



Asking for help: KS2



Our pupils need knowledge and capability to take care of themselves and receive support if problems arise to stay safe, healthy and happy. This resource uses the knowledge, skills and strategies taught in RSHE to support safeguarding so that pupils:

- Understand the feelings that tell them when they might need to seek help and support
- Know different ways they can access help and support
- Can identify trusted sources of help and support

The resource combines lessons from the RSE Solution resource with supplementary supporting lessons and activities. They can be used flexibly across the year groups with any adaptations to remain age and stage appropriate and best meet your school community needs. 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. This resource should be aligned to your planned, developmental RSHE curriculum.

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The first section provides some important guidance in creating a safe learning environment:

- Creating a working agreement
- Preparing to answer questions
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Recognise, understand, manage, and appropriately express feelings

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This lesson is initially taught in Reception, but the activities can be used and built upon at later stages to support emotional literacy. Some children are instinctively in tune with their feelings and emotions and will be ready to deal with new/ different situations/people more easily. Others may need a bit more help. All children need to have their emotional literacy nurtured, supported, and encouraged, so by 'talking and teaching' pupils to express themselves appropriately you are empowering them to navigate the emotionally turbulent waters of growing up.

Asking for help

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These lessons are lesson 6 in the RSE Solution resource. However, we recommend you deliver these at the start of the school year along with the Helping Hand activity and signposting children and families to trusted sources of information, advice, and guidance. You might need to recap termly.

Year Three: Secrets and surprises (Page 87)

Year Four: Recognising you need help (Page 132)

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Year Six: Independently seeking support (Page 257)

A Helping Hand

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This activity is delivered initially in Reception, but it is vital that all children and young people are supported to identify five trusted adults who can help them and that they are reminded of the need to have such adults. At least one should be an adult in school on a regular basis and ideally two will be school based.

Getting Started

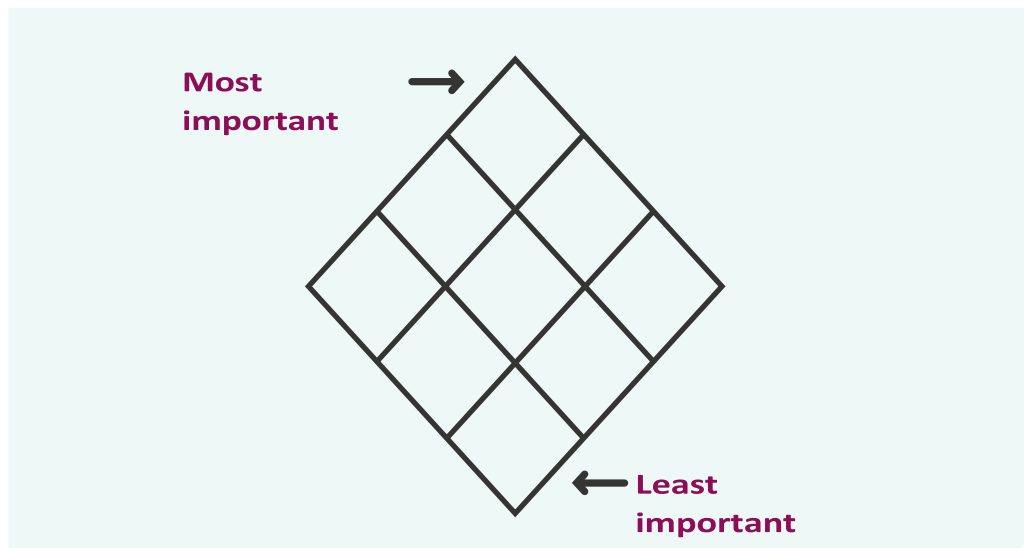
Creating a working agreement

Establishing a working agreement with your class for RSHE 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 RSHE lessons without fear of 'getting it wrong'.

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

Once the class has agreed what things would support someone new to feel comfortable to join in RSHE, 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:



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 RSHE lesson on the wall or place laminated copies on each working table.

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 can 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 RSHE, 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 on page 41 of the RSE Solution resource, 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



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|---|---|
| <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p><input type="checkbox"/> Answer in class Q&A</p> <p><input type="checkbox"/> Answer I:1</p> <p><input type="checkbox"/> Just wanted you to know that...</p> | <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p><input type="checkbox"/> Answer in class Q&A</p> <p><input type="checkbox"/> Answer I:1</p> <p><input type="checkbox"/> Just wanted you to know that...</p> |
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Safeguarding: Distancing, sign posting and disclosures

Distancing: RSHE 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. RSHE may trigger uncomfortable feelings and awareness of abuse. 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 RSHE.

Signposting: Before each lesson, it is 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 pastoral team about RSHE topic coverage so they can prepare for any pupil responses.

Safeguarding disclosures: RSHE can prompt safeguarding disclosures. This is because effective RSHE 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 RSHE being taught so pupils will receive an appropriate and consistent response, whoever they approach within the school.

RSHE 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 RSHE can be a challenge for some teachers due to their own life experiences. Ensure that all staff are fully supported to teach RSHE, 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: Recognise, understand, manage, and appropriately express feelings

The knowledge, skills and values in this lesson need to be revisited every year.



Lesson aim:

Pupils can recognise and respond to a wide range of emotions in themselves and others, and ways to respond.



