



**Something's
not right**

If something's not right,
there are people you can talk to

Lesson Plan for Key Stage 5

#somethingsnotright

LESSON: Confidently seeking support

This lesson plan is part of a new campaign from the Home Office, 'Something's Not Right', which is aimed at children and young people who have experienced harm, including sexual and physical abuse, but haven't received support due to the disruption caused by coronavirus. The lesson plan is designed to empower all students with the knowledge, skills and confidence they need to report concerns about themselves or someone they know, to trusted adults or other appropriate sources of support. In light of recent events, students may be carrying additional worries, concerns or need to tell an adult about a specific incident or situation.

This lesson should be taught in line with your school's safeguarding and child protection policies. Neither this, nor any of the lessons in this pack, is designed to be taught in isolation, but should always form part of a planned, developmental PSHE education programme. It will be most effective when taught within a unit of work on keeping safe or healthy relationships, and following teaching about consent. Schools may wish to use the [Home Office's Disrespect NoBody lesson plans](#) prior to teaching this lesson.

While the lesson is designed to be taught in a 60 minute PSHE education lesson, if your class would benefit from spending longer on activities and you feel confident in facilitating this, the content can spread over two lessons.

Learning objectives

To learn to confidently seek support for abusive situations, including identifying and evaluating most appropriate sources of support.

Learning outcomes

By the end of the lesson, students will be able to:

- describe warning signs of abusive behaviours in different contexts, including online
- confidently explain or demonstrate when, why and how to report abuse
- evaluate the appropriateness of different sources of support and identify most relevant support in different circumstances

Resources required

- Box or envelope for anonymous questions
- Flipchart paper and pens
- Resource 1: *Scenarios* [1 per pair]
- Resource 2: *Pros and cons* [Optional - 1 per each student requiring additional support]
- Resource 3: *CJ* [Optional - 1 per small group]
- *Pros and cons* [Optional - 1 per each student requiring additional support]

Lesson summary

Activity	Description	Timing
Introduction	Introduce learning objective and outcomes and reinforce ground rules.	5 mins

Baseline assessment	Students analyse their knowledge, understanding and beliefs about abusive behaviours.	5 mins
Spotting the signs	Students assess the signs of abusive behaviours in different scenarios.	10 mins
Making a disclosure	Groups assess different options an individual experiencing abuse has and the support services available to them.	15 mins
The right to report	Students consider the barriers to reporting abuse and the rights someone has in relation to reporting.	10 mins
Sources of support	Students identify the range of support available to a young person and are reminded of sources of support.	5 mins
Endpoint assessment, anonymous questions	Students return to graffiti walls and have the opportunity to ask questions anonymously.	10 mins

Climate for learning

Make sure you have read the accompanying teacher guidance notes before teaching this lesson, which includes guidance on establishing ground rules, the limits of confidentiality, communication and handling questions effectively. It is essential you are familiar with the schools' safeguarding and child protection policy and the system for managing students' disclosures.

Key words

Abuse (sexual, physical, emotional, neglect), disclosure, report

Introduction

5 mins

Negotiate or revisit ground rules for the lesson and introduce the learning objective and outcomes.

NB: It is especially important that students have a clear understanding about the limits of confidentiality during this lesson, and that they are aware of school safeguarding procedures regarding disclosures. While public disclosures should never be encouraged during PSHE education lessons, students should feel confident that they can speak to a trusted adult privately after the lesson.

Baseline assessment activity

5 mins

Place large sheets of paper around the room to form three 'graffiti walls' with the following headings (one heading on each):

- What 'abusive behaviour' means
- Warning signs of abusive behaviours
- Where and how to seek support

Ask students to add any knowledge, understanding, opinions and beliefs they have about these headings to the graffiti walls. They could also add questions they have about each topic. This should provide a helpful recap of students' prior learning on this or related topics. Briefly review their responses to gauge students' current understanding and beliefs.

Ask students to read the three scenarios in Resource 1: *Scenarios* and, in pairs, underline /annotate what they think all the 'warning signs' might be that the individual in each scenario is experiencing some form of abusive behaviour.

