



**Something's
not right**

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

Lesson Plan for Key Stage 3

#somethingsnotright

LESSON: Making disclosures

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 be spread over two lessons.

Learning objectives

To learn why, when and how to seek help from a trusted adult, or report inappropriate or abusive behaviour.

Learning outcomes

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

- Identify the features of positive relationships in the home
- Recognise inappropriate, non-consensual, or unwanted behaviour, including online
- Explain why, when and how someone might report inappropriate behaviour
- Demonstrate self-efficacy (a belief in your own abilities) and confidence in how to identify trusted adults and access support services

Resources required

- Box or envelope for anonymous questions
- Resource 1: *Lockdown scenarios*
- Resource 2: *Strategies diamond 9*

Lesson summary

Activity	Description	Timing
1. Baseline assessment	In response to a brief scenario, students respond to 'Who, what, where, when, why?' questions to reflect their initial understanding of appropriate support services and reporting.	5 mins
2. Introduction	Remind students of ground rules and introduce objective and outcomes.	5 mins
3. Relationships at home	Students list examples of positive and negative family relationship behaviours.	10 mins
4. Understanding abuse	Teacher-led explanation of different forms of abuse.	5 mins
5. Lockdown scenarios	In groups, students explore a scenario relating to a young person during lockdown, identifying their concerns and where they could access support.	15 mins
6. Telling someone	In pairs, students identify sources of support and script how someone might start a conversation with the people identified.	10 mins
7. Endpoint assessment	Students revisit their baseline assessment, adding to it with a different colour pen in order to demonstrate progress.	5 mins
8. Signposting	Make students aware of sources of support and how to access them, including where to report concerns.	5 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

Disclosure, trust, support, consent, healthy, unhealthy, abuse

Baseline assessment

10 min

Present students with the following brief scenario: *Casey has been having a really difficult time recently and needs help.* Ask students to respond to the Who? What? When? Where? Why? questions below:

1. **Who** can Casey speak to for help?
2. **What** might Casey say?
3. **When** might someone need to ask for help?
4. **Where** might they find reliable sources of help?
5. **Why** might they need help?

As this is a baseline assessment, avoid prompting students and ask them to work individually on these questions. Take some class feedback, as this will give you an indication of students' current understanding, beliefs and attitudes relating to the need to disclose concerns to trusted adults or support services. At this early stage in the lesson, you should emphasise that there are a number of people Casey could speak to (for example teachers, parents, friends, online/phone helplines through charities such as Childline).

Introduction

5 min

Remind students of ground rules and introduce the learning objective and outcomes.

Explain that people will have had very different experiences at home recently during lockdown, and that they may have different feelings about returning to school. While some people might have had very positive experiences of being at home with their family, for others they might have been more challenging, and this lesson is going to explore this in more detail.

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 lessons, students should feel confident that they can speak to a trusted adult privately after the lesson.

Relationships at home

10 min

Ask students to work in pairs or small groups for three minutes, listing as many examples as they can, of positive family relationship behaviours (emphasise that these should be generic ideas rather than specific examples from their own family). They should also list feelings that people experience in positive relationships.

Next, ask students to spend three minutes listing possible examples of negative family relationship behaviours, and any feelings associated with these (reminding them again not to use personal examples).

Take feedback, collating students' responses on the board. Student ideas might include:

- *Positive behaviours: spending time together, shared family activities, shared meal times, structure and routine (for example bedtime, meals, etc.), open communication, agreed family rules and expectations, love and kindness, affection, laughter.*
- *Positive feelings: safety, trust, comfort, love, acceptance, happiness, peaceful.*
- *Negative family behaviours: arguing or fighting, no time together as a family, chaotic or unpredictable care, putting each other down, blame or accusations, aggression, physical or unfair punishment, secretive behaviour.*
- *Negative feelings: unsafe, anxious, worried, angry, sad, unsettled, confused, lost, on edge.*

Understanding abuse

5 min

Next, lead an explanation about what abuse means, explaining that in the most extreme cases, negative relationship behaviours are sometimes known as abuse.

Definition: Child abuse is when a child is intentionally harmed by an adult or another child – it can be over a period of time but can also be a one-off action[1].

Explain that abuse can occur in different forms, such as:

- Neglect - the ongoing failure to meet a child's basic needs such as food and cleanliness.
- Physical abuse - when someone hurts or harms a young person on purpose, for example hitting.
- Emotional abuse - this involves the continual emotional mistreatment of a young person, for example deliberately trying to scare, humiliate, isolate or ignore.
- Sexual abuse – when a young person is forced or tricked into sexual activity[2]

Reinforce that if anyone is concerned about themselves or someone else, they should seek help as soon as possible.

Lockdown scenarios

15 min

Organise students into small groups and assign each group one of the three scenarios from Resource 1: *Lockdown scenarios*. Ask the groups to read through the scenario together and discuss the following questions:

1. What sort of abuse has the character experienced?
2. What signs might there be that something is wrong when they return to school?
3. Who might notice they need help?
4. Who might the character (or others who are concerned for them) speak to about getting help?

