



PSHE Education
STOKE-ON-TRENT & STAFFORDSHIRE

Exploitation: Healthy Friendships



Year 6
10–11 years old

**catch
22**



Introduction

A 2017 Public Health England report on child sexual exploitation (CSE) found that the existing body of evidence 'repeatedly highlights the critical role of Personal, Social, Health and Economic (PSHE) and Relationship and Sex Education (RSE) in addressing these issues'.

Child exploitation can take many forms. This is an introductory lesson to the topic that focuses on supporting children in recognising healthy relationships, with the overall aim to help children have healthier, safer relationships and protect them from exploitation.

If you are concerned that a child or young person is at risk of or being exploited please follow the processes available on the Safeguarding Children Partnership website:

- Stoke-on-Trent
- Staffordshire



Key Stage 2 : Year 6

Exploitation

Aim	To help young people to have healthier, safer relationships and protect them from exploitation.
Considerations	<p>No lesson should be taught in isolation, but always as part of a planned, developmental PSHE education programme. Links should be made to other learning, including consent, healthy relationships and online safety.</p> <p>Educators should also be mindful that young people within the room may have personal experience of this topic.</p>
Intended Learning Outcomes	<p>By the end of the session young people will be able to;</p> <ul style="list-style-type: none">• Describe what someone might experience when they are with or in a relationship with someone who is unsafe• Recognise situations where someone might feel unsafe• Create strategies if someone asks them to do something that makes them feel unsafe• List who to go to if they are worried about a friendship
Total Session Time	60 minutes
Resources Required	Body Outline Worksheet, Scenario cards, Is it okay worksheet?, Pens,



Activity 1: Feeling Unsafe

Resources: Body Outline, Pens
Suggested time: 15 minutes

Method:

- Create a safe learning environment by reminding the group of the ground rules/group agreement.
- Share the intended learning outcomes for this session with the group.
- Ask the group to share with their talking partner one thing that could make someone a good friend. *This topic should be covered before delivering this session.*
- Take some feedback from the group.
- Reinforce the prior learning that in a positive and healthy friendship both people are:
 - kind, considerate and respectful to each other,
 - Honest with each other
 - Listen to each other
 - Respect each other's personal space, boundaries and differences.

These are true for friends both online and offline.

- Explain that sometimes people who say they are our friends but make ask us to do things that make us feel unsafe.
- Explain that our bodies are good at showing us that something may be unsafe.
- Hand out the worksheet in Supporting Resources of a body outline and ask the group to think of what these signs might be – you could do this individually, in pairs, or in smaller groups.

- Ask the group to share some of the things they have added to their worksheet.
- Explain to the group these are known as early warning signs and can help us to recognise that a situation is unsafe. Some of these signs are physical like sweaty palms and others may be emotional – feeling scared. We may have one or two or lots of these early warning signs, and different people will have different signs. What is important is that we acknowledge these signs and respond accordingly.



Activity 2: Friend or Foe?

Resources: Scenario Cards

Suggested time: 15 minutes

Method:

- Put the participants into smaller groups of no more than 6 people.
- Ask the groups to read the scenarios (supporting resources) and discuss:
 - How the person in the scenario may be feeling about their situation?
 - What early warning signs might the person be feeling?
 - Is the other person in the scenario being a good friend?
 - What could the person in the scenario do to feel safe or comfortable?
- Ask the group for feedback and draw out the key learning:
 - All of the scenarios describe a person, or group of people, attempting to use another person or relationship for their own personal gain or advantage. They pretended to be someone that the person could trust, but were not actually being a good friend.
- Remind the group that no one should force us to do anything that makes us feel uncomfortable, we always have the right to say no. If people do not listen when we say no we should talk to a Trusted Adult so they can help us.



Activity 3: Help!

