TRICKY FRIENDS

Guidance

Schools are responsible for ensuring that they have conducted pupil voice to inform the age and stage appropriateness of these resources, and that their school RSHE Policy reflects the teaching strategies promoted.

The lesson plans are extracted from the RSE Solution resource, they can be used flexibly across the year groups with any adaptions to remain age and stage appropriate and best meet your school community needs.

This resource should be aligned to your planned, developmental RSHE curriculum. The following sections provide some important guidance in creating a safe learning environment:

Lesson Plans

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

Creating a working agreement

Establishing a working agreement with your class for RSE is essential. The value of the working agreement is dependent on the time and process taken to create it. Once established, it will provide pupils with a clear understanding of what behaviours, including language are acceptable. It can support a safe, democratic and empowering learning space for pupils, promoting confidence to fully engage in RSE lessons without fear of 'getting it wrong'.

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

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

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

To get pupils warmed up, start by asking them to imagine someone new is joining the class and they need to think of things that would make the new person feel comfortable to come and join in the RSE lessons.

Once the class has agreed what things would support someone new to feel comfortable to join in RSE, ask pupils to identify what they would like to have included in a working agreement. Write these down in their own words before ranking them in order of importance. You could use a diamond nine template, such as the one below:

Most Important →

← Least Important
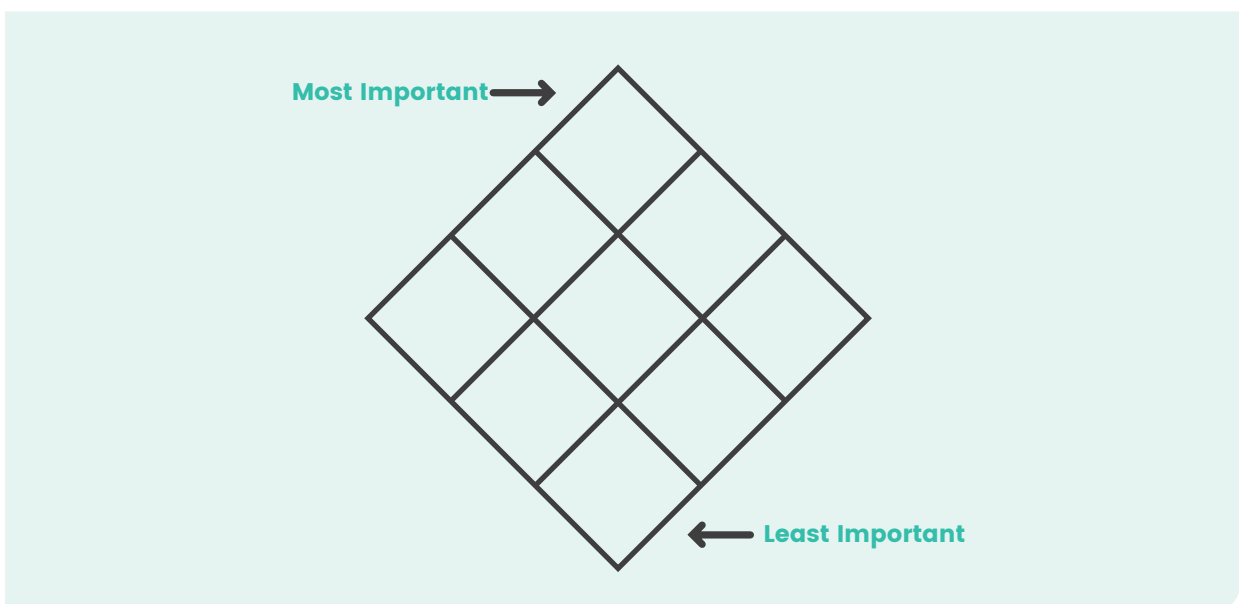
Whilst this activity is likely to conclude that all the suggestions are as important as each other, it provides a non-contentious activity for pupils to foster and embed appropriate learning behaviours for RSE. These may include "no personal questions", "it's OK to pass during an activity", and "it's OK to have different views to each other". Whilst pupils order the suggestions and create the working agreement, you can remind and encourage them to embed the behaviours they have identified over the process of this activity. This is better than trying to embed behaviours during an activity on a challenging topic, when pupils may feel more exposed or sensitive to reminders about appropriate classroom behaviours.

It may be helpful to add statements to the working agreement such as 'this means that I will…' and 'this means that I will not…' to ensure pupils understand how the agreement relates to their behaviour.

Once the class has finalised the working agreement, ask them to illustrate it, type it up or write their name around it so there is a commitment of ownership by the whole class to what has been agreed.

Display the agreement for each RSE lesson on the wall or place laminated copies on each working table. Always remind pupils of the working agreement at the beginning of every RSE lesson, drawing their attention to elements that have particular relevance to the lesson topic.

It may be helpful to ensure that the working agreement covers the following elements, using pupils suggested language:

Openness: We will be open and honest without directly talking about ourselves or each other. Instead we could say 'I know someone who' or 'person X'.

Keep the conversation in the room: We will feel safe to talk openly, knowing our teacher will not tell anyone else what we have said unless they are worried that we are not safe. We cannot stop other pupils talking about what we have said so we need to stop and think before we share!

Non-judgemental approach: It is OK to not agree with each other but we challenge what is said, not the person who says it.

Right to pass: We will try to join in, but if we feel uncomfortable in the lesson we can pass.

Make no assumptions: We will not assume what other people think and feel because of what we think we already know about them (religion, culture, life experience, disability etc).

Listen to others: We will listen fully to what everyone has to say before deciding what we want to say in response.

Appropriate language: We will use scientific words when talking about the body. If we don't know them, our teacher will tell us.

Questions: We can ask questions. We will not ask each other personal questions and no one can ask us personal questions (this includes our teacher).

Help and advice: If we need help and advice about anything, we will speak to our teacher or another adult we trust. We will help our friends to get help if we think they need it.

Preparing to answer questions:

It is essential pupils are given space within each lesson to ask any questions they have, to seek reassurance for concerns, fill any gaps of knowledge and addressing misconceptions.

Questions can provide a useful form of baseline assessment. For example, a question box can be left in a pre-agreed place and pupils given advance notice of a topic that will be covered, being invited to add questions to the box prior to the lesson. The advantage of this approach is the teacher has the opportunity to pre-empt the level of knowledge so the lesson can be appropriately pitched, as well as providing a chance to research or consider appropriate responses to the questions raised.

