role play to make suggestions for how the puppet could be more assertive if appropriate.

If time, the roles could then be changed.

Lesson 5 - What influences my decisions?

Introductory activity

Explain that people make decisions for different reasons and that now we're going to think about what it is that influences decisions that we make.

On the board draw a circle with 'influences on me' in the centre and a number of spokes radiating from the circle. Then ask a volunteer to describe carefully everything they have done since they woke up this morning. Ask the children to put their hands up every time they think that something the volunteer says has involved a decision. Discuss each decision. What influenced it? Arrange each of these influences on a spoke (eg family, friends, teachers, and the law). Then ask the children if there are other things that influence their behaviour (eg famous people, TV programmes, adverts, magazines) and add these to the diagram.

Main activity

Ask the children to draw a circle in the centre of a piece of paper and write 'me' in the middle. Then put the influences from the board on their own diagrams. They should put them close to the 'me' in the centre if they're a strong influence and further away if they are less important.

Once the diagrams are complete, ask the children to discuss in pairs these questions:

- Can you think of a recent decision you made that was influenced by a) your family b) your friends c) the media (eg T.V programmes, celebrities, adverts, magazines etc)
- Have any of these influences ever got you in trouble?

Get feedback if any children are happy to volunteer information.

Closing activity/reflection

Recap what children can do if someone is trying to influence them to do something which they're unhappy with or which they know is wrong. How can they say NO and show they mean NO by a) the words they choose b) the way they say the words c) their body language.

Unit of work for Upper KS2

Lesson 1-Good and bad touch

Introductory activity

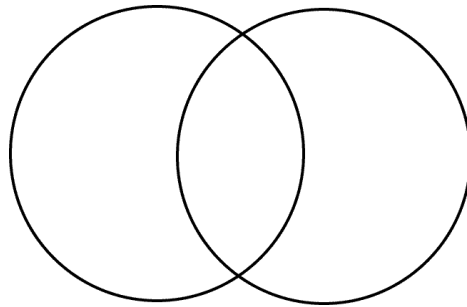
Ask the children to close their eyes and think about a time in their life when they were touched by someone and it made them feel good (eg hugged, kissed, patted on the back etc). Ask for a few volunteers to describe the time they're thinking of. Why is touch so important and valued by humans and other animals?

Main activity

In pairs/groups ask the children to list as many types of touch as they can think of, good or bad.

Ask for some types of touches from each pair/group and put them into a Venn diagram on the board:

Wanted/safe touch unwanted/unsafe touch



From this activity, try to draw out from the children the reasons why it might be hard to decide where to put some touches, as it depends on factors like who is doing it, how they're doing it, when they're doing it and where they're doing it. (eg a punch can be friendly and playful if done gently to a friend at an appropriate time, but not if it's done to hurt; a kiss can be very loving if done by someone you're happy being kissed by; a friendly pat might be comforting and reassuring, but not if done hard or in the wrong place)

Reinforce that you are the 'boss of your body' and can decide how someone touches you, where they touch you and when they touch you.

Closing activity/reflection

In groups, the children should look at a collection of photo cards which show different types of touch and sort the cards into touch you think is ok and touch you think isn't ok. (Sample cards can be found by clicking [here](#) and then clicking on the word document saying 'Year 5&6 safe touch in our relationships' photo cards)

After the activity, ask the children whether it was easy to do and whether there were any disagreements or any that were hard to sort. Why were they hard?

Lesson 2 - Where is it ok to touch?

Introductory activity

Give the children an outline of a body. Ask them to label where they are happy to be touched and by who (eg a label could say 'I'm happy to be patted by my football team manager when I've done well' with an arrow to the arm; 'I'm happy to be kissed by my mum or dad when I leave for school' with an arrow to the cheek etc).

Tell the children that there are parts of the body that shouldn't be touched by anyone without their permission. What are these parts called? (It's important to make sure that the correct scientific names are used for the sexual organs so children are comfortable using them in case they ever need to with health professionals or other adults.)

Ask the children to shade in the private and personal areas that would be covered with a swimsuit on their body outlines.

When might it be ok for someone to touch these parts of your body? (Elicit doctors, staff who are providing special care)

Main activity

What happens if someone touches a part of your body in a way that you know is wrong? What can you do? Explain to the children that we're going to enact a short play and will think afterwards about what the person can do.

Enact the play 'To tell or not to tell' (appendix 2)

After the play, ask them whether the characters are male or female. Why do they think so?