Resources: Is it okay? worksheet
Suggested time: 15 minutes

Method :

- Explain that sometimes people can pretend to be our friend to get us to trust them but actually they just want to use us. This can be tricky to spot for the person being used, sometimes it's easier for us as their real friend to notice that the person is just pretending and isn't being a good friend.
- When someone uses us it can be challenging to see a way out of a situation. To help us, either get ourselves or to help our friends find a way out of situations that make us feel unsafe or uncomfortable we are going to help some other people who are not sure if their situation is okay or not
- In smaller groups, or pairs, hand out the problem page worksheet.
- Ask the group to read the letter that has been written and to think if the situation is okay or not?
- What advice they could give to the person who wrote the letter. Ask them to think of as many ideas as they can and then to think about which one they are going to share.
- Ask the group to feedback, ask the group to share why they agreed on that response.



Activity 4: Signposting

Resources: None required

Suggested time: 5 minutes

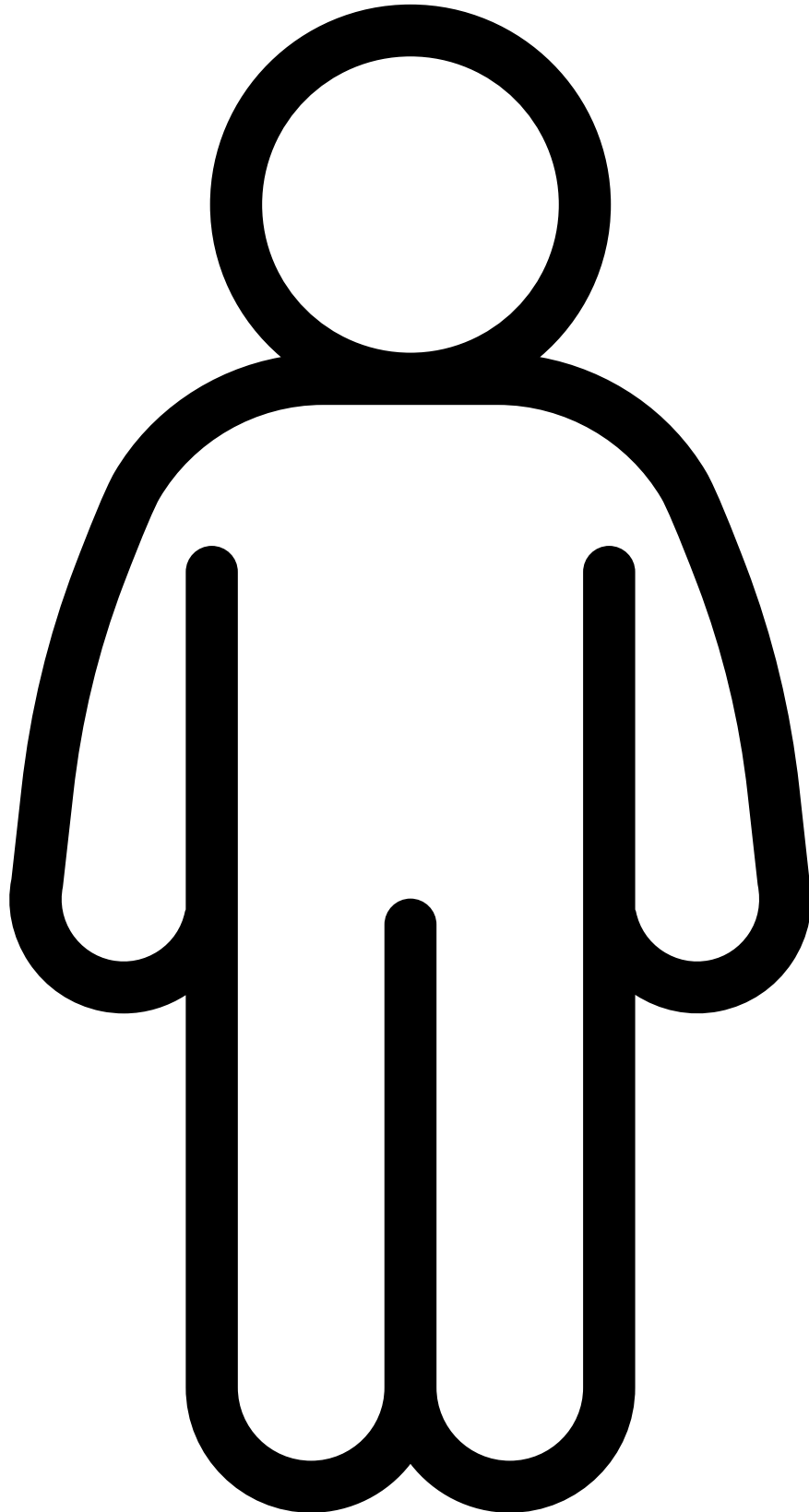
Method :