Post-lesson questions can provide a useful form of summative assessment, providing the teacher with an opportunity to identify any remaining knowledge gaps or skill development needs.

Some teachers feel anxious about the post-lesson questions, as this is a part of the lesson that is hard to prepare for. Take reassurance that teachers are not required to be the experts in all areas of RSE, neither does every question have to be answered. If a question arises that may not be appropriate to answer, it is acceptable to tell pupils that some questions will be answered in the following lesson, providing a chance to research an appropriate response, collaborate with colleagues to check a suitable age-appropriate response, or find organisations relevant to the topic that pupils can be signposted to for their own research. It may also be appropriate to suggest a pupil asks their question at home.

If anonymous question boxes are being used during a lesson, it is important to ask all pupils to complete a question slip and place into the box. If they do not have a question, they can just write 'Hi' or draw a smiley face. This will ensure that no pupil is exposed as having asked a question when only a few questions have been asked.

Question card templates are provided, but pupils could also make their own laminated Question cards featuring a tick box option at the bottom where they can express their preferred method of response such as:

- Answer in class Q&A

- Answer 1:1

- Just wanted you to know that...

Younger pupils may respond to a puppet that is used as a 'worry guzzler', or similar format. Pupils can then direct their questions to the puppet as you circulate around the class. The questions can be discussed and answered during a whole-class Q&A through the puppet.
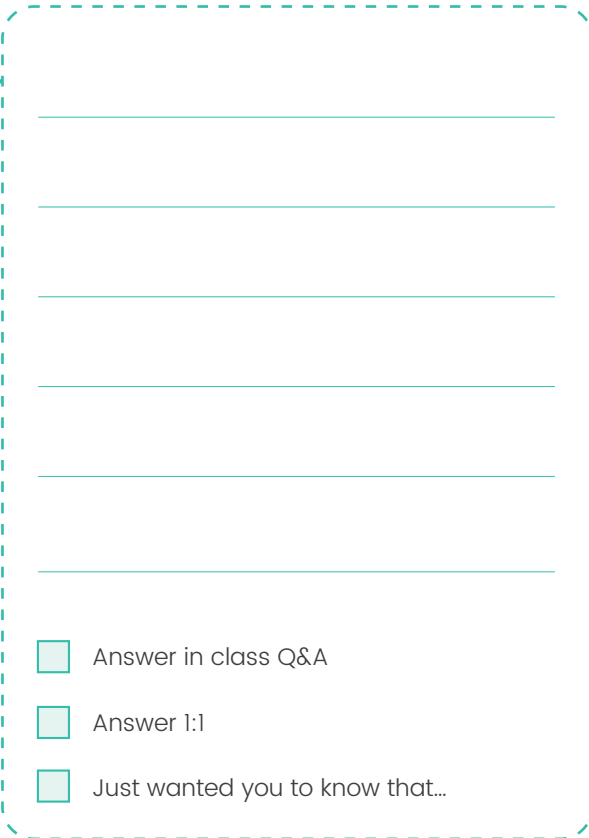
It is also useful to tell pupils where they can access support and advice both inside and outside of school including online support from quality assured, trusted websites. This will help prevent the seeking of information from inappropriate or unsafe places, where they could put themselves at risk or receive inaccurate information.
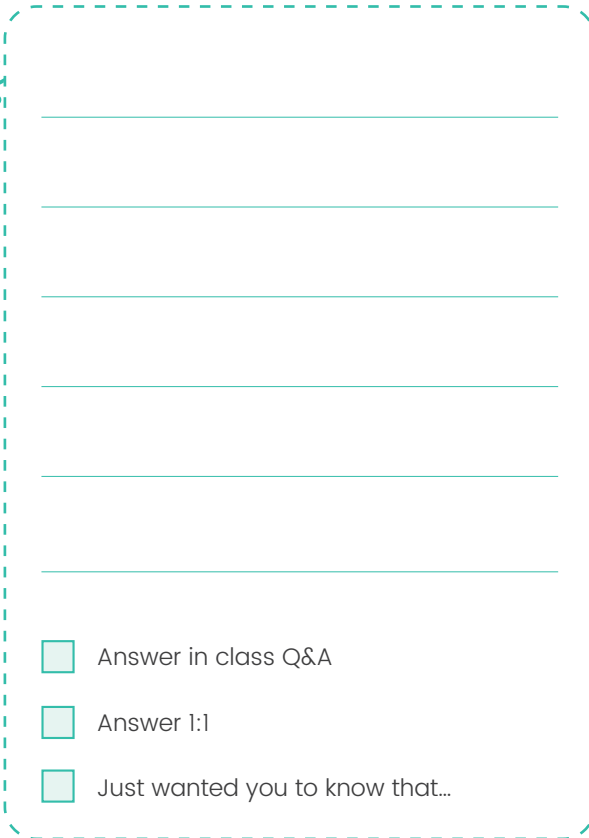
Question card
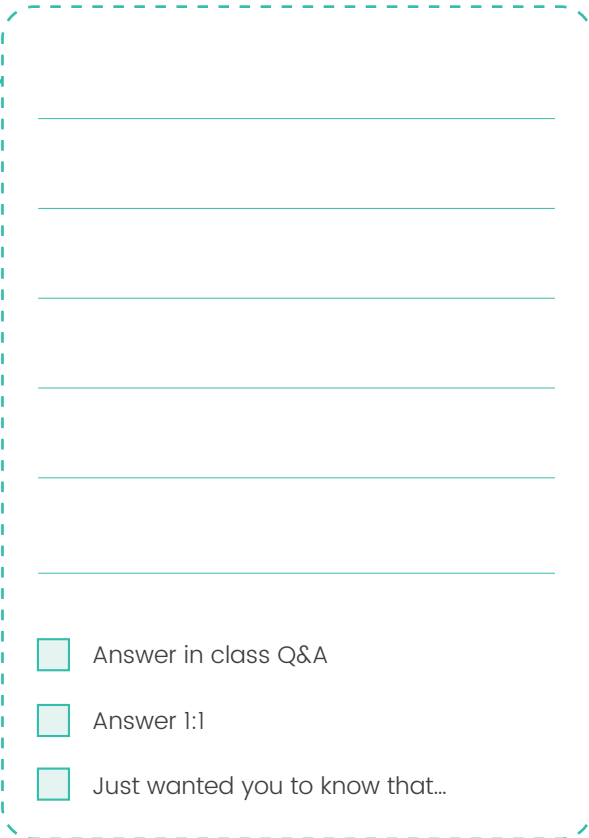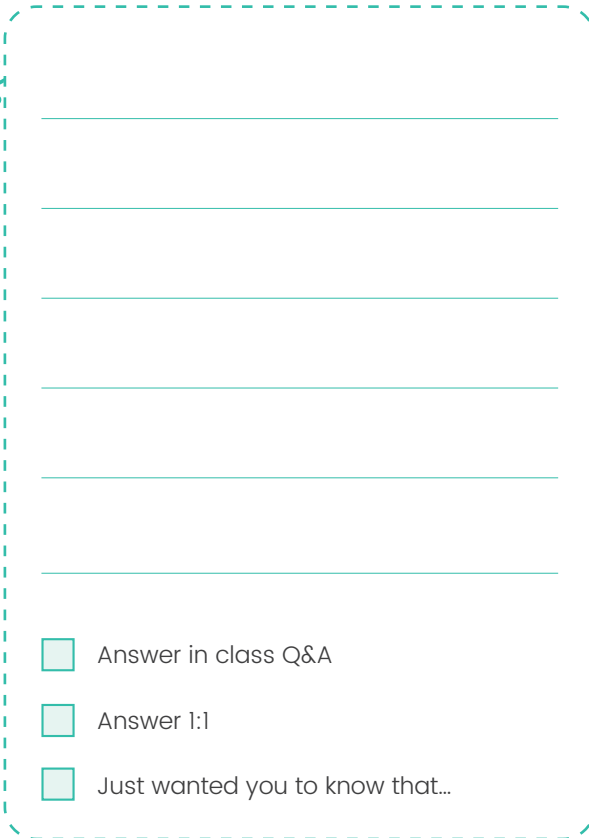
Card 1