Learning outcomes:

- I can recognise a wide range of emotions, and identify factors that affect emotions
- I have considered strategies to help manage my emotions
- I have thought about ways to recognise and respond to other people's emotions



Resources required:

- Resource sheet: Scenario cards
- Resource sheet: Footprints
- Plastic cups
- Straws

Key words: emotions, empathy

Teacher notes:

This lesson focuses on five primary emotions: happy; sad; angry; surprised; scared. However, it is important to encourage pupils to consider and discuss a wider range of emotions if possible. When talking about emotions it is important to reassure pupils that no emotions are wrong, bad or naughty. Some emotions are more comfortable to experience than others and all are natural to experience.

Be mindful of pupils' circumstances when assigning the scenarios in Activity three, in case some directly relate to a pupil's personal circumstances.

Begin the lesson by...

Explaining to pupils that in this lesson we will be learning about emotions. Emotions are the way we feel inside and they can affect how we feel about ourselves, other people and how we behave. Some people are able to express their emotions in a helpful way, some people express their emotions in an unhelpful way and some people try to hide their emotions. Reassure pupils that no emotions are bad, wrong or naughty but some emotions feel more comfortable than others. Explain that it is important to share emotions with other people but that there are safe and appropriate ways of doing this, which we will be learning about today. Remind pupils of the working agreement.



Activity one: Emotion charades

Ask pupils to tell you all the different emotions that they know of. Write these onto a board as a visual reminder. Ensure that the following emotions are included: happy, sad, angry, surprised and scared.

Tell pupils that they are going to play a game of emotion charades. Explain that to play the game they can select any emotion that has been written on the board to act out to the rest of the class. They must not speak but demonstrate their emotion using facial expressions, hand gestures and body language. Begin the game by acting out an emotion of your choice to the rest of the class. The pupil who correctly guesses the emotion takes the next turn to act on an emotion that has not already been demonstrated. Continue play until all the emotions have been demonstrated.

Return to the emotions on the board. Discuss each emotion in turn with the class, asking them to identify what might cause someone to feel this emotion.

Suggested answers:

- **Happy** – doing something you enjoy, someone saying something nice to you
- **Sad** – someone dying, falling out with a friend, cancelling something nice because you are ill
- **Angry** – being hit or kicked, being unfairly treated, not getting what you want
- **Surprised** – finding out a friend has said unkind things about you, being given a present
- **Scared** – being in pain, getting lost, watching something on the news

Explain to pupils that we are all different and may therefore feel different emotions to the same things or may react to an emotion differently. It is important that we try to recognise and understand our emotions and those of other people. Being able to do this can help us to behave positively.

Activity two: Breathing for behaviour

Using a different coloured pen, circle the following emotions on the board:

- Sad
- Angry
- Scared



How do you react when you feel these emotions? Are any of the responses physical (the body does something different)?

Discuss with pupils how their body reacts when they feel (the emotions of) angry or scared. Explain that all our emotions are like messengers to our body and brain, helping us to react quickly. The emotions of angry and scared can cause:

- **Blood to move more rapidly to our brain so we think less and react more** – this could be part of the reason why some people say and do things that they normally would not.
- **Heart beats faster** – you could be aware of this as it may feel like it is beating hard or you may feel as though you can hear it beating.
- **Breathe quicker or find it hard to breathe easily** – this might make it hard to talk and explain things clearly.
- **Muscles tense** – this can make your hands and arms feel tingly, twitchy or as though they have ‘pins and needles’.
- **Might get sweaty** – the palms of the hands can get a little sweaty, this is your body’s way of cooling you down.
- **Feel sick**
- **Have a dry mouth**



What things do you try to do to help yourself or someone else who is feeling angry or scared.

Tell pupils that deep breathing can stop their body from doing some of these functions or trick the body into stopping them. This can help them to manage their emotions.

Tell pupils that they are going to learn how to deep breathe. Provide each pupil with a plastic cup and a straw. Fill $\frac{1}{4}$ of the cup with water. Ask pupils to breath in slowly through the straw for as long as feels comfortable, then place the straw in the cup of water, breathing out through the straw to blow bubbles in the cup. Repeat x3 to develop an awareness of the rhythm of deep breathing. Ask pupils to try deep breathing in the same pattern without the props. Breathing in slowly to the count of five in, breathe out slowly to the count of three.



How has deep breathing changed your emotional state?

Discuss with the class how they have become quieter, stiller and any other observations you have noted. Explain that deep breathing delivers more oxygen to the brain, releases toxins and relaxes muscles. Remind pupils that deep breathing is something they can do before, during or after experiencing a strong emotion to help calm their body and brain, enabling them to manage difficult emotions more easily.



Activity three: Stepping into someone else's shoes

Tell pupils that empathy is the ability to imagine how someone feels. For example, feeling sad when someone else feels sad. This is sometimes referred to as 'wearing another person's shoes'. Explain that having empathy can help us to consider how a person might be feeling, so we can respond appropriately to them.

Divide the class into six groups. Give each group a different scenario, and a set of foot prints.

Give the group some time to consider their scenario. Explain that you are going to read out a question. As a group they will be given some time to consider a response, following which a pupil from the group can take it in turns to stand on the foot prints, sharing with the rest of the class:

- What emotion is your character feeling?
- What facial expression and body language is your character showing?
- How do you feel towards your character when they are showing this emotion?
- What could you do to make your character feel worse?
- What could you do to make your character feel better?



Why is it important to 'step in someone else's shoes' and show empathy sometimes?

Encourage pupils to show empathy when dealing with someone else's difficult emotions by imagining what it might be like for them.