- Remind the group of the support that is available to them both within the education setting and also online
 - Staff
 - Trusted Adults at home
 - Youth Worker
 - Childline
 - CEOP Education
- If they feel worried or scared or want more information it is important that they talk to a Trusted Adult or Organisation.

SUPPORTING MATERIALS

Activity One:

Draw or write how the body might give signals to someone to tell them they might be in an unsafe situation...



Activity Two:

Alex is 10, Sam used to go to the same primary school and is now at secondary school. Alex sees Sam every day outside the shops on the way home from school. Sam has asked Alex to look after a parcel that Sam says is a present for their Dad.

Bailey has been hanging about with some people from the year above. This group keep daring Bailey to do things, like steal from the local shop, shout at elderly people and knock on doors and run away. They say its just for jokes and maybe Bailey is a baby if they don't want to join in.

Prab is best friends with George. George keeps asking Prab to borrow their stuff, if Prab says no George sulks and won't talk to Prab.

Jordan, Charlie and Taylor hang out after school, but lately Jordan has told Charlie that they shouldn't be hanging with Taylor and that they have more fun without Taylor.

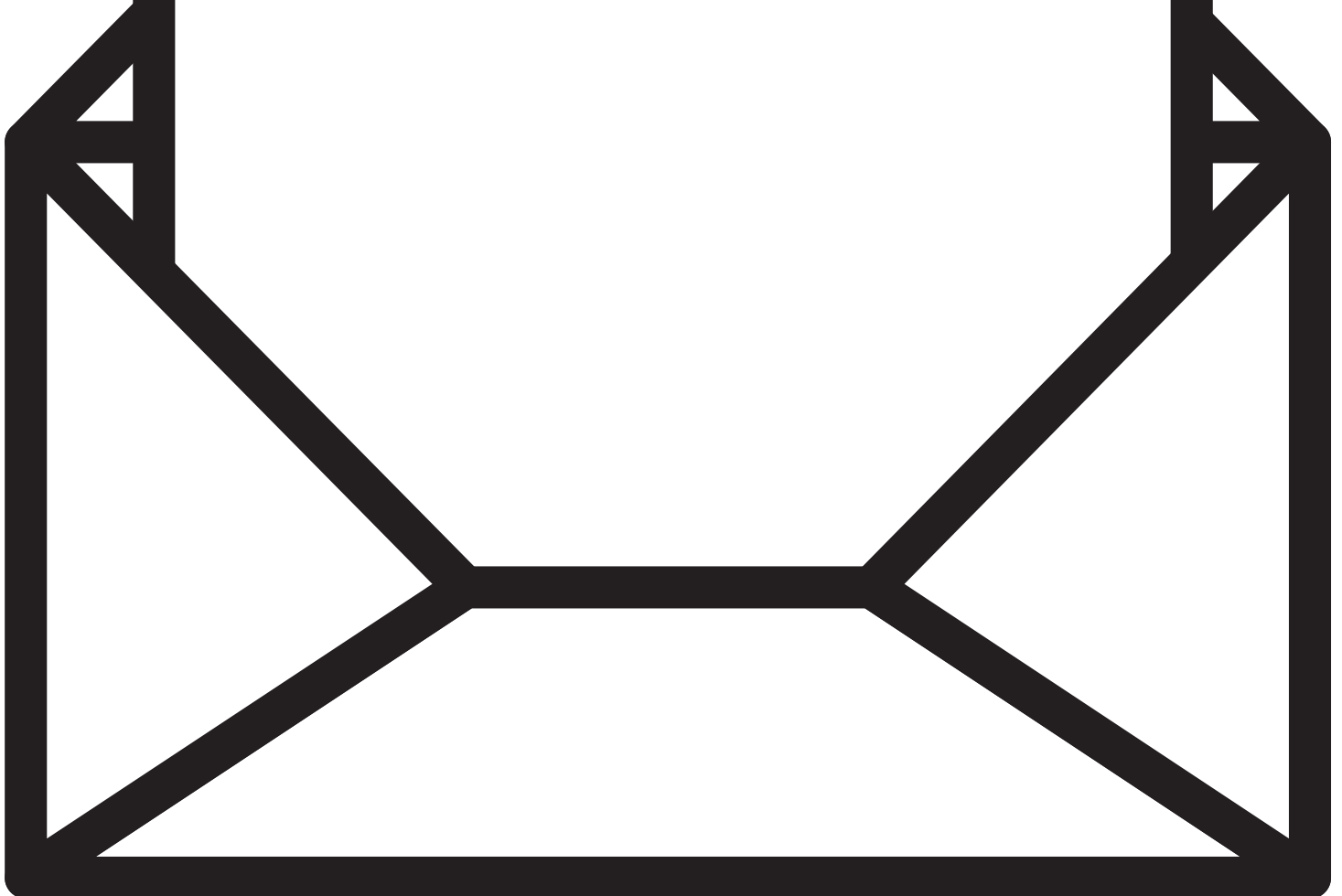
Zola had received a new phone and was showing off how good the camera is on it. Zola and Riley went swimming and Zola took a picture of Riley in their swimwear. Riley asked Zola to delete it and Zola said no.