_____

_____

_____

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☐ Answer in class Q&A

☐ Answer 1:1

☐ Just wanted you to know that...

Card 2

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☐ Answer in class Q&A

☐ Answer 1:1

☐ Just wanted you to know that...

Card 3

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☐ Answer in class Q&A

☐ Answer 1:1

☐ Just wanted you to know that...

Card 4

_____

_____

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_____

☐ Answer in class Q&A

☐ Answer 1:1

☐ Just wanted you to know that...

Safeguarding: Distancing, sign posting and disclosures

Distancing: RSE can be a challenge for all pupils for a variety of reasons. Some pupils may have difficulty in communicating their personal views and opinions or respecting the different opinions of others. Some pupils may lack the confidence or feel vulnerable to share their internal thoughts. For some pupils, RSE may trigger uncomfortable feelings and awareness of abuse. This resource uses a variety of distancing strategies for lessons and topics that may be particularly challenging. The use of characters appears in a variety of ways, including the creation of fictional characters. Pupils very often subconsciously project much of themselves into the characters to explore, share and express their own views of the lesson activities through the character. This type of strategy can promote pupil engagement in RSE.

Signposting: Before each lesson, it would be helpful to research local and national support agencies relevant to the topic you are teaching, so that at the end of the lesson you can appropriately signpost pupils and their families for specialist information, advice and guidance. Always remind pupils who they can talk to in school if they have concerns, and take the time to liaise with the school counsellor, nurse and pastoral team about RSE topic coverage so they can prepare for any pupil responses in advance.

Safeguarding disclosures: RSE can prompt safeguarding disclosures. This is because effective RSE teaches the information, language, emotional literacy and character skills to raise awareness and report incidents of abuse. Ensure that all staff in school are familiar with the safeguarding policy prior to RSE being taught so pupils will receive an appropriate and consistent response, whoever they approach within the school.

RSE can lead to disclosures relating to gender and sexual identity etc. It is important to recognise that this is not a safeguarding disclosure and the information does not need to be shared unless the pupil discloses any cause for concern about risk, in which case the approach is the same as it would be with any pupil. Respond to such disclosures by offering positive affirmation and working individually with the pupil, allowing the pupil to be fully empowered to make their own choices and work at a pace dictated by them.

Teaching RSE can be a challenge for some teachers due to their own life experiences. Ensure that all staff are fully supported to teach RSE, including the right not to teach a topic or lesson that they feel would be detrimental to their wellbeing. It might be possible for teachers to swap their lessons, or for an alternative member of staff to teach the lesson with the teacher supporting.

Lesson one: Self-esteem and relationships

Resources required:

- Post-it notes
- Paper and pens (black/blue, red, green)
- Number scale
- 'House of self-esteem' diagram

Learning Outcomes:

- I understand that everyone can experience high and low self-esteem.
- I can identify factors that affect self-esteem, knowing that my own behaviour can impact on the self-esteem of others and my own.
- I can recognise ways to strengthen self-esteem, knowing this can help me to be more aspirational.

Teacher notes:

Negative self-talk can lead to negative self-esteem and increased vulnerability to unhealthy relationship behaviours. It is important to act as a role model for positive self-talk and avoid the normalisation of self-criticism. It is important to be mindful of the implication that negative self-talk has on the individual, and also how doing this publicly within family, friendship groups and on social media, etc. makes self-criticism socially acceptable. This lesson can be used to create a culture where high self-esteem is recognised as a strength to help pupils to be more aspirational and achieve personal goals.

✏️ Activity one:

Introduce this activity by explaining that having high self-esteem is healthy and can enable a person to achieve their maximum potential. Explain that in this lesson we are going to work in groups to formulate a character and that this character will feature throughout the next three lessons.

Give each pupil a post-it note. Ask pupils to think of a time when they did not feel good about themselves. Tell pupils to write down one or two words on their post-it note that describes how they felt about themselves in that moment, and then hide this note away inside a book or somewhere private. Reassure pupils that this is a personal activity and that they will not be asked to share this.

Divide the class into small groups. Provide each group with a large sheet of paper and pens. Tell pupils to write down the positive and negative statements that they have heard people say to each other. Next tell pupils to circle the statements that they think could raise someone's self-esteem in a green pen and circle the statements that they think could lower someone's self-esteem in a red pen.

Explain that we are going to work in groups to create a character, and that this character will feature throughout the next three lessons.

Divide the class into small groups. Ask each group to draw a body outline. Half the groups are representing a person with high self-esteem, whilst the other half are representing a person with low self-esteem. The characters are to be the age of the oldest person in each group.