Extension:

Tell pupils to write a top tips guide for managing emotions. The guide is aimed at someone of their own age. The guide must help people to deal with their own emotions and those of other people.

For example:

- If the person needs it or isn't ready to talk, give them time to calm down
- A person can behave differently or say things they don't mean so try hard not to be upset by the person
- Encourage them to take deep breaths and calm down
- Find an adult to help if necessary

The best top tips can be displayed within the classroom as a visual reminder of the learning from this lesson.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to describe what empathy is, why it is important and some simple strategies they have learned to help them manage their own emotions, and those of other people. Reassure pupils that we all experience a range of emotions. No emotions are wrong, bad or naughty but some behaviours in response to emotions can be. Remind pupils that it is therefore important to identify strategies like deep breathing to help us manage our emotions so we can express them in a helpful way. Signpost pupils to who they can talk to in school if they have any concerns or questions about what has been taught in the lesson.



Assessment:

Activity one: Pupils suggested a wide range of different emotions, demonstrating awareness of how these may present in themselves and other people.

Activity two: Pupils suggested effective strategies for managing the emotions of anger and scared. They demonstrated the correct technique for deep breathing as a strategy to calm down.

Activity three: Pupil responses demonstrated good understanding of how various characters might feel within the context of different scenarios.

Evidence of assessment: Top tips guide, if extension activity completed.

Scenario one

Yaz has just been told that his grandad has died. His mum asked him to visit his grandad last night, but he wanted to stay at home and play Xbox instead. He was due to go fishing with his grandad at the weekend.

Scenario four

Lucy has just been told that she has not been selected to play on the school's football team even though she practices all the time and everyone says she is the best player. Her teacher says it is because she shouted unkind words at the other players in the last tournament.

Scenario two

Jasmine doesn't know how to tell the time. They have been learning about it this week at school but she cannot understand it. Her Dad bought her a new watch to help, which she really likes. The teacher has just told her off for not coming to the library at the right time during lunch break. When Jasmine explained she didn't know the time, her teacher said she could have looked at her watch.

Scenario five

Harrison has arrived to school late as his Dad was crying this morning. His Dad is often late up and cries so doesn't help him get ready for school. Harrison hasn't had any breakfast and is feeling hungry. The person he usually works with is already paired up with someone else for the learning task. As Harrison sits down he realises that he hasn't got his pencil case or lunchbox in his bag.

Scenario three

Toby's mum got in trouble with the Police. He has just found out that his mum is going to prison for 10 months and will miss both his birthday and Christmas. He is going to live with his nanna.

Scenario six

Jake's mum and dad got divorced last year. His dad has got a new boyfriend who Jake likes. Jake was called a 'gay weirdo' on his way to school today.





Lesson aim:

Pupils can identify the difference between secrets and surprise, knowing when it is right to break confidence and share a secret.



Learning outcomes:

- I can identify a secret and a surprise, understanding the difference
- I know that it is OK to keep a surprise and that it is important to share a secret
- I have considered ways of sharing a secret appropriately



Resources required:

- Box wrapped in wrapping paper with a surprise inside. The surprise could be a birthday cake or something that you think pupils would be excited to receive as a present.
- Paper

Teacher notes:

The subject matter of this lesson may lead to responses that cause concern or safeguarding disclosures. Pupils are being taught the skills to share inappropriate or harmful 'secrets'. It is therefore vitally important that you are familiar with the school's safeguarding policy and procedures. It may also be helpful to let other relevant staff know that this lesson is being taught so they can be prepared if a child comes to them to make a disclosure.

When teaching this lesson be careful to make a clear distinction between a surprise which can be described as something nice that someone will eventually find out about and a secret, which can be described as things that should be shared and not hidden if they are wrong, naughty or makes them feel worried.

Begin the lesson by...

Explaining to pupils that this lesson is looking at the difference between secrets and surprises. A surprise is different to a secret. It is nice to keep a surprise for something special and exciting such as a birthday party or a present. A secret is something that is not meant to be shared in order to hide something bad. It is important to tell an adult they trust if someone has asked them to keep a secret that is worrying them. Reassure pupils if they want to tell you something about a secret someone has asked them to keep that is worrying them, it is important they do so at the end of the lesson, not in front of the class.

Remind pupils of the working agreement.



Activity one: Surprise!

Invite pupils to share the nicest surprise that they have had with the class.

Tell pupils to sit or stand in a circle and imagine that it is their birthday. Pick up the box containing the surprise. Open the box demonstrating your surprise through facial expressions, clapping hands etc. Shut the box and pass it to the next pupil inviting them to open the box and react to the surprise. Tell pupils it is important not to let anyone else see what is in the box or do anything that spoils the surprise for another pupil. Continue to pass the box around allowing pupils to respond to the surprise until everyone has had a turn.

Change the item in the box and repeat the process. This time when you open the box you can briefly show the class the 'surprise' before shutting the box and passing it around the circle of pupils.



How did it feel to get excited by a nice surprise? Did knowing what was inside the box after the surprise had been ruined reduce the fun and excitement of the surprise?

Summarise this activity by asking pupils to tell you a definition of a surprise, to check their full understanding.

A surprise is something nice that for someone else, that they will find out about in the end. You can tell other people but not the person/people who the surprise is for.



Activity two: Secrets

Tell pupils that secrets are different to surprises. Sometimes secrets can make us feel worried, anxious, sad or scared.



What types of things might someone ask them to keep a secret? Remind pupils not to share actual secrets.