Take feedback, drawing out key learning:

• *Jayleigh has experienced physical and emotional abuse. She might have bruises or other injury marks, and her behaviour might have changed, for example becoming more withdrawn or more defiant/aggressive in school. Her tutor, teachers or friends might start to notice these changes. If she has been able to connect with others since lockdown restrictions have lifted, other family members (aunt, uncle, grandparents) might also have become concerned about the family relationship and might speak to Jayleigh or her parents about what has been happening at home, or raise their concerns with the school or support services.*

• *Brian has experienced sexual abuse from someone online, who manipulated him into sharing images. Remind students that this is not Brian's fault and challenge any victim-blaming attitudes expressed. Brian might be showing significant changes in his behaviour when returning to school, for example, being more withdrawn, losing interest in things he previously enjoyed. Brian's parents, family, friends or teachers might notice these changes. Brian could report what happened to CEOP (Child Exploitation and Online Protection command), the police, or a trusted adult such as a teacher or parent who could support him in making a report. For more support with teaching about sharing nude images please visit: <https://www.thinkuknow.co.uk/professionals/resources/send-me-a-pic/>.*

• *Amy experienced neglect during lockdown, and was having to take on too much responsibility in the home for someone her age. When she returns to school, she will be behind on her schoolwork but might also appear to be very tired, anxious, hungry or dirty (for example unwashed clothes). If she is continuing to experience neglect, she might also regularly be late or fail to attend school. Her teachers, the school safeguarding office or her tutor might be the first to notice but her friends or other family members might also be growing concerned and want to help.*

Telling someone

10 min

Explain that sometimes telling someone can feel difficult because of worries about how the person will react, or what might happen next, or it can be a struggle to find the words to explain what has happened.

Continuing to work in their groups, ask students to identify three main sources of support for their character (these are likely to be some of those listed above, for example friends, parents, teachers, school nurse, online services such as Childline, reporting services such as CEOP). Ask students to think about different ways that the character might start to tell someone about what has happened or to ask for help. Encourage students to think about:

- Where and when might the character start the conversation?
- What might they say to start the conversation?
- What help or encouragement might they need?
- What might happen next?

Ask students to present their work as three short scripts detailing the start of the conversation between the character and their sources of support.

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[1] NSPCC: What is child abuse? www.nspcc.org.uk/what-is-child-abuse Accessed on 28.9.2020

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

For example, Jayleigh might choose to talk to her head of year at school. She might go to her head of year's office at breaktime or arrange a time when she knows the HoY will be there and available to listen. Conversation starters might include; "Miss, I really need to tell you something important." "Sir, I'm having difficulties with my parents and I need some help." "Can I tell you about a serious problem I have?". Ensure that students have included appropriate, thoughtful and caring responses from the sources of support. Explain to students that they have a right to be listened to and that adults such as teachers or parents should make appropriate time for them.

Encourage students to think about what might happen next, for example a friend or parent might encourage the character to make a more formal report (for example to the police or other support service). A teacher might pass the concern on to the Designated Safeguarding Lead who will make a decision about the next steps to keep the character safe. Reinforce to students that adults will do everything they can to make the person safe from further threat and to make sure the person responsible for causing harm is dealt with appropriately.

Endpoint assessment

5 min

Ask students to revisit their baseline assessment and the first answers they wrote to the Who? What? Where? When? Why? questions at the start of the lesson. Using a different colour pen, ask students to add any additional information they have learnt in response to each question. They may also want to edit their original ideas as a result of the lesson. This will provide information about students' progress and identify if any gaps in learning still need to be addressed in future lessons.

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 or message, ensure all students write something by telling others they can simply write 'no comment'.

NB: 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.

Signposting support

5 min

Remind students of all the sources of support that have been explored during the lesson, including at home (for example parents, family members) in school (for example tutor, head of year, safeguarding lead, teacher). Highlight online reporting and support services including:

- Something's Not Right: www.childline.org.uk/somethings-not-right
- Childline: www.childline.org.uk
- Make a report to CEOP: www.ceop.police.uk/safety-centre for reporting online sexual abuse or exploitation
- Make a report to the Police: www.police.uk/pu/contact-the-police/report-a-crime-incident

If time allows, show the short video: [What happens when you contact Childline?](#)

This will help to demystify the process of contacting a Childline counsellor, and show students what is most likely to happen when they access support in this way.

Extension Activity

Hand students Resource 2: *Strategies diamond 9* and ask them to prioritise the strategies for starting a difficult conversation, according to which they think would be most helpful. The top card should be the strategy they would find most helpful, gradually working down to the least helpful at the bottom of the diamond shape. As this is a personal reflection task, students should work alone and should not be required to share their answers publicly.