Ask each group to draw a face on their character and hair, decide their gender and give their character a name. Encourage them to develop their character by deciding:

- their character's favourite food

- their character's preferred subject at school

- how their character likes to spend their spare time

- who their character lives with, including any pets

- if their character has any special educational needs and/or disabilities

- if their character has a faith and/or strong cultural values, etc.

Tell pupils to imagine their character has found £10 when walking home from school. What do they choose to do with their £10?

Ask the group to illustrate and add words to the body outline to demonstrate how their character:

- feels about their body – they could draw these on the relevant parts

- thinks when they look in the mirror – these can be positive and/or negative

- is like as a friend – do they have many, are they a loyal friend?

- is like as a family member – are they helpful, charismatic, loving, isolated within the house?

- considers what their relationship options are – they could draw a heart and write these inside

Assign each group a different feature from the list below. Ask them to consider if it makes a difference to any of the above, if their character:

- is questioning their gender

- is questioning their sexuality

- lives in a house where there is domestic violence

- is bullied at school

- has a large birth mark on their face

Ask each group to introduce their character to the rest of the group by summarising their name, gender, a few key points and what they chose to spend their £10 on.

Summarise this activity by reminding pupils that the characters they have formulated will be used throughout the rest of this lesson, and in the following two lessons. It is important that they capture the feelings and views of their character throughout the activities, so that they are aware of how the character develops, and what factors have influenced this.

Activity two:

Introduce this activity by highlighting that everyone has different levels of self-esteem. Internal and external factors can affect how we feel about ourselves. Self-esteem can therefore be fluid. It is helpful to be aware of the factors that can affect self-esteem, so we can be mindful of how our behaviour can impact on another person's feelings, as well as our own.

Display the numbers 1-5 to make a scale within the classroom.

Tell the groups to discuss their character's self-esteem and decide on a scale of 1-5, with 5 being the highest, where they would position their character's self-esteem. Reassure pupils that there are no right or wrong answers to this activity. Ask one pupil from each group to position themselves on the scale, holding their character.

Tell the remaining pupils that the following scenarios happen to their character. They need to discuss within their groups, the impact that each scenario has on their character, before repositioning their character up or down the self-esteem scale, according to the impact that they think it would have.

Character scenarios to be considered include:

- having braces fitted
- getting dressed up to attend a family wedding
- having a breast removed due to breast cancer (breast cancer can affect men and women)
- someone anonymous making unkind comments about a photo they posted on social media
- a friend paying them a compliment
- someone within their friendship group making unkind comments about them, behind their back
- developing severe acne
- being asked out by someone they are attracted to
- experiencing a relationship break-up
- a parent telling them to eat more healthily
- getting a better mark than expected in a test
- having experienced FGM / circumcision as a child

If time allows, you could invite pupils to make their own suggestions to add to the list above.

After each change of character position, invite the groups to share the reasoning for their decision. Highlight and feedback key points.

Discuss: What led to positive changes in self-esteem? What led to negative changes in self-esteem? Did all the characters respond in an identical way? What factors have led to key differences in response? Why?

Summarise this activity by highlighting that everyone has different levels of self-esteem. Internal and external factors can affect how we feel about ourselves. Self-esteem can therefore be fluid.
It is important to identify the things that you can do to help you feel good about yourself.

✑ Activity three:

Introduce this activity by explaining that we will be learning about the ways we can foster high self-esteem to enable the fulfilment of personal goals and aspirations.

Give each pupil a post-it note. Tell pupils to write down one or two words that describe how they would ideally like to feel about themselves. Ask pupils to reflect on the post-it note that they wrote during Activity 1, and compare how these feelings could influence their self-esteem.

Give each pupil a copy of the 'House of self-esteem' diagram. Tell pupils to stick their positive post-it note at the top of the chimney, before writing their aspirations for the future within the roof of the house. Next, tell pupils to write five actions that they can do, to help themselves to build their self-esteem, in the pillars. Ask pupils to consider how doing the actions that are written in the pillars can help them to achieve their aspirations, which will in turn, influence and enable positive feelings.

Discuss: Do people have the power to influence their own self-esteem? Why? How?

Summarise this activity by explaining that high self-esteem can support the achievement of personal goals and aspirations, whereas negative self-talk can lower self-esteem and the confidence to aim high. Invite pupils to screw up their original post-it note and bin it as they leave the classroom, to represent a step towards ending low self-esteem.

Extension activity:

Tell pupils to reflect on their future aspirations, identified in Activity 3. Ask pupils to imagine that they have successfully achieved all of these. Instruct pupils to write a letter to my 'dear younger self' that contains advice about how to manage the things that negatively impact on their self-esteem now, with strategies to focus on the 'pillars of strength' to boost their self-esteem.

Assessment:

Activity one: Pupils reflected on their own feelings to identify that everyone can be vulnerable to low self-esteem.

Activity two: Pupils identified a range of factors that can affect self-esteem, recognising that everyone can experience high and low self-esteem, and considered how their own behaviours may impact on this.

Activity three: Pupils positively identified aspirational goals for the future and effective strategies to foster high self-esteem by annotating the 'House of self-esteem' diagram. They demonstrated confidence in being positive about themselves and having high aspirations for the future.

Evidence of assessment: 'House of self-esteem' diagram; letter (if extension activity completed).

1

2

3

4

Lesson two: Healthy relationships

Be prepared:

- Large paper and pens (black/blue, red, green)
- Relationship rings
- Post-it notes

Learning Outcomes:

- I can recognise different types of relationships.
- I can identify features of a healthy relationship.
- I know that healthy behaviours are important features of romantic relationships and can impact on a person's emotional health and wellbeing.

Teacher notes:

Some pupils may have developed and embedded unhealthy relationship behaviours based on experiences of existing relationships within the home, etc. These pupils may not understand or easily identify unhealthy behaviours. They may have strong reactions to the activities within this lesson as they challenge their own experiences and behaviours. When teaching about the range of unhealthy relationship behaviours include references to physical, emotional abuse and abuse of power through age, status, finance, etc. This lesson could lead to safeguarding disclosures, so before you begin the lesson ensure that relevant staff have been informed, and research safe, reliable anonymous sources of support to signpost pupils to.

