

Introduction and guidance

1. Introduction

This resource aims to help young people develop a better understanding of healthy relationships, and how to challenge unhealthy behaviours and social norms, to better protect them from harm through child on child abuse, both off and online.

The lesson activities help young people to:

- Become more aware of their positive values and qualities, to build their identity in line with these, and to act accordingly in their relationships with others.
- Give them the skills to critique and resist societal messages which can work to fuel unhealthy behaviours and child on child abuse.
- Understand what ethical and healthy relationships and sexual experiences look like, and to apply this understanding in their own lives and relationships.
- Ensure young people know of services/people to contact if they are in need of support.

This resource should be delivered through structured lessons by professionals in education settings. In schools, it should be embedded in a progressive Personal, Social, Health and Economic (PSHE) education curriculum, as part of Relationships and Sex Education (RSE).

What is child on child abuse?

Child on child abuse is any form of abuse between children and young people of any age. It can happen between any number of children. In other words, it can be experienced or enacted by