



ESCB Key Stage 2 Child Sexual Exploitation Lesson Plans

These lesson plans have been developed by Essex County Council, Family Operations, Involvement Team to support educational establishments to provide structured learning to Key Stage 2 pupils in relation to Child Sexual Exploitation, including risks online.

The activities have been chosen to support children's understanding of the Child Sexual Exploitation in an age appropriate manner. This lesson plan has been developed as a response to learning from the I Didn't Know CSE Schools Survey which schools across Essex participated in during 2016.

The pack includes a range of printable resources, from recognised Child Sexual Exploitation age appropriate programmes including the Barnardo's Real Love Rocks programme, NSPCC and CEOP's Cyber café. The exercises have been grouped into 4 sections:

- Relationships
- Online Safety
- Talking about Feelings
- 'I Didn't Know' Pledge

The Essex Safeguarding Children Board is asking schools to create an 'I Didn't Know' Pledge that will be individual to their school. The Pledge should be based on the pupils learning and ideas around what they feel is important in their community and outline what pupils and staff at the school agree the school will do to support children and young people to be aware of the risks of CSE and know where to get help. The pledge should consider what young people need to enable them to speak out about worries or concerns. The pack includes a session about the development of your schools 'I Didn't Know' Campaign Pledge. When the school has agreed their Pledge, it should be sent to Clare Livens Child Sexual Exploitation Project Manager who will have it reproduced as poster with the 'I Didn't Know' campaign branding for the school to display

INVOLVEMENT TEAM

Exercises Exploring Relationships

Resources: Barnardos Real Love Rocks Bingo Cards and Facilitator Answers

Learning Outcome:

This exercise can be used to introduce some of the words that may be discussed during the following activities.

Give each child a Bingo Card (there are 4 different cards)

Explain that you are going to randomly pick words from your Bingo Facilitators sheet and when they hear a word that is on their sheet they must cross it off. When all the words on their card are crossed off they should call out 'Bingo'.

Understanding Relationships: Good Friend/Bad Friend



10 minutes

Resources: Good Friend/Bad Friend Sheet printed on A3 paper (1 for each group)

Learning Outcome: To help children to recognise the signs of 'Healthy' and 'Unhealthy' Relationships

Give each group a Good Friend/Bad Friend sheet . On the sheet the body is split in two halves, Good Friend/Bad Friend. Ask the groups to write on the body under each heading what they think makes a good friend/bad friend.

After a few minutes ask the children to feedback their ideas.

Next ask the children if they think they would want the same things in a relationship with a boyfriend or girlfriend, what might be different?

Sometimes what the children identify as being desirable are not always what adults would pick. It is important to explore with the children why they think something is positive.

Explain to the class that their ideas about Good/Bad friends can help them to understand what makes a 'healthy' or 'unhealthy relationship'. If they do not want to have friends that make them do things they don't want to do, boss them around or tease them etc. that this is the same in a relationship, both in the real world and online.

Explain that healthy, positive and loving relationships are real and that whilst not all relationships are perfect, nobody should feel frightened, be hurt by anyone else or made to do anything they don't want to do.

Relationship Issues



20 minutes

Resources: Relationship Issues Cards

Learning Outcome: To help children to recognise the signs of 'Healthy' and 'Unhealthy' relationships.

Give each table a set of the Relationship Issue cards. Ask them to look at the issue and decide:

- Is this a healthy or unhealthy relationship?
- How does this relationship make them feel?
- Would you want to have this type of relationship?

Discuss what they could do/ where they could go for support if they felt that they were in an unhealthy relationship. Do they know who they could go to in school to talk to?

Explain that healthy, positive and loving relationships are real and that whilst not all relationships are perfect, nobody should feel frightened, be hurt by anyone else or made to do anything they don't want to do.

INVOLVEMENT TEAM

Exercises Exploring Online Safety

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| NSPCC: Share Aware Lesson 1 - Alex |  40 minutes |
| Resources: Internet connection Interactive Whiteboard (optional) Share Aware video 'I Saw Your Willy' Share aware power point presentation Share Aware Lesson 1 – Alex lesson sheet | |
| Learning Outcome: Pupils will leave this lesson understanding the dangers of taking personal photographs and sharing them online | |
| <p>This is the first of two lesson plans focusing on online safety. It includes references to the PSHE Association Programme of Study for Key Stage 2, focusing on Core Theme 1: Health and Wellbeing: <i>The importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.</i></p> <p>See Share Aware Resource Sheet for session details.</p> | |
| NSPCC:Share Aware Lesson 2 - Lucy |  40 minutes |
| Resources: Internet connection Interactive Whiteboard (optional) Share Aware video 'Lucy and the Boy' Gimme 5 activity (activity sheet included in session sheet) Share aware power point presentation Share Aware Lesson 2 – Lucy lesson sheet | |
| Learning Outcome: Pupils will leave this lesson understanding the dangers of chatting to strangers online | |
| <p>This is the second of two lesson plans focusing on online safety. It includes references to the PSHE Association Programme of Study for Key Stage 2, focusing on Core Theme 1: Health and Wellbeing: To deepen pupil's understanding of risk by recognising, predicting and assessing risks In different situations and deciding how to manage them responsibly.</p> <p>See Share Aware Resource Sheet for session details.</p> | |