Warm up: I do, you do

Tell the class to clap in unison to the count of 4, mirroring a regular beat. *Repeat x3.*

Tell the class that when you say 1, they replace the first clap with a stamp. *Repeat x3.*

Tell the class that when you say 2, they replace the second clap with a nod. *Repeat x3.*

Tell the class that when you say 3, they replace the third clap with a pat on the stomach. *Repeat x3.*

As you count to 4, pupils should now be doing the following:

1 = stamp

2 = nod

3 = pat the stomach

4 = clap

Now tell pupils that you are going to count in reverse. Ask pupils to perform the actions in reverse order. *Repeat x3.*

At the end of the game tell pupils that it can be both physically and emotionally difficult to change a behaviour that has been learned, even if someone really wants to. This is because the behaviour can feel 'normal' after time, making it hard to recognise and challenge.

Activity one:

Begin this activity by explaining that we are all in lots of different types of relationships. These can be family, friendships, romantic, professional, etc. This activity will explore what makes some relationships closer than others.

Invite pupils to shout out different types of individuals that someone can be in a relationship with. Write these on the board.

Suggested answers: *parents, siblings, friends, pets, professionals (doctor, counsellor, teacher), online, neighbours, sports teams, faith groups/leaders, etc.*

Provide each pupil with a copy of the relationship rings worksheet. Tell pupils to write the people that they are in relationships with into the rings, positioning the closest relationships to the centre of the ring.

Ask pupils to personally reflect on their closest relationships, considering what it is about them that made them position them centrally on the worksheet. Reassure pupils that this is a private activity. Invite pupils to share factors that can increase the closeness of a relationship, if they feel comfortable to.

Suggested answers: *blood relative, quantity of time spent together, length of time known, how the person makes them feel, how much they enjoy the other person's company, sense of responsibility, sharing a home with someone, etc.*

Discuss: Is it the quality of relationship that makes us feel closest to someone? What are the most important qualities?

Summarise this activity by reassuring pupils that we are all in lots of different types of relationships. It is the quality of the relationship that can create its strength.

Activity two:

Introduce this activity by explaining they will be learning about the different types of behaviours that people may have within different types of relationships. Reassure pupils that it is likely that we will have some differences of opinion based on our own family, culture and experiences. It is important that all views are respected.

Give each pupil two post-it notes and tell them to write '1' on the first and '2' on the second.

Ask pupils to think of a time they have done or said something nice to someone they are in a close relationship with. Tell them to draw an emoji style face to describe how it made them feel on the post-it note numbered '1'.

Now ask pupils to think of a time they have done or said something unkind to someone they are in a close relationship with. Tell them to draw an emoji style face on post-it note 2 to describe how it made them feel. Remind pupils not to share the example, just the feeling.

Collect the post-it notes in whilst pupils are occupied with the following activity. Stick the emoji's in two groups on your board, under the respective headings of 'nice' and 'unkind' in readiness for Activity 3.

Lay large sheets of paper on tables around the classroom. Give each sheet a heading from the following: family; friends; pets; professionals; online and any other relationship types suggested by the class in Activity 1.

Tell pupils to circulate around the room writing on the sheets the things that these people might say and do to you. Reassure pupils that they can suggest both positive and negative examples, but they must not use derogatory or offensive words.

Now tell pupils to circulate around the room and revisit each sheet. This time, ticking with a green pen next to what they think are healthy behaviours and crossing with a red pen next to what they think are unhealthy behaviours. Reassure pupils that it doesn't matter if they disagree with each other. Reflect and feedback any key points from the sheets at the end of this activity.

Discuss: Do we all agree with what are healthy and unhealthy relationship behaviours? Does it sometimes depend? What might it depend on? Are some relationship behaviours never acceptable? What are the 'never acceptable' relationship behaviours? If some behaviours are never acceptable, are there any healthy behaviours that should always be present in a relationship? What are these? Why?

Summarise this activity by highlighting that some people find it challenging to exhibit healthy, respectful relationship behaviours for a wide range of reasons. These reasons should never be used as excuses. Everyone has the right to be treated with respect.

Activity three: Positive pictures

Begin this activity by explaining they are going to focus on the features that they feel would make a relationship positive and healthy for them. Remind pupils that we are all different, and will identify both common and different features depending on our individual needs.

Divide the class into small groups and ask each group to draw a body outline. Tell them to illustrate and write on the body outline anything that would make it the ideal partner for a romantic relationship. If pupils focus on physical attributes, encourage them to consider personal character, skills etc.

Next invite the groups to reflect on the emoji's displayed on the board, deciding which group of emoji's their ideal partner is most likely to make them feel like, and draw an emoji on the outline to illustrate this.

Ask each group to present their ideal future partner back to the class, briefly summarising some of the key strengths and weaknesses.

Lay all of the 'ideal partners' out on the class tables. Invite pupils to circulate around the tables and vote on the outline that they think they could have the healthiest relationship with, by ticking their preferred outline. Reassure pupils that attraction and relationships are individual, therefore there is no right or wrong answer. Focusing on the most popular outline, ask the pupils that ticked it to share their reasons with the rest of the class. Reflect and feedback key points as appropriate. For example, if the outline would give them lots of gifts, challenge why someone might be so generous – make you feel special; insecurity that you might leave them; make you feel like you 'owe them something'.

Summarise this activity by highlighting that it is important to talk to someone if they feel they are not being treated respectfully by anyone that they are in any kind of a relationship with, or if they are worried about their own behaviour around the people they care about. Signpost pupils to who they can talk to in school and also safe sources of support online.

Extension activity:

Tell pupils to reflect on their emoji faces from Activity 2, and the range of healthy and unhealthy relationship behaviours they identified in Activity 3. Instruct pupils to make an emoji chart featuring emoji faces and relationship behaviours. They can do this in multiple ways, such as randomly or   graduating in expression, with a written description or an illustration of the relationship behaviour featured next to them. Alternatively, they could have a happy and sad emoji face that details healthy relationships that should always be present and 'never acceptable' relationship behaviours. The best posters could be displayed within the school.

Assessment:

Activity one: Pupils identified a wide range of people they are in relationships with, recognising what makes the closest relationships special.

Activity two: Pupils demonstrated awareness of healthy and unhealthy relationship behaviours within the context of different types of relationships.

Activity three: Pupils recognised features of healthy romantic relationships, knowing this can impact on a persons' emotional health and wellbeing.

Evidence of assessment: Relationship rings; relationship behaviour sheets; ideal partners; posters (if extension activity completed).