Take feedback, drawing out key learning:

- *Signs that Nula is experiencing abuse might include: discomfort at her boss's jokes, being touched in the office, being upset after sexual advance, lack of consent given by her at any time, the fact that a person in a position of authority is abusing their power*

- *Signs that Lance is experiencing abuse might include: being isolated from his friends, feeling upset by Sam's behaviour, being criticised about his appearance, being told that others say things behind his back, suddenly changing his behaviour, Sam buying him gifts and being nice to him immediately after putting him down*

- *Signs that Katie is experiencing abuse might include: her ex-boyfriend suggesting she is responsible for his happiness and making her feel guilty if she does not resume the relationship, her ex-boyfriend saying nasty things about her, threatening her, blackmailing her to do what he wants. It is important to note that sharing private or sexual images of someone without their consent, is abuse, and threatening to share naked images of someone is both abusive and criminal. Sharing private or sexual images of someone over 18 without their consent is also known as 'revenge porn' and is a criminal offence in the UK. Taking, making, sharing and possessing indecent images and pseudo-photographs (an image made by computer-graphics) of people under 18 is also illegal.[1] This includes under 18 year olds who have taken images of themselves. However, to avoid unnecessarily criminalising children, the police will consider all circumstances and use their discretion when handling these offences.*

Ask students to briefly discuss what the scenarios have in common and take some feedback. Students may identify similarities such as: controlling behaviour or a power imbalance, feelings of uncertainty or questioning someone's behaviour, someone not feeling safe. Emphasise that every young person has the right to feel safe, protected and respected and, in all the scenarios, these fundamental rights have been denied.

Remind students that abusive behaviour can take many forms and explain that it is often categorised as one or more of the following:

- Neglect - the ongoing failure to meet someone's basic needs, for example food, clothing, providing shelter
- Physical abuse – intentionally hurting or harming someone (including making up the symptoms of an illness or causing someone to become unwell)
- Emotional abuse - any type of abuse that involves the continual emotional mistreatment of a someone. This can involve deliberately trying to scare, humiliate, isolate or ignore them
- Sexual abuse – when someone is forced or tricked into sexual activity. This can happen in person or online
- Financial abuse – controlling someone's finances by withholding money or stopping someone earning. [2]

It is important to be clear that regardless of the type of abuse, the person experiencing abuse is never to blame.

[1] Adapted from gov.uk: Indecent images of children <https://www.gov.uk/government/publications/indecent-images-of-children-guidance-for-young-people/indecent-images-of-children-guidance-for-young-people#what-the-law> Accessed on 02.10.2020

[2] Adapted from NSPCC: Types of abuse www.nspcc.org.uk/what-is-child-abuse/types-of-abuse Accessed on 28.9.2020

Support: Ask pupils to identify just one to two 'warning signs' in each scenario.

Challenge: Ask students to consider how an outsider (for example a friend, work colleague, teacher or family member) might be able to identify signs that someone is experiencing abusive behaviour.

Making a disclosure

15 mins

In small groups, assign students one of the three scenarios. Ask each group to brainstorm all the different options the individual in their scenario has regarding what to do next.

Ask for feedback from each group, creating a whole class mind map of possible responses in an abusive situation.

Options might include: reporting it to a parent/carer, family member, friend, teacher, or other trusted adult; reporting it to the police; reporting it online, for example Childline, NSPCC, CEOP; seeking support online through charities/other organisations; ignoring it; confronting the abuser; removing self from the situation; calling the abuser's bluff (for example in Katie's scenario - however, it is important that students understand that although abusers do not always share nude images, somethings they do; so this might not be the best solution and young people should always seek help and support).

Then, ask each group to consider the pros and cons of each option (above) and decide what option they think would be most beneficial for the individual in their scenario. Students may wish to discuss this, or draw a pro/con table and add notes next to each option.

Ask each group to feedback on their decision to the rest of the class, explaining why they have chosen this approach.

Key learning:

Students may suggest that the cons of reporting the abusive behaviour, either to a trusted adult, the police or an outside agency are that it might be scary, upsetting, or embarrassing. They may also worry that they will get people in trouble or escalate the situation unnecessarily, or get themselves in trouble, especially if they have broken the law (for example by sending nude images when underage). It is important that students recognise that ensuring each individual's safety is the most important factor to consider in each scenario, but that it is each young person's right to choose whether or not they want to report officially, for example to a teacher or the Police, or whether they would prefer to just speak to someone about how they are feeling, for example Childline/NSPCC.

Finally, explain to students what might happen if they report abusive behaviour in school or, for example, if they make a report to the Police:

When someone reports a crime, the police will clearly tell them what will happen next, how often they will give them an update on the investigation, carry out a 'needs assessment' to find out what support they should get, and ask a victim support organisation to contact them.