CEOP Jigsaw Film:



Film 15 Minutes

Supporting lesson up to 85 mins

Resources:

Internet connection

Jigsaw film https://www.youtube.com/watch?v=_o8auwnJtqE

Jigsaw Film Support Activities sheet

Learning Outcomes

Pupils will be able to identify what constitutes personal information Pupils will develop critical thinking skills. Developing awareness of potential risks and how they can be dealt with.

During this session children will be able to recognise what constitutes personal. They will understand that they need to be just as protective of their personal information online, as they are in the real world. The children will learn that keeping this information private will help protect them from people that they do not know or like and help to protect them from unsolicited mail and scams. An understanding will be gained of what to do and where to go if they are worried about any of the issues covered.

Please see Jigsaw Film Support Activities sheet.

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|  <p>CEOP: Play Like Share</p> |  <p>3 x 40 minutes sessions</p> |
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Resources: Internet connection
 Interactive Whiteboard (optional)
 Play Like Share films either via You tube or www.thinkuknow.co.uk/teachers
 Downloadable resources from www.thinkuknow.co.uk/teachers

Learning Outcome: Play Like Share is a three-episode animated series which aims to help eight-to-ten year olds learn how to stay safe from sexual abuse, exploitation and other risks they might encounter online.

The three films follow the adventures of Sam, Ellie and Alfie as they form a band and enter their school's Battle of the Bands contest, taking on the mean but 'cool' Popcorn Wizards as they go. The three friends learn that while the internet can help them in pursuit of their goal, they need to use it wisely and safely.

Play Like Share helps children to identify the signs of pressurising and threatening behaviour in an age appropriate way. This is explored through highly relatable characters and non-frightening peer-on-peer scenarios, where children recognise tactics such as flattery or bribery or that feeling you might get when something's not right.

The films are designed to be viewed by children in the context of at least three learning sessions, based on the plans in the accompanying resource pack which can be downloaded from CEOP website www.thinkuknow.co.uk/teachers

Relationships Online: What do you share online?

CEOPs Cyber Café



15 minutes

Resources: CEOPs Cyber Café Resource 3, Who Would You Tell? Sheet Private Information sheet

Learning Outcome: To help children to think about the information they share online and the risk and consequences of sharing too much information online.

Start by reminding the class that people can also develop relationships online, sometimes with people they don't know in the offline world. As with the relationships they have discussed, there can be healthy and unhealthy relationships online. One way to help children to stay safe online is to think about the information they share online.

Tell the class you are going to play a guessing game. Start by saying something like:

"I am thinking of a boy in class 4. Can you guess who it is?"

"I am thinking of a member of the football team in Class 3. Can you guess who it is?"

"... someone who lives at ..."

"... A nine-year old in Class 5 with blonde hair who plays the violin ..."

"... Someone with the family name '-----' ..."

Ask pupils to think about the pieces of information that enabled them to identify the person you were thinking of. Explain sometimes only one piece of information was needed; on other occasions it was necessary to use more than one; sometimes seemingly unrelated bits of information can be put together like a jigsaw to help us to identify someone. Explain that we all need to think very carefully about the information we give to anyone, particularly on line, as we cannot be sure they are who they say they are. Discuss what sorts of information are safe. Introduce the idea of personal information, that is, information that can identify each person individually.

Give each group a set of cards cut from the Who Would You Tell? sheet plus 3 or 4 sets of cards cut from the Private Information sheet. It helps if the two sets of cards are printed on different coloured paper. Ask the pupils to spread out the Who Would You Tell? cards on a flat surface. They should position the Private Information cards next to the characters to show what information they would give.

Ask groups to discuss their decisions. It is worth introducing the analogy of providing information in the real world. Would the children be happy to give out this information to everyone on a busy shopping street where they live? If not then they shouldn't be giving it out online.

Introduce the idea that people who ask for information using the new technologies might not be who they say they are. Talk about the concept that the environments (VoIP, chatrooms, forums, social networking sites and gaming (xbox live etc...)) might change but the rules stay the same, that sharing information with people you don't know can put them at risk.

Ask the class if they can think of any risks of sharing too much information online.

An alternative way to deliver this exercise is to ask children to volunteer to be the people on the 'Who would you tell?' sheet, giving each of them a sign to hold. Give the rest of the class a set of cards from the private information sheet and ask them to give their cards to the people they would be happy to share their information with.

INVOLVEMENT TEAM

Exercises Exploring Feelings

Feelings Wardrobe (Barnardo's Real Love Rocks)



20 minutes

Resources: Feelings Wardrobe printout

Learning Outcome: To help children and young people identify and talk about different feelings.

Give a copy of the Feelings Wardrobe to each child or young person. Invite them to fold the hand out to open like a wardrobe.

Explain that today you are going to be looking at people as being a bit like a wardrobe with doors. There are things we show externally like how we look, what we do, how we dress and some of our interests. And there are things we keep internal like how we feel and some of our thoughts.

Invite them to write or draw some of the things on the outside of the wardrobe doors that they show outwardly to people. This might be their hair colour, their favourite sports team/music/movies, the school they go to or the people in their family.

Then ask them to open up the wardrobe and write or draw some of the things they keep inside or that people don't often know about them. This might be different feelings, or thoughts they don't often share.

Discuss with them the different feelings we have, remind them that everyone has feelings and thoughts they keep inside even if people don't always show or share them.

If appropriate invite them to tell you of a time they have felt a certain feeling or help them to think about the internal thoughts and feelings of other people and how their actions can impact them.

What might stop a child telling and where can they get help.



10 minutes

Resources: What might stop a child telling sheet
Who can you go to for help sheet

Learning Outcome: For children to identify what might prevent them or their friends asking for help and who they can go to for help.

Explain that sometimes it is difficult for people to see that they are in unhealthy relationships or to know what to do, that it is important that children know who they can go to for help.

Ask the groups to think about why a child might not tell someone if they were worried about themselves or a friend being in an unhealthy relationship and record these on the 'What might stop a child telling sheet'

Explain that there are lots of different people that a child can go to for help and that talking about what is worrying will help them to change what is happening. Their next task is to think about who they can go to for help.

Using the 'Who can you go to for help' sheet ask the groups to write down on the bodies who they think they could go to for help. Ask them to also think about organisations that might help.

Read out the list below, ask the groups to circle each body as the person/organisation they have written down is read out.

- Schools and teachers
- Police
- Parents and family
- Doctors and nurses
- Social workers
- Youth workers
- Friends and other young people
- Websites
- Telephone helplines
- Child Line
- CEOPS
- Someone else (please tell us)

Finally ask the group to feedback any people or organisations they have identified not on your list.

INVOLVEMENT TEAM

Creating Your School Pledge



20 minutes

Resources:

Pens and Paper

Primary Pledge Planning Sheet

The aim of the I Didn't know Campaign Pledge is to create a Pledge stating what pupils and staff at the school agree will support children and young people to be aware of the risks of CSE and where to get help.

Each Pledge will be individual to the school, based on the pupils learning and ideas around what they feel is important in their community. When the school has agreed their Pledge, it should be sent to Clare Livens *Child Sexual Exploitation Project Manager* (contact details below) who will have it reproduced as poster with the 'I didn't know' campaign branding for the school to display.

Creating your Pledge:

Explain to the class that they have a very important job, to help the school create a Pledge that says how they will help to keep children and young people safe. It is important that they do not see the 'School' as just teachers and staff, but as a community including pupils, parents and other organisations linked to the school that may have a role in helping to keep children and young people safe. For example, Bus companies and local shops could also have a role.

Give each pupil a copy of the Pledge Planning Sheet.

Begin by asking the class to think about some of the things they have learnt about:

- Healthy Relationships
- On line safety
- The importance of telling people how they feel and who to talk to

Next ask them to write down what they think the Children in your school need to know to keep

themselves safe in the first box. Encourage them to think of as many things as possible.

When they have answered the first question, ask them to write down what they would like the school to do to help keep children safe.

When everyone has answered both questions the sheets can be collected up and the Pledge put together by staff using the children's answers or the exercise can be extended as follows:

Ask one pupil to volunteer to feed back their ideas.

Ask the class if anyone else has the same/similar ideas, if they do ask them to tick it off their list and write the idea on the board with the number of pupils who had the same idea in brackets next to it should you want to prioritise the Pledge.

Repeat this, until everyone has had the opportunity to feedback their ideas.

You should then have the basis for the Pledge on your board.

When the school are happy with their Pledge it should be sent to Clare Livens, who will have it reproduced as a poster for the school to display.

Please send to:

By Post: *Child Sexual Exploitation Project Manager* , Rm C228, County Hall, Chelmsford, CM1 1QH

By email: clare.livens@essex.gov.uk