Me
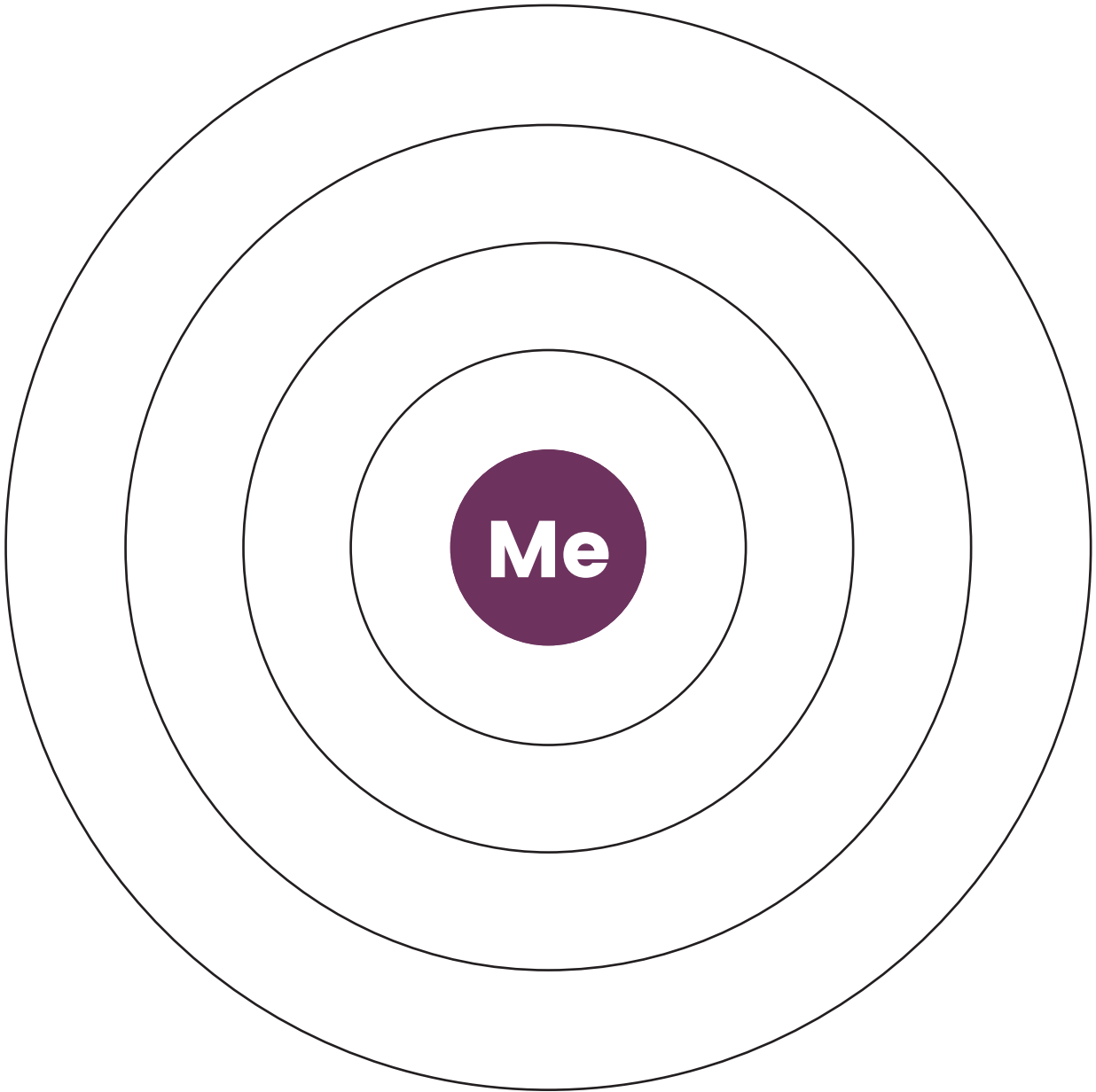
Lesson three: Bullying and abuse

Be prepared:

- Large paper and pens
- Apple
- Tolerance pyramid and labels

Learning Outcomes:

- I can recognise the unacceptability of bullying including homophobic, biphobic and transphobic bullying.
- I understand the impact bullying can have on a person.
- I can confidently respond to bullying.

Teacher notes:

This lesson provides an opportunity to address perpetrator behaviours by considering what leads a person to bully, how they can recognise their own bullying and abusive behaviours, as well as realistic responses to bullying for a target of bullying. Homophobic, biphobic and transphobic bullying can happen to anyone, irrespective of how they identify.

Be aware of any pupils that have experienced bullying. Ensure pupils do not exploit the activities as an opportunity to bully vulnerable pupils.

Warm up: Standing out

Tell pupils to stand in a circle. Ask pupils to think of something that makes them different to everyone else. This could be a skill, physical feature, personality, etc. Invite pupils to voluntarily take it in ad hoc turns to say something that makes them different, taking a single step backwards out of the circle as they do. Pupils only take one turn each.

When all the pupils have taken their turn, ask the last two pupils how it felt being in the minority of pupils remaining in the smaller inner circle. Highlight that we all have similarities, but our biggest commonality is that we are all very different to each other. Explain that our differences should be celebrated, but sometimes people are bullied simply for being in a minority, or different.

Activity one:

Introduce this activity by explaining that we will be learning about the impact of being bullied, and what we can do to respond and prevent bullying.

Lay out four large sheets of paper on different tables with the following headings:

- Girls

- Boys

- Gay people

- Transgender people

Tell pupils to circulate around the tables writing down all the words and sayings they are aware of to describe girls, boys, gay people and transgender people. They can be positive or negative. Remind pupils that they are required to write these down and whilst they can discuss them it is unacceptable to purposefully shout out offensive terms.

Discuss: Are there more negative words for some types of people? Why is this? How might the words and sayings make people feel about themselves?

Reflect and highlight any key points.

Summarise this activity by reminding pupils that using offensive terms to cause upset, or using correct terms in a derogatory way, is homophobic, biphobic or transphobic bullying. Bullying is always unacceptable.

Activity two:

Introduce this activity by explaining that we will be considering the impact of bullying on a person.

Instruct pupils to pass an apple around their class. Each person can 'bully' the apple in any way that they like. They could stick a compass in it, drop it, bite it, write on it, etc. Allow pupils to pass on this activity if they prefer.

When the apple has been circulated around the class:

Discuss: Can the apple ever be the same again? Does bullying have a permanent effect?

Highlight and feedback key points.

Cut the apple in half to show that some of the bruising that occurs under the skin cannot be seen from the outside, just as the hurt of bullying cannot always be seen from the outside. Remind pupils that in the centre of every apple there are lots of seeds and these are like the personal strengths of individuals. Just as the apple can re-grow, people can grow stronger.