Divide the class in half. Ask half the children in small groups to think of reasons why Chris shouldn't tell and the other half in groups to think of reasons why (s)he should tell.

Pick a confident child to be Chris and don't involve them in the activity above.

Chris must walk slowly down 'conscience alley', with children on one side giving him/her reasons to tell and on the other side, giving him/her reasons not to tell. Chris must listen to what each child is telling him/her to do.

At the end of the alley, ask Chris what arguments for and against telling, he/she can remember and find out what she/he will do.

Discuss Chris's decision as a class and talk about the reasons for this decision. Are there any other reasons why Chris should tell that haven't been heard yet?

Ask the class whether their views about what Chris should do are affected by the gender of Chris.

Explain that sometimes we can be hurt or harmed by people we know and that it makes it harder to tell someone. Remember though that we must always tell a trusted adult as we must protect ourselves from harm.

Closing activity/reflection

Remind them that they are 'the boss of their body' and no one should touch them in ways that make them feel uncomfortable, particularly in the area identified in their body outlines.

If an adult touches you in a way that makes you feel uncomfortable, talk to a trusted adult.

If an adult does not believe a secret you told them, try again/or inform another adult you can trust.

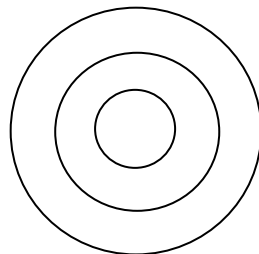
If a friend talks to you about something serious concerning them, help them to talk to a trusted adult.

Lesson 3 - Adults you come into contact with

Introductory activity

Ask the class to suggest different 'categories' of adults that they may come into contact with, including rare casual contact as well as regular contact. Eg brother/sister, parents, other relatives, parents' friends, youth group leaders, shopkeepers, lollypop person, teachers, sports team managers, doctors etc. Record all their suggestions on the board.

Give each of them a sheet of paper with 3 concentric circles like this:



Ask them to put the groups of adults on the board onto this diagram, using these guidelines:

- The inner circle is your 'personal space' and only those that you are happy to have close physical contact with, such as hugging and kissing should be put in there.
- The middle circle is for those that you are happy to have less close physical contact with such as handshakes, pats on back, and 'high fives.'
- The outside circle is for those that you are happy to have non-physical contact with, such as saying hello, nodding or waving.
- Outside the circles is for those that you have no contact with at all.

Thinking about the people in their inner circle, ask the children whether there has been any change in the way they like to be touched by them since they have grown? With their friends and family, what has stayed the same? What is different?

Reinforce with the children that we are all different and all have different feelings about how we like to be touched and by whom. For some children, the way they like to be touched doesn't change as they grow and for others, it does. The important thing is that we are the 'boss of our body' and in charge of how we are touched, where we are touched and by whom.

Main activity

In groups ask the children to think about how they should respond to these scenarios. What can they say? What can they do? How can they show how they feel? (Refer to the 'SEAL: Peaceful problem solving process and poster' as a strategy for the situation. Encourage children to try out I-message statements eg I don't like it when...I feel....At first it was ok now I.....)

- James's friend Ben thinks that James's hair is too long and for a joke keeps pulling it in the playground. This makes James feel unhappy. What should he do?
- Holly's Grandma always kisses her when she arrives in the house and although she didn't mind once, she doesn't really like it anymore. What can she do, so she won't hurt her grandma's feelings?
- John has a good friend Emily. Emily's little sister Kate, who is 7, keeps trying to kiss John in school, because she sees him at her house so often. John finds it really embarrassing. What can he do to stop it without upsetting Kate?
- Peter does not like it when his big brother wrestles with him. What can he do?
- Lucy's mum has got a new boyfriend and sometimes he tries to cuddle her. She doesn't really like it as she hasn't known him for very long. What can she do?

- Beth is always being tickled by her friend Lena, but she doesn't like it. What can she do?

Closing activity/reflection

Ask the children what their solutions were and ask any group that wants to role play their solutions to do so. What does the rest of the class think about their strategies? Were they effective?

Lesson 4 – Support networks

Introductory activity

Remind the children that in the last lesson, they were thinking about strategies for dealing with situations where they might be touched in ways they don't like. Who can remember any strategies?

Explain to the children that sometimes there may be times when they have tried strategies and they haven't worked. They may need the help of a trusted adult, such as family, friends, neighbours and school staff. This doesn't just apply to being touched in a way you don't like but could be to do with all sorts of situations.