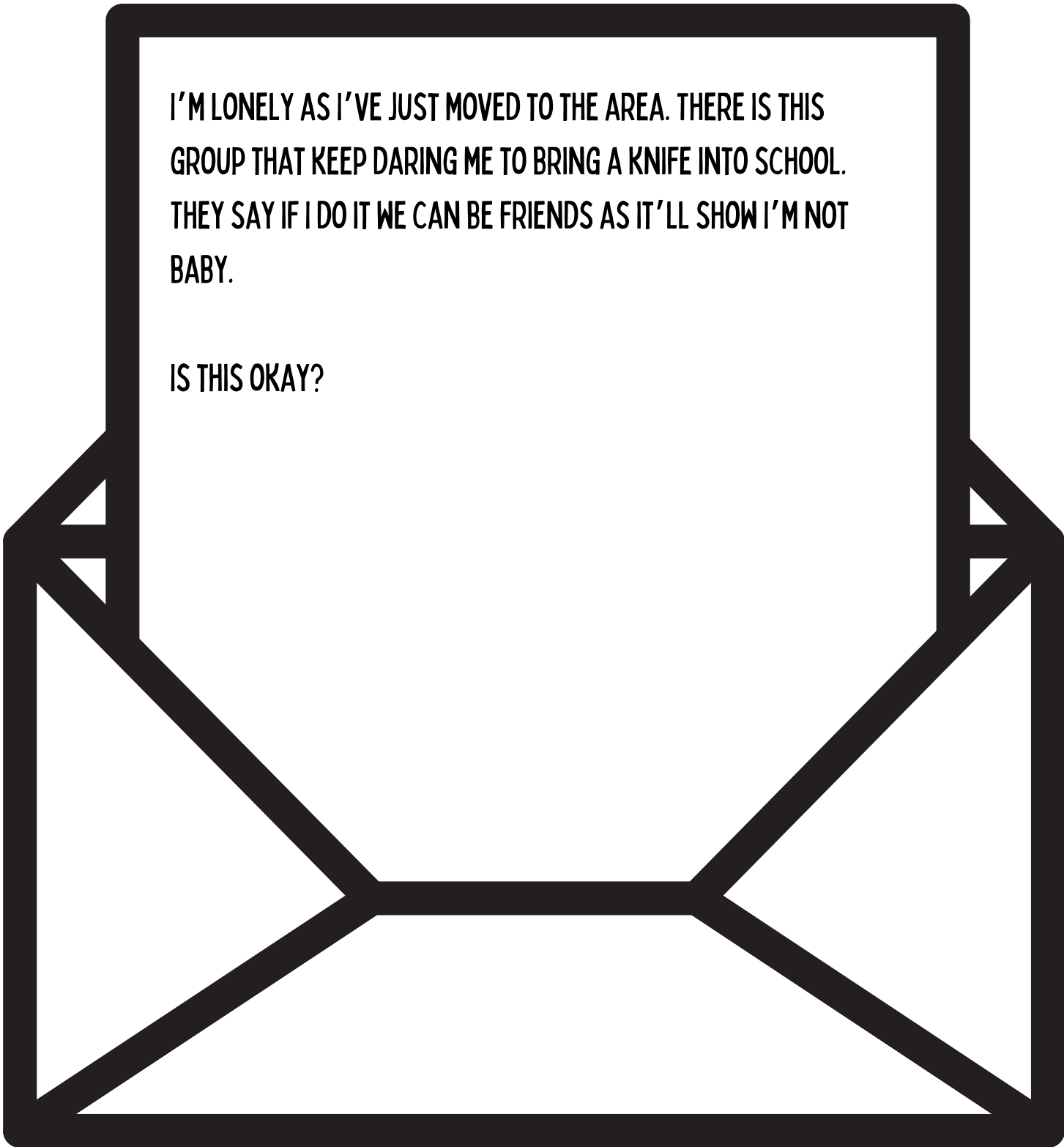
Avery has been playing online with Morgan for a few months. They have never met but get on really well. Morgan has asked Avery to share selfies and has asked for details like what school Avery goes to.

Activity Three:

MY BROTHER'S MATE KEEPS ASKING ME TO TAKE PARCELS ON MY BIKE TO OTHER PARTS OF TOWN.

I DON'T KNOW WHAT IS IN THE PARCEL AND HE GIVES ME £20 EVERY TIME I DELIVER THEM. IS THIS OKAY?