Tell pupils to stand in two equal-sized lines, facing each other. Walk down the centre of the two lines asking pupils to say out loud what someone might feel in each of the following scenarios:

- a friend excluding you from a party, when they have invited your mutual friends

- an ex-partner posting a sexual image of you online

- a family member saying that being seen outside of school with a boy has brought disgrace onto the family and that you will not be allowed out on your own again

- someone telling you that your hair looks 'gay'

- a partner wanting to check your mobile phone to see who you are texting

- being hit by a stranger who says you look like a 'freak'

Give feedback and highlight the range of thoughts in response to each scenario, discussing as appropriate.

Summarise this activity by reminding pupils that every action can have an impact on how a person thinks and feels about themselves. It is therefore important to think before we speak and to show respect towards others.

✏️ Activity three:

Introduce this activity by explaining that they will be learning about the impact of different levels of bullying.

Divide the class into small groups. Provide each group with a copy of the tolerance pyramid and labels. Explain that each label is a level of interaction. Tell each group to identify examples of behaviours that demonstrate how the level of interaction might be expressed, writing these on the back of the label for reference.

Suggested answers:

Celebration of diversity – forming strong friendship

Mutual understanding – considering views as equal

Respect – listening to

Acceptance – 'putting up with'

Tolerance – allowing someone to sit next to you

Dislike – feeling uncomfortable around someone

Prejudice – treating someone less favourably

Discrimination – excluding someone

Hate – verbal or physical abuse

Once you are satisfied that pupils have a clear understanding of the levels of interaction, ask them to rank these in order of positive interaction, positioning the most positive at the top of the pyramid and the least positive at the bottom. Check that the answers are correct.

Focus on the suggested behaviours positioned below 'tolerance' on the pyramid. Ask pupils to suggest proportionate responses to their identified behaviours for each level:

Suggested answers: *verbal response, reporting to a teacher, reporting to police, etc.*

Finally, put the 'bullied' apple from Activity 2 onto a chair at the front of the class. Ask pupils to suggest what the internal thought of the apple would be, if it were a person of their age that had been bullied. Invite pupils to come and stand behind the chair and make a comment to the apple as they would if it was their best friend.

Discuss: How does having someone support you, help you to cope and report incidents of bullying? Reaffirm the importance of not being a bystander to bullying and abuse.

Summarise this activity by explaining to pupils that bullying and abuse are never acceptable and will not be tolerated in school. Reaffirm the school's anti-bullying policy and remind pupils how to report any bullying or abuse that they witness or experience.

Extension activity:

Ask pupils to identify five rights and responsibilities they have to not experience bullying and abuse in school. Tell pupils to develop these into a leaflet with an engaging anti-bullying slogan and advice on where to get help and support in school if they, or someone they know, experiences bullying or abuse.

Assessment:

Activity one: Pupils identified how derogatory terms may make different people feel.

Activity two: Pupils identified the impact that bullying scenarios can have on people by developing empathy to suggest internal thoughts and feelings.

Activity three: Pupils considered variations of tolerance and how these can lead to each other identifying how the levels can be translated into bullying behaviours. They were able to rank these in order of severity. Pupils suggested appropriate responses they could offer to someone who experienced bullying.

Evidence of assessment: Descriptive word sheets; completed tolerance pyramid; rights and responsibilities leaflet (if extension activity completed).
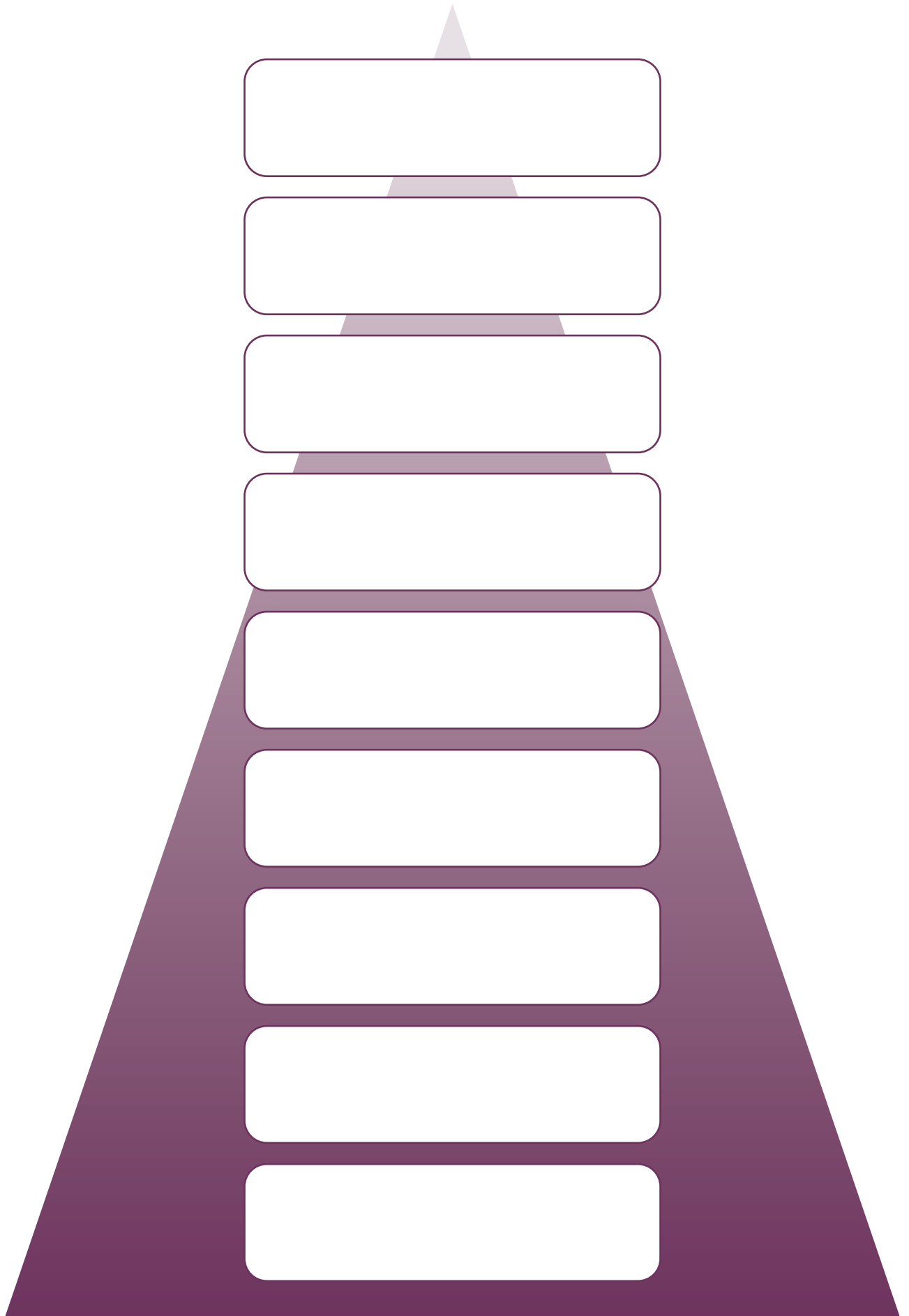
Dislike