Main activity

Make a list of situation on the board where children may need help from an adult (eg you are worried about a member of your family who is drinking a lot, you are struggling with school work, you are having difficulties with friendship groups, you are being bullied etc)

Ask the children individually to think about who their trusted adults are who they would talk to about anything that was concerning them and make a list (reassure them that it doesn't matter if the list is one person or more people – We're all different in terms of how easy we find it talking to different people). Ask them to compare their list with a neighbour.

Explain to the class that it isn't always easy getting the attention of an adult.

Ask them:

- When would be an appropriate time to start the conversation with an adult?
- What times would be best to avoid having a serious discussion?
- What would they do if the adult sent them away or told them there is 'nothing to worry about?'

Choose one situation from the board and ask for a volunteer to role play the part of the child asking you (the teacher) for help. Before beginning, ask the class for suggestions about what the volunteer can say to start the discussion.

At appropriate stages during the role play, stop the action and ask the other children what option the volunteer has. It would be good for the teacher to try and put the child off by saying 'I'm busy now' or 'come back tomorrow' or 'don't worry about it, everything will be alright'.

Divide the children into pairs. Give each pair a scenario from the board (but not from the previous activity). Ask them to discuss their scenario and consider who they could ask for help, and when they would ask for help.

They should briefly practice asking for help before role playing their situation for 1 minute in front of the class, demonstrating how they would ask for help.

Ask each group to role play their situation for 1 minute.

Closing activity/Reflection

Remind the children what they have learnt:

- They all have people they can ask for help - It will be different for all children
- Help can be needed for a lots of different situations
- Different people can help with different problems
- Don't be put off asking for help, if at first, the adult chosen does not help or sends you away
- Different practical skills to ask for help

5. Signposting

It is important to have some leaflets/posters displayed in the school with helpline numbers and to remind children regularly where they can go to talk confidentially to someone.

Organisations providing confidential support and advice for children include:

Childline

Childline offers free, confidential advice and support to under 18 year olds whatever their worry, whenever they need help on 0800 11 11.

Posters can be downloaded [here](#) or ordered free by contacting 0808 800 500 or emailing help@nspcc.org.uk

The NSPCC

The NSPCC runs a 24 hour child protection helpline staffed by professional counsellors, for adults who are worried about a child and need help, advice and support. Call 0808 800 5000 or email help@nspcc.org.uk

CEOP

Children can make a report to **CEOP** if they are worried about someone making them feel uncomfortable about sex online, which might be chatting about sex, asking them to do sexual things on webcam, asking them to meet up when they've only met on line, or asking for sexual pictures. Children can report to CEOP at

<https://www.ceop.police.uk/Ceop-Report/Ceop-Report/>

6. Identifying harmful sexual behaviour

The 'Brook' Traffic Light Tool

This innovative resource helps professionals who work with children and young people to identify, assess and respond appropriately to sexual behaviours. It uses a 'traffic light tool' to categorise sexual behaviours, to increase understanding of healthy sexual development and distinguish this from harmful behaviour.

By identifying sexual behaviours as **GREEN**, **AMBER** or **RED**, professionals across different agencies can work to the same criteria when making decisions and protect children and young people with a unified approach.

This resource has been designed to help professionals think through their decisions and does not replace organisational procedures or assessment frameworks.

It can be found by clicking [here](#)

Appendix 1

What is child sexual abuse and child sexual exploitation?

Child sexual abuse involves persuading or forcing a child to take part in sexual activities, or encouraging a child to behave in sexually inappropriate ways.

Sex offenders are found in all areas of society and come from a variety of backgrounds. Significantly more men than women sexually abuse children. However, sexual abuse committed by women is under-reported and is sometimes not recognised as abuse.

9 out of 10 children know their abuser. They are likely to be a relative, family friend or person in a position of trust, rather than a stranger. A child may not say anything because they think it is their fault, that no one will believe them, or that they will be teased or punished. The child may even care for an abusing adult. They will want the abuse to stop, but they may fear the adult will go to prison or that their family will break up.

Child sexual exploitation is a form of sexual abuse that involves the manipulation and/or coercion of young people under the age of 18 into sexual activity in exchange for things such as money, gifts, accommodation, affection or status. The manipulation or 'grooming' process involves befriending children, gaining their trust, and often giving them drugs and alcohol, sometimes over a long period of time, before the abuse begins. The abusive relationship between victim and perpetrator involves an imbalance of power which limits the victim's options. It is a form of abuse which is often misunderstood by victims and outsiders as consensual. Although it is true that the victim can be tricked into believing they are in a loving relationship, no child under the age of 18 can ever consent to being abused or exploited.