Depending on the abuse experienced, they may interview the person, writing down or recording what has happened - the person reporting the abuse has a right to have someone talk on their behalf and to help them and they might have a social worker with them too.[3] For additional guidance on reporting sexual abuse or rape, please visit:

<https://www.met.police.uk/advice/advice-and-information/rsa/rape-and-sexual-assault/what-happens-after-you-report-rape-or-sexual-assault/>.

[3] Adapted from gov.uk: After a crime: your rights <https://www.gov.uk/your-rights-after-crime> Accessed 29.09.2020

Support: Provide students with the partially completed table in Resource 2: *Pros and cons* for them to add their ideas to.

The right to report

10 min

Introduce students to the final scenario in Resource 3: *CJ* (you may wish to print or display this, or just read it out loud). Ask students to think-pair-share some of the reasons why *CJ* might not want to report the abuse, for example, *CJ* doesn't want to 'cause a fuss' or make the situation 'any worse'.

Key learning:

Other barriers CJ might face include: not knowing who to talk to, feeling that the abuse isn't 'bad enough' to report, feeling embarrassed about what has happened, not wanting to look 'weak', being unsure what will happen if they do report the abuse, not wanting to risk breaking up the family home, thinking that they are better off 'sticking it out' until they can leave for university.

Take some feedback and then explain to students that *CJ* has the following rights:

- The right to report all of the abuse and get help and support – this might involve a formal disclosure to an authority
- The right to report what *CJ* is comfortable with – *CJ* has the right to report as much or as little of the abuse as they want, and only when they want to
- The right to seek support from a variety of sources – *CJ* can choose who the abuse is disclosed to.

Sources of support

5 min

In pairs, ask students to consider what support options might be available to *CJ*. They should write their ideas under the following three headings: legal support, emotional support, and further advice/guidance.

Take some feedback, ensuring students have identified the following:

- *Legal support: The Police, local authority/social services, teachers/other school staff (who have a legal duty to follow safeguarding procedures following a disclosure)*
- *Emotional support: members of CJ's extended family, friends, teachers, online/offline support groups*
- *Further advice/guidance: Childline, NSPCC*

Emphasise to students that although reporting abuse is not always an easy decision to make, how much is disclosed and when this information is disclosed is entirely up to the individual; they have control over the disclosure.

Finally, remind students of where they can seek help and advice both now and in the future. Students wishing to seek further guidance can:

- Visit Something's not right: www.childline.org.uk/somethings-not-right
- Speak to a tutor, head of year or other trusted member of staff in the school
- Anyone up to the age of 19 can contact Childline www.childline.org.uk/ (0800 1111)
- Contact the NSPCC www.nspcc.org.uk/
- Make a report to the Police www.police.uk/pu/contact-the-police/report-a-crime-incident/

Endpoint assessment and anonymous questions

10 mins

Ask students to return to the graffiti walls from the start of today's lesson and add any new learning in a different colour. Check to see that any questions they added at the start of the lesson have now been answered.

Give all students an opportunity to write something on a scrap of paper/post it note to add to the anonymous question box. This might be unanswered questions they have about the topic, or let them know that if they want to tell you anything privately, they can do so on this note, but that they will need to add their name if they would like you to follow up with them. To remove stigma for writing a question message, ensure all students write something by telling others they can simply write 'no comment'.

Ensure that the anonymous question box is checked at the end of this lesson. Any questions about the content should be followed up as soon as possible; in the following PSHE lesson if not before. If any students have chosen to use this opportunity to make a disclosure, ensure this is responded to immediately, in line with the school's safeguarding and child protection procedures.

Extension activity

Ask students to reflect on what they think might help them to start a difficult conversation with a trusted adult. Encourage them to create a list of 5-10 'top tips' about starting difficult conversations. If students need support to generate ideas, they could research the advice given by Childline: <https://www.childline.org.uk/info-advice/bullying-abuse-safety/getting-help/asking-adult-help/#confident>

Ideas might include: plan out what to say, write it out as a letter first, organise a time to speak to the person in advance, have a back-up plan, rehearse what to say in front of a mirror / with a Childline counsellor, decide how much to tell, try expressing feelings creatively (through art, music, writing), look for similar people's experiences online, etc.