Acceptance

Discrimination

Respect

Tolerance

Prejudice

Hate

Celebration of diversity

Mutual understanding

Lesson four: Peer support

Be prepared:

- Paper and pens
- Mobile phone templates

Learning Outcomes:

- I have considered a variety of problems that people of my age may experience.
- I feel confident to respond effectively to a friend who asks for help with a problem.
- I know that some problems can have a high level of risk, and when to seek further help and support.

Teacher notes:

Despite the wide-ranging support that is offered to pupils, many will choose to confide in their peers for support with problems, including high risk situations. The focus of this lesson is to give pupils the skills to identify when it is appropriate to break confidence to prioritise the safety of a friend.

✎ Activity one:

Introduce this activity by explaining that we will be identifying the types of problems that a person of this age may experience, without saying 'I have ...'. Reassure pupils that they can write any problems down. It does not have to be one that they have personally experienced.

Lay out three large sheets of paper on different tables in the classroom. On the first sheet write the heading 'Problems', on the second 'Places to get help', and on the third 'Things that stop people asking for help'. Tell pupils to circulate around the sheets, writing their thoughts and suggestions relevant to each heading.

Suggested answers: *Problems: FGM, abuse, bullying, sexting, LGBT questioning, eating disorders, self-harm, family problems, friendship issues, forced marriage, body image and self-esteem, mental health, etc.*

Places to get help: *Suggestions from school support, online, health services, doctor/nurse, police, etc.*

Once pupils have had an opportunity to visit all three tables, ask them to return to their seats while you display the sheets at the front of the class. Discuss the sheets in the order detailed above, discussing each of the points raised with the class.

Summarise this activity by highlighting that there are a number of problems that a young person of their age may experience, and lots of places to go for help. However, some people find it very challenging to ask for help.

✍️ Activity two:

Introduce this activity by explaining that despite the number of services available, many of which are accessible online and/or are completely confidential, lots of people choose to speak to their close friends, for advice, help and information with their problems. This activity will explore ways in which we can offer effective support to others.

Divide the class into five groups. Provide each group with a mobile phone template. Ask each group to reflect on the problems identified in Activity 1 and think of a problem that a friend might be likely to contact them about. Tell pupils to write a message on the phone in a way that a friend might share this problem with them.

Discuss: How would you feel if you received this text message from a friend?

Highlight key points and discuss the importance of taking care of yourself and others, emphasising rights and responsibilities.

Write the headings 'advantages' and 'disadvantages' on the board. Ask the class to shout out the advantages and disadvantages of approaching friends for help with a problem. Write these under the relevant headings. Now, draw a line under these comments.

Ask the groups to return to the mobile phone message. Tell pupils to write a reply on the phone in a way that they would be likely to respond.

Returning to the board, ask the class to shout out the advantages and disadvantages of giving friends advice, and write these under the relevant headings, beneath the line from the previous shout out.

Summarise this activity by highlighting to pupils that a disadvantage of asking a friend for help is that there is no guarantee of confidentiality. It can also be a lot to ask someone to carry the responsibility of a problem, which may cause them considerable concern and anxiety about your safety and/or welfare. However, it is also very important to always ask for help when it is needed.

Activity three:

Introduce this activity by explaining to pupils that there are times when, to keep a friend safe, it is appropriate to break their confidence and tell a trusted adult about the problem. Knowing when and how to do this can be a real challenge. This activity will help them to understand when this might be necessary.

Tell the pupils that teachers and many other professionals, such as youth workers and health care workers, follow safeguarding guidelines that mean they can keep the information a young person shares with them confidential, unless they feel that the person is at risk of harm.

Discuss: Is working out if your friend may be at risk of harm, a good way of deciding whether or not to break a friend's confidence?

Tell each group to look at their messages and consider what the immediate and future risks of the situation might be. Instruct pupils to write these at the bottom of the mobile template page.

Invite each group to read out the problem on their mobile phone, including the perceived risks. Encourage the class to work together to rank the mobile phone templates in order of risk.

Discuss each problem as a class, in order of the least to highest risk. Asking if this is something that they would break confidence over, instructing them to raise their hand if they would. If more than half the class raise their hands, tick the mobile template.

Return to the ticked phones and discuss:

Who could you approach to speak to about this, if you were worried that your friend was at risk?

Discuss the pros and cons of each suggestion as a class.

Return to any problems that were not ticked and ask pupils to catastrophize the problem. Re-rank the mobile phones in order of future risks.

Discuss: How would you feel if the worst imaginable scenario happened, and you had known about the problem, but not shared your concerns with anyone?

Summarise this activity by reassuring that it is right to share problems, and friends can be a good source of support. However, there are times when it is important to seek more professional help from a trusted adult or an organisation that specialises in dealing with the problem.

Extension activity:

Provide pupils with access to the internet. Tell them to research support available online, or in their local area, relevant to the mobile template problem they were working on.

Assessment:

Activity one: Pupils considered a variety of problems that young people of their age may experience.

Activity two: Pupils identified effective responses when supporting friends with problems.

Activity three: Pupils developed an awareness of how to risk assess a problem, including when to seek further help and support.

Evidence of assessment: Problem sheets; mobile phone templates.

Training for DSLs:

Tricky Friends: The role of RSHE in preventing CCE

- Attendance at this interactive webinar will provide attendees with:
- Know how to create safe learning environments for effective teaching and learning about CCE
- Access to the Tricky Friends RSE Resource; providing a developmental curriculum, with supporting resources
- Collaborate with colleagues to identify approaches to using the newly launched NCSB 'tricky friends' animated resource
- Greater awareness of the services and support available to schools in addressing CCE

To register for the webinar, please click here or scan the QR code

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