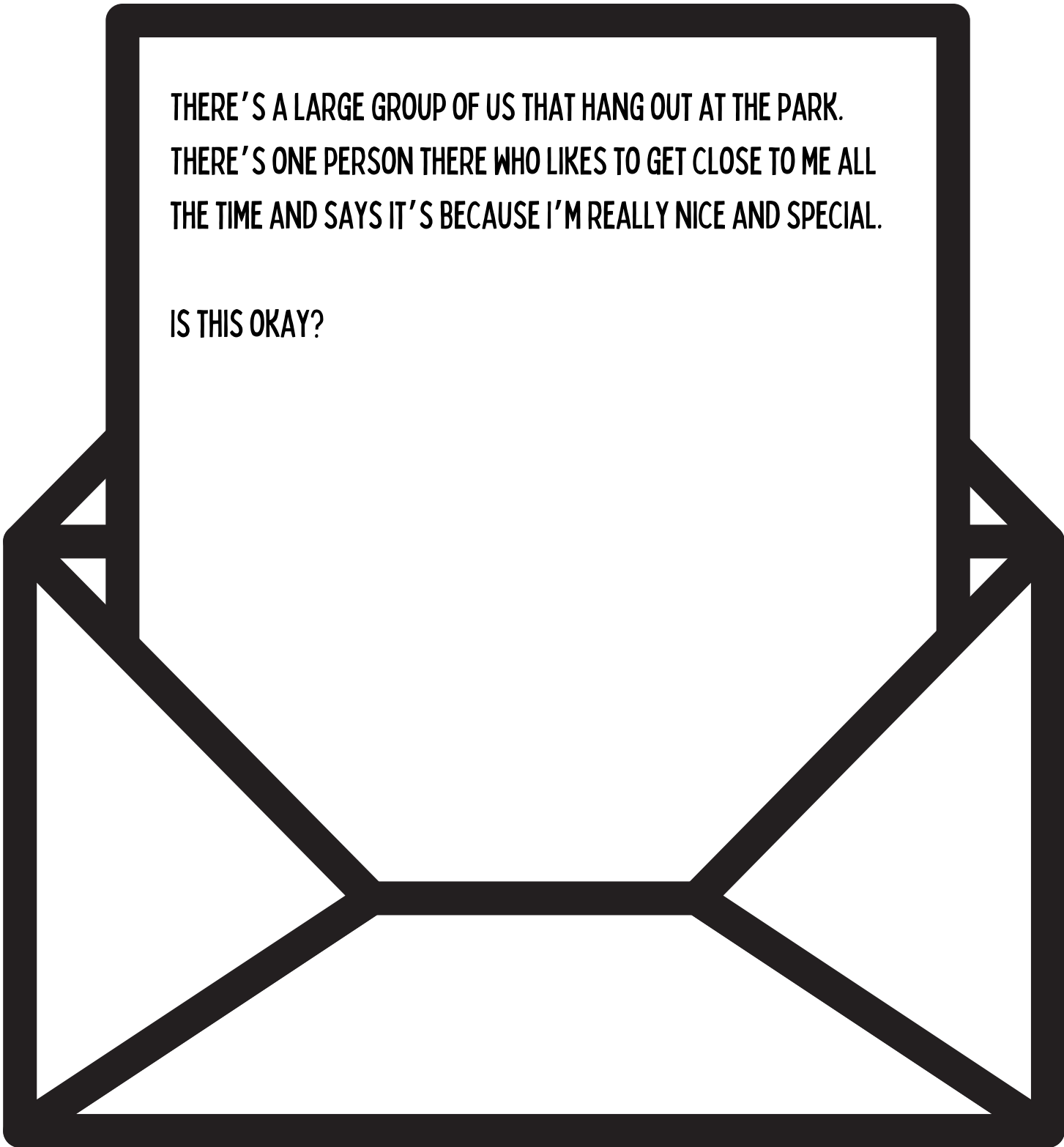
I'M LONELY AS I'VE JUST MOVED TO THE AREA. THERE IS THIS
GROUP THAT KEEP DARING ME TO BRING A KNIFE INTO SCHOOL.
THEY SAY IF I DO IT WE CAN BE FRIENDS AS IT'LL SHOW I'M NOT
BABY.

IS THIS OKAY?



MY MATE HAS ASKED ME TO LOOK AFTER THEIR VAPE IN MY
SCHOOL BAG.

IS THIS OKAY?



THERE'S A LARGE GROUP OF US THAT HANG OUT AT THE PARK.
THERE'S ONE PERSON THERE WHO LIKES TO GET CLOSE TO ME ALL
THE TIME AND SAYS IT'S BECAUSE I'M REALLY NICE AND SPECIAL.

IS THIS OKAY?



I'VE BEEN TALKING TO THIS PERSON ONLINE. THEY SEEM REALLY
NICE AND HAVE ASKED ME FOR A PHOTOGRAPH.

IS THIS OKAY?



MY FRIENDS HAVE ALL STARTED VAPING, I DON'T WANT THEM TO
THINK I'M THE "SAD ONE" WHO WON'T HAVE FUN.

IS THIS OKAY?



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