Examples may include: saying things about people that are not very nice; hiding something that has been broken; not telling anyone that they are being bullied, touching them in a way that makes them feel uncomfortable etc.

Reading out the examples below, and relevant examples from the pupil suggestions. After each scenario ask pupils to discuss as a class how each one might make them feel and why.

1. Seeing a film at a friend's house that you found frightening and which you would not be allowed to watch at home
2. Someone threatening to hit you at school and saying they will do it harder if you tell anyone

3. Someone who keeps talking to you on an online game/asking you for information on a social media site
4. Kicking a ball that breaks a window and running away so no one knows
5. An adult touching the 'private parts' of your body such as your penis or vulva
6. Being invited to a surprise birthday party

Divide the class into small groups. Provide each group with a different scenario. Ask pupils to discuss in their groups what they would do if a friend told them that the scenario had happened to them. Task each group to present their scenario solution to the rest of the class. This can be done as a role play, a cartoon illustration or another method of their choice.



Activity three: Helping hand

Remind pupils that secrets which make them feel worried should always be shared with an adult that they trust and not kept as a secret, even if they have been threatened that something bad will happen if they share the secret. Reassure pupils that telling an adult they trust will help to ensure nothing bad happens.



Who would be an appropriate adult that you could talk to if you needed to share a secret?

Suggested answers: *childline, teacher, family member, older sibling, doctor/nurse, police officer etc*

Tell pupils to draw around their hand. In each finger ask pupils to write a different person that they could talk to if they had something that they wanted to share with an adult.



Extension:

Provide pupils with an opportunity to rehearse the skills of asking for help. Divide the class into pairs. Ask each pair to select a scenario from Activity two. Tell each pupil to select a person from their helping hand and take it in turns to role-play approaching the person identified on their helping hand for support with the chosen scenario. Invite pupils to share their roleplays with the class. Highlight and discuss the effective elements of the role-plays with the class.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to describe the difference between a secret and a surprise and some strategies they have learned about how to share a secret if they need to. Reassure pupils that it is important to share a secret with an adult they trust, even if they have been threatened that something bad will happen to them if they tell someone. Remind pupils that it is not OK to ask someone to keep a secret for you, but to ask them to help you to do the right thing and deal with the situation. Signpost pupils to who they can talk to in school if they have any concerns or questions.



Assessment:

Activity one: Pupils experienced the positive elements of a surprise, understanding why surprises may need to be hidden from someone for a period of time.

Activity two: Pupils verbally identified the difference between a secret and surprise, recognising that scenario six did not require telling someone and that scenario five was of a particularly serious nature and required an immediate response.

Activity three: Pupils identified five different people they could report a 'secret' to if needed by making a helping hand.

Evidence of assessment: helping hand.



Lesson aim:

Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help.



Learning outcomes:

- I can recognise situations that I will need help to manage
- I know who I can ask for help
- I have practiced asking for help



Resources required:

- Resource sheet: Board game
- Dice
- Counters

Key words: peer pressure

Teacher notes:

This lesson has the potential to lead to safeguarding disclosures as pupils are equipped with the knowledge, language and skills to ask for help with situations that are causing them concern. It is important that pupils are informed of who and when they can speak to people in school about their concerns both now and in the future. Ensure you are familiar with the school's safeguarding policy and procedures and that other relevant staff in the school are informed that this lesson will be taking place so that they can be prepared to manage any potential disclosures.

If the extension activity is completed, it will be helpful to send a letter home to parents/carers explaining the question/worry box, including how it can be used at home to develop channels of communication.

Begin the lesson by...

Explaining that in this lesson we will be thinking about the times people might be put under pressure to do things that they don't want to do. Sometimes the people that are meant to be our friends might try to do this. This is called peer pressure and is unacceptable, especially if it is something that is dangerous. We will also be learning how to manage peer pressure and how to ask for help. Asking for help is often a brave and sensible thing to do. It can help to keep you and others safe. Remind pupils of the working agreement.

Activity one: Peer pressure scenarios and strategies

Ask pupils to pair, square and share several situations where someone might be asked to do something that they don't want to. Some examples are provided below:

- **At home** – brother/sister asks you to steal some money from your parent's purse
- **At school** – be unkind to someone else verbally or physically
- **At the park** – jump off the top of something high
- **At a friend's house** – watch a film that is meant for people much older
- **Online** – ask you to send a photograph of yourself naked

Discuss these as a class, asking pupils to suggest strategies for managing these situations. Explain to pupils why it is important to resist peer pressure to do something that makes them feel anxious or that they think is dangerous or wrong.

Activity two: Game of pressure and help

Divide the class into small groups of four-six players. Give each group a copy of the game board, dice and counters. Pupils need to follow the instructions on the board to play the game:

- The pupil whose birthday is next starts the game and play progresses clockwise around the group.
- Pupils must roll the dice, moving their counter around the board according to the dots showing on the top face of the dice.
- If pupils land on a red square, they must suggest a scenario that would cause them to feel in danger, anxious or worried.
- If pupils land on a green square, they must suggest a strategy for managing that situation to ensure they don't do something that they don't want to do.
- If pupils land on an arrow, they must suggest a person/organisation they could talk to for extra help.
- The winner is the first player to cross the finish line.

Circulate around the room, supporting pupils with the game play as required.