Child sexual exploitation can manifest itself in different ways. It can involve an older perpetrator exercising financial, emotional or physical control over a young person. It can involve peers manipulating or forcing victims into sexual activity, sometimes within gangs and in gang-affected neighbourhoods, but not always. Exploitation can also involve opportunistic or organised networks of perpetrators who may profit financially from trafficking young victims between different locations to engage in sexual activity with multiple men.

Exploitation can also occur without physical contact, when children are persuaded or forced to post indecent images of themselves online, participate in non-contact sexual activities via a webcam or smartphone, or engage in sexual conversations on a mobile phone.

Technology is widely used by perpetrators as a method of grooming and coercing victims, often through social networking sites and mobile devices. This form of abuse usually occurs in private, or in semi-public places such as parks, cinemas, cafes and hotels. It is increasingly occurring at 'parties' organised by perpetrators for the purposes of giving victims drugs and alcohol before sexually abusing them.

In a year, Barnardo's works with approximately 2000 children and young people who have been sexually exploited and the true number is likely to be much higher. Sexual exploitation is not only something that affects girls. In a recent survey led by University College London, it was found that almost one in three of the sexually exploited young people supported by Barnardo's were male. Boys may be particularly reluctant to seek support for the abuse that they have suffered because of perceptions about 'masculine behaviour', with victimisation being seen as a sign of weakness. Professionals can be instinctively less protective of boys than girls meaning opportunities to safeguard boys are missed.

Very young children and disabled children are particularly vulnerable because they may not have the words or the ability to communicate what is happening to them to someone they trust.

Sexual abuse and exploitation can have a serious impact on the lives of children and young people. It can:

- Lead to difficulties in forming relationships with others, a lack of confidence or self-esteem and can affect their mental and physical health.
- Create feelings of worthlessness within children and young people, which can lead to acts of self-harm.
- Put the young person at increased risk of sexually transmitted infections including HIV, unwanted pregnancy and abortion, as well as long-term sexual and reproductive health problems.
- Ultimately impact on parenting capacity in the future.

Where children or young people manage to recover to some extent, they will sometimes feel unable to stay in their local area because of the associations it holds for them (or because of very real threats from networks around their abusers) leading to family break-ups and isolation from family and friends.

Appendix 2

'To tell or not to tell'

(For use with Upper KS2 lesson 2)

(Sam and Chris are outside on the playground at lunchtime. Sam has noticed that something isn't right with Chris.)

Sam: Hey, that's the second time I've asked you that question! What's up?

Chris: Nothing! Just leave me alone. Why does everyone keep on at me all the time?

Sam: Okay okay. I'll go and leave you in peace then. *(Sam starts to walk away.)*

Chris: No please....I'm sorry. Don't go. It's just.....

Sam: Just what? Come on. You know the old saying-'a problem shared...' and all that.

Chris: Yeah, but it's hard. Do you promise not to tell?

Sam: We're mates aren't we? But tell what?

Chris: Well, you know my mum's new boyfriend?

Sam: Dave - You said you liked him.

Chris: I did - I do! Only...*(There's a long pause. Chris is obviously struggling to speak. Sam stands quietly, waiting.)* The other night my mum went out, and Dave said he'd be happy to stay in and baby sit. We put the baby to bed then he said I could stay up late and watch TV if I was good.

Sam: Sounds ok to me!

Chris: It was. We had Crisps and pop and everything.

Sam: So - What's so bad about that?

Chris: Nothing. But then I got sleepy and must have dozed off on the settee.

Sam: Did you spill the pop? I know your mum would be cross, but....

Chris: No! Please, listen. *(Another long pause.)* I thought I was dreaming. Someone was stroking my hair really gently, then the hand moved around my shoulders and down my back, still stroking. I could hear a voice saying nice, soothing things. Only it wasn't a dream. I woke up and it was Dave leaning over me, touching me, saying I was so soft and all sorts of stuff.

Sam: You Sure? No-I can see that you are. I don't know what to think. What did you do?

Chris: I leapt off the settee and ran upstairs and got into bed. Then I heard mum come in. She came upstairs, looked into my room. I pretended to be asleep and she went away. But I'm scared. She's going out again at the weekend and I don't want to stay in with Dave again.

Sam: This is serious. I know you said it was a secret but, honest Chris, I don't think you can keep this to yourself. It might be nothing, but I can see you're really worried.

Chris: But who could I tell? And what if they don't believe me?

Sam: Well, you've told me and I believe you. That's a start. C'mon, let's talk about it and decide what to do.