Activity three: Asking for help

Sit on a chair, facing the class. Ask pupils to imagine that you are eight years old. As you read out the following scenarios, ask pupils to voluntarily stand behind your chair and suggest what you could say in response. Encourage them to think about the tone, pace and volume as well as the words.

Scenarios:

- My brother is 5 years older than me. He is going to the park with his friends, and has asked our Mum for £2 so he can get some sweets like everyone else who is going. Mum has said 'no' as she doesn't have much money until payday. My brother has asked me to get the money out of her purse while he distracts her. I said 'no' but he has said he will do it anyway and tell Mum that I took it if I don't help him.
- My two friends have fallen out with each other. They have said that I can't be friends with both of them and need to pick one of them. I like them both and just wish that they would make up and stop being horrible to each other and putting me under pressure.
- I am at the park and everyone is climbing to the top of the slide and jumping off. I don't want to do it but everyone is laughing at me and calling me a 'baby'. I have climbed to the top and everyone is shouting 'jump, jump, jump'. I'm really scared, I can feel my hearting beating hard, and my legs are shaky.
- I have gone for a sleepover at my friend's house. My friend's parents have told us it is time to go to bed but my friend is searching the internet for pictures of dead people and keeps showing me scary pictures. I don't like it as I have not seen anything like this before and I do not want to. I feel like I am going to cry.
- One of my online friends has asked me to send a picture of my bottom to them. I sent them a laughing face as I thought they were joking but they sent me a picture of their bottom. I was shocked and went straight downstairs to tell my Dad, but when I started to tell him he said he was busy dishing up tea and to tell him at teatime, but I don't want to talk about it in front of everyone. I feel as though I have done something wrong and he is going to be really cross with me.

Highlight any good pieces of advice back to the class. Reassure pupils that the best thing to do in any of the situations is to tell an adult they trust even if they would find it a hard thing to do or have been told that something bad will happen to them if they do.



Extension:

Tell pupils to cover a small box such as an empty tissue box, this can be decorated. Encourage pupils to take the box home and discuss it with their parents/carers as a place where they can write any questions, worries or concerns onto a piece of paper and leave inside for their parents to read and discuss with them.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to share strategies that they would feel able to use if someone or a situation caused them to feel in danger, anxious or worried. Remind pupils that it is never OK to put someone under pressure to do something that they do not want to do. Reassure pupils that the best thing to do in any of the situations is to tell an adult they trust, even if they would find it a hard thing to do or have been told that something bad will happen to them if they do. Signpost pupils to who they can talk to in school if they have any concerns or questions about what has been covered in the lesson.



Assessment:

Activity one: Pupils suggested several situations that someone of their age could find dangerous and considered scenarios that could occur across a range of environments through discussion.

Activity two: Pupils correctly identified strategies and people that could help them to manage dangerous situations through verbal suggestions made playing a board game with peers.

Activity three: Pupils considered responses and techniques appropriate to managing a range of scenarios and rehearsed the skills to do so with confidence in front of their class.

Evidence of assessment: Worry box, if extension activity completed.



Instructions:

The player whose birthday is next will start the game. Play continues clockwise around the group.

Roll the dice and move your counter the correct number of spaces.

If you land on a red square, suggest a scenario that could cause you to feel in danger, scared or worried.

If you land on a green square, suggest something you could do to manage a situation that you found dangerous, scary or that made you feel worried.

If you land on a space with an arrow, follow the arrow and suggest a person or organisation that could help you manage a dangerous, scary or worrying situation.

The arrow is the first player to cross the finish line!

Asking for help: Year five lesson



Lesson aim:

Pupils have considered how to manage accidental exposure to explicit images and upsetting online material, including who to talk to about what they have seen.



Learning outcomes:

- I know that the internet can contain images and information that I find upsetting
- I understand that people can be upset by different things
- I feel confident to talk to a trusted adult about something that I found online that makes me feel upset.



Resources required:

- Paper
- Pens
- Post it notes
- Box
- Resource sheet: Asking for help

Key words: online

Teacher notes:

Pupils may feel uncomfortable to talk about their own online behaviours and experiences. Whilst it is good to help them foster the skills to talk directly about their experiences, it can prove a barrier to engagement in the learning or lead to a disclosure within the classroom setting. This lesson therefore uses a character to incorporate some distancing to encourage a fuller exploration of the themes. Asking pupils to reflect on how the character might feel and respond will encourage them to think about their own feelings and responses. This could prove upsetting for some pupils depending on their personal experiences and it is therefore important to agree a safe space that pupils can go to if they are too uncomfortable to participate.

Begin the lesson by...

Explaining pupils will be looking at situations that might happen online and that if anyone talks about anything they find too upsetting they can go to the agreed safe space and a member of staff will come to talk with them. Remind pupils of the working agreement.



Activity one: What's online?

Tell the class that they are going to work together to create a character that is of a similar age to them. Draw a stick person/basic outline on the whiteboard. Ask the class:

- What type of hair does our character have?
- What colour eyes does our character have?
- Does our character wear glasses?
- What types of clothes does our character like to wear etc.

Draw the suggestions onto the character. Add some facial features and additional accessories as suggested by the class. Ask the class to decide on a name, gender and a fascinating fact about their character.



When during the day or night does your character use the internet?

Suggested answers: after school, in the morning when everyone else is asleep etc



Where is the character when they use the internet?

Suggested answers: alone in the bedroom, at a friend's house, the park with a group of other friends, in the car with their parents/carers etc.

Write the suggestion on the board.

Give each pupil a post-it note. Ask pupils to write the most upsetting thing they think their character could see when they are online. Tell pupils to fold their post-it notes in half and place inside a box. Reassure pupils that this is completely anonymous. As everyone is putting their ideas into a box, no one will know who has made the suggestions. There may not be time to explore all the suggestions in the lesson, but if there is something specific that anyone wants to talk about after the lesson, they can do that.



Activity two: Online scenario responses

Display the feeling signs around the classroom.

Read out some of the scenarios proposed by the pupils (unless they feel inappropriate). Ask pupils to position themselves in front of the feeling that represents how they think the character might feel about the scenario. Reassure pupils that everyone feels differently about things and so there is no right or wrong answers. Include the scenarios suggested below:

- Finding a parent's online bank account that shows how much money they have.
- Seeing a picture of two naked people touching each other
- A friend showing a film where someone has been injured and there is a lot of blood, which they think is very funny.
- A picture of a dead animal

Discuss the scenarios with the pupils, asking them to share: Why do you think the character is feeling this way? What could the character do to manage the situation?

Suggested answers:

- **Switching the device off** – this would block the image immediately but may still be on there when they switch it back on.
- **Explaining their feelings** – it is helpful to tell others how they are feeling as they may not have realised or there may be other people who feel the same but are not confident enough to say so.
- **Going into a different room** – if they are with a group of people who may laugh at their response, pretending to need the toilet and going to the bathroom means they can remove themselves from the situation without feeling like they will be teased.
- **Telling a parent/carer what they have found** – reassure pupils that most parents/carers will want to know so that they can make sure that this does not happen again by changing the control settings on the internet/device.

Remind pupils that different people will feel and respond differently to the same scenario. Reassure pupils it is important to share how you are feeling, and not to assume that because you find something funny or exciting that other people will. They may feel differently, just as the pupils who moved to different and opposite parts of the room.



Activity three: Asking for help



Who could you ask to help you, if you found something online that upset you?

Write the suggestions on the board.

Ask pupils to think about the scenarios they have explored and reflect on the different ways that the character might be feeling to the scenarios. Tell pupils to create a short (no more than two minute) role-play of the character asking for help. Invite each group to perform this to the class. Discuss the strengths of each approach.

If pupils think the character would find it too hard to say what they are feeling, they could role-play writing a letter or sending a text to someone.

Reflect on each role play and discuss the strengths of each strategy with the class.



Extension:

Divide the class into pairs. Give each pair a piece of paper. Tell pupils that one person in the pair is going to pretend that they are sharing something they have found online that they find funny. The other pupil is going to pretend that they find this upsetting or scary. Using the piece of paper tell pupils to write a script that describes the conversation that could take place between them, taking it in turns to write their comments, folding the paper like a fan so that only the last comment can be seen.

When the pupils have finished, tell them to unfold the paper and read through the whole conversation, reflecting on how effectively they both communicated their views, listened to each other's wishes and offered support etc.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to tell you some of the strategies that they can use if they find something online upsetting. Reassure pupils that sometimes people find things by accident when they are browsing the internet or that sometimes people browse something on purpose because they are curious or excited about it. If they are upset by anything they find online it is always best to tell someone. Remind pupils that what they find funny or exciting to look at, someone else may find upsetting. Reassure pupils that it is always best to talk to an adult they trust if they have found something online that has upset them. Remind pupils of the effective strategies they suggested to support them asking for help from an adult they trust. Signpost pupils to who they can talk to in schools if they have any concerns or questions about what has been taught in the lesson.



Assessment:

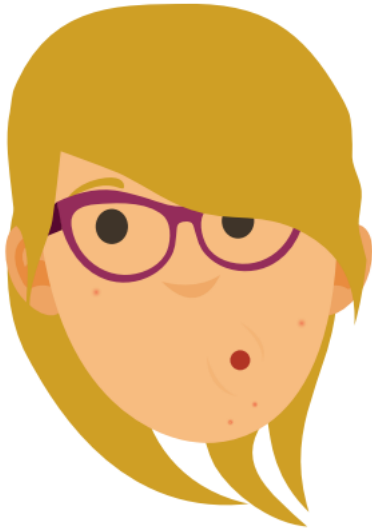
Activity one: Pupils identified a range of different scenarios that may occur online which they, or someone else might find upsetting.

Activity two: Pupils considered differing responses to scenarios, reflecting an understanding that people find different things upsetting.

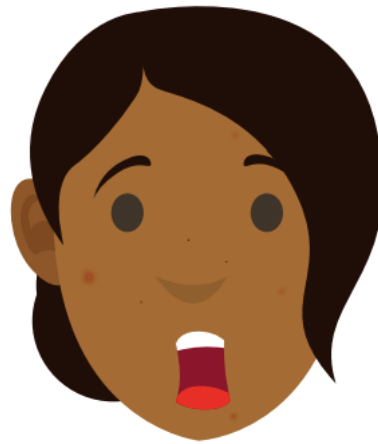
Activity three: Pupils demonstrated a range of effective strategies for asking for help through role-play.

Evidence of assessment: Conversation fans, if extension activity completed.

Curious



Frightened



Funny



Excited



Disgusted



Upset



Anxious



Other

Asking for help: Year six lesson



Lesson aim:

Pupils develop the confidence and skills to know when, who and how to ask for help independently, or with support.



Learning outcomes:

- I have considered a range of problems that may affect people of my age
- I have identified different sources of help, advice and support for a range of problems
- I feel confident to ask for help and to help other people to ask for help if needed



Resources required:

- Resource sheet: Help game
- Paper
- Pens
- Blue material or paper
- Dice
- Counters

Key words: problems, support, help, trust

Teacher notes:

Whilst all schools do their best to support students, pupils can resist attempts to help them overcome their problems. As pupils reach this stage of development and start to become increasingly independent, physical and psychological maturation is taking place against a backdrop of forming and developing relationships with adults and peers. Teaching adaptive skills of seeking help independently and anonymously are essential to empower pupils to self-advocate and support their peers.

Begin the lesson by...

Explaining that in this lesson we will be learning about how to manage a range of problems. Tell pupils that most people will experience problems at various points in their life. It is often better to share a problem with someone else who you trust, so that they can help to guide you and support you to access the help you need to manage the problem. Remind pupils of the working agreement, including what to do if they have a problem that they would like to talk about.



Activity one: Problems

Give each pupil a piece of A4 paper. Tell pupils to write in large lettering a problem that someone of their age may experience. Reassure pupils that their suggestion does not have to reflect a problem that they have experienced themselves. Tell pupils to screw their piece of paper into a ball.

Suggested answers may include: online situations, puberty experiences, friendship and family relationships, FGM, questioning gender, questioning sexuality, body image, self-esteem etc.



Activity two: River of life

Explain to pupils that life is not always smooth sailing and that it is likely that they may experience problems and challenges throughout their lives.

Lay out the blue material or paper on the floor to represent the 'river of life'. Tell pupils to stand either side of the river, facing each other and throw their problem balls into the river. Explain that these represent boulders in the river that can get in the way of the water and change the direction of its flow. Just like problems can get in the way of us enjoying our life and may change its direction if we do not manage the problem appropriately.

Walk down the river stopping at each 'boulder'. Open the ball of paper and read out the problem to the class. Ask pupils to make suggestions about who you could approach to get help to manage this problem. If pupils identify an effective source of support, throw the boulder out of the way. If they cannot identify an effective source of support, leave the opened boulder in place, stepping around it. Repeat until you have progressed to the end of the river, leaving any remaining problems clearly visible in the river. Walk back down the river making suggestions about places that are available to support with the remaining problems. Encourage pupils to consider targeted local support services, as well as generic options such as a teacher and quality assured online support.

To reinforce the message that it is always important to ask for help, ask pupils to imagine a life full of boulders getting in their way!



Activity three: Game of life

Divide the class into groups of up to 6. Give each group a game board, dice and enough counters for one each.

Tell pupils to reflect on the problems identified in Activity 1 and write down what the internal thoughts of a person experiencing some of those problems might be in the speech bubbles on the game board. Instruct pupils to play the game as per the instructions.

Circulate around the classroom to support. Highlight and feedback to the class key points and effective suggestions made by pupils to the rest of the class.



Extension:

Task pupils to create a poster that encourages young people to ask for information, advice and help if they have a problem. The posters can be displayed within the school as appropriate.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to suggest some trusted sources of support for a range of problems explored within the lesson. Reassure pupils that it is important to seek help and support so that problems do not make them unhappy, unsafe, unhealthy or become barriers to them enjoying their lives. Remind pupils that if they don't know where to go for help they can ask someone in school who will help them to find the best place to get information, advice and guidance related to their issue without them having to disclose details of the problem. Signpost pupils to who they can talk to in school if they have any concerns or questions about what has been taught in the lesson.



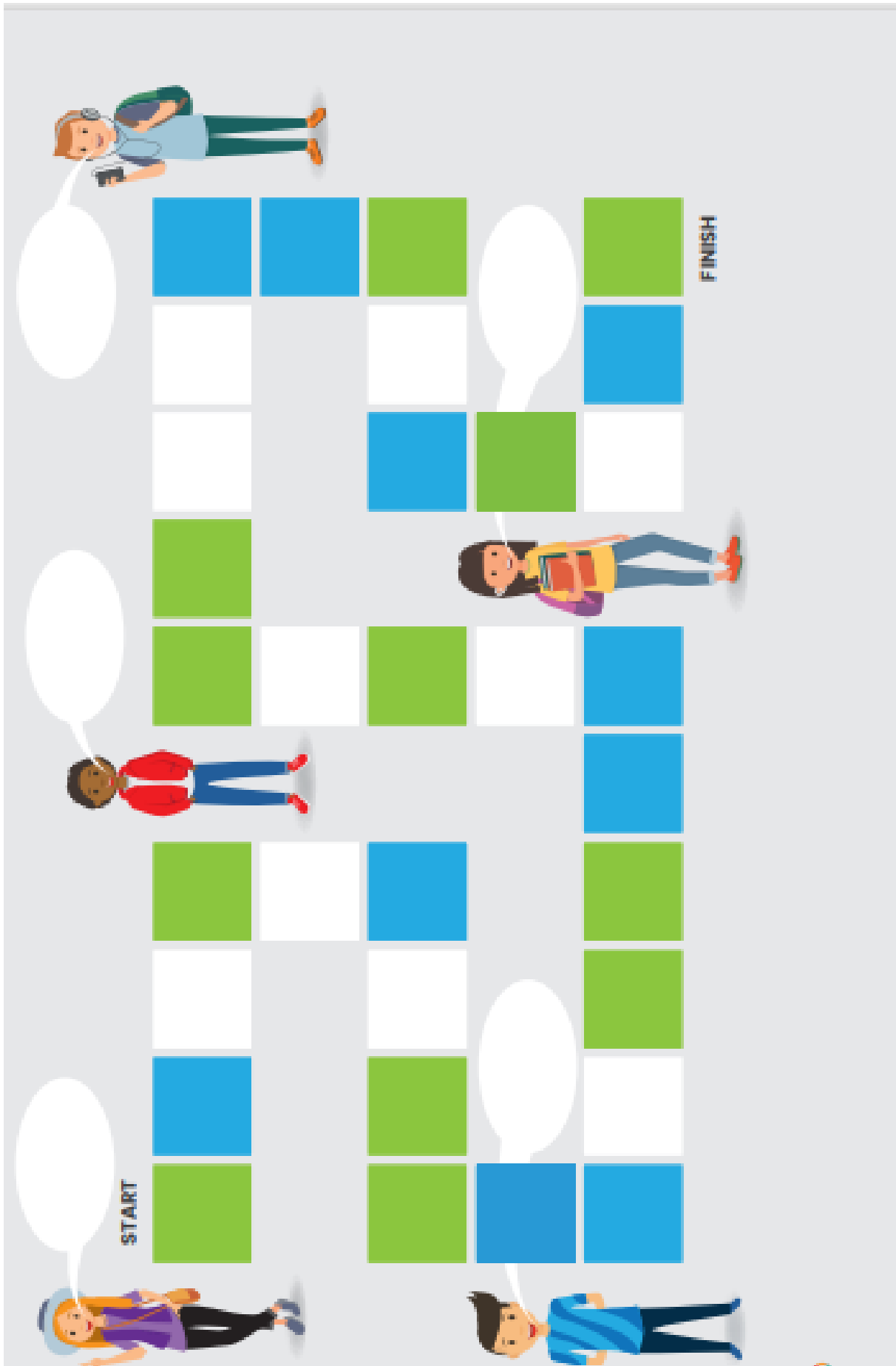
Assessment:

Activity one: Pupils considered a range of different issues that can affect someone of their age.

Activity two: Pupils identified safe places they can access help, support and advice for a range of problems.

Activity three: Pupils played a game of life that showed empathy to how issues may make a person feel as well as consolidating their learning on appropriate sources of help, support and advice, demonstrating a level of confidence to do this.

Evidence of assessment: Paper problem balls, completed game of life boards.



Instructions:

The first player is the person whose birthday is next.

Take it in turns to roll the dice and move your counter along.

If you land on a:

- **Green square** – say a person or organisation you can contact for information, help and advice
- **Blue square** – a problem that is best shared and not kept to yourself
- **White square** – take a breather, sometimes life is OK!

The winner is the first person to reach the end of the game. Congratulations on surviving the challenges of life!

Helping Hand activity

Lesson Aim

Pupils understand what makes a trusted adult and can identify 5 trusted adults who can help them.

Learning Outcomes

I know what makes a trusted adult

I can name 5 trusted adults who can help me

Resources Required

Pens / pencils

Paper

Key words: trust, safe, comfortable, uncomfortable

Teacher's notes: Be clear when teaching this lesson that a trusted adult takes care of you and considers your feelings. You feel safe with them most of the time. A parent or carer may have to teach you right and wrong, which sometimes means that you are told off, but you will still feel loved by them and safe with them most of the time. Be mindful that some pupils may have been told that they can trust someone to be groomed for abuse. It is therefore important to reinforce that a person is not trustworthy just because they tell you that they are, or that you are safe with them. Remind pupils that secrets which make them feel worried should always be shared with an adult that they trust and not kept as a secret, even if they have been threatened that something bad will happen if they share the secret. Reassure pupils that telling an adult they trust will help to ensure nothing bad happens.

Begin the lesson by: Explaining that in this lesson we will be learning about how we all need help sometimes. Talk about what feelings might give us clues that we need help, feeling uncomfortable; scared, worried, sad, or unsure about something. A trusted adult can help you stay healthy, happy, and safe. A trusted adult is someone who will always believe you when you need help. If you are scared, worried, sad, or unsure about something, you can tell them how you are feeling and why you feel that way. A trusted adult is there to look after you and who you feel safe around.

Activity:

Everyone needs a helping hand sometimes and you are going to create your very own helping hand to identify who your trusted adults are. These would be people you talk to when you need help or if you are worried because someone you know needs help. Simply draw around your hand on the paper provided, and on each finger and the thumb write down or draw who your trusted adults are.

There are lots of different people who can be a trusted adult. It's a great idea to have two that are in school. This means that if you are talking to your friends about who their trusted adults are they may have different ones to you and that's okay.

The important thing to remember is that whoever you choose to be on your helping hand as a trusted adult, they are someone you could tell anything to.

Extension:

You can also use the palm of your hand to write down things that provide comfort to you, for example your favourite cushion or a cuddly toy, as you may want to have these with you to help you feel better when talking to one of your trusted adults.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Remind pupils that this Helping Hand can be used when they feel uncomfortable feelings such as scared, worried, sad, or unsure. Reassure pupils that trusted adults should help them and that they should feel safe with a trusted adult. Remind pupils that all the children at this school are special to the school and that they can talk to any of the teachers and adults who work in the school if they ever need to, even if they haven't put them on their Helping Hand. Signpost pupils to who they can talk to in school if they have any worries or questions and where they can find information that might help them, their friends and family.

Assessment:

Pupils identified their trusted adults, illustrating them on a handprint.

Evidence of assessment:

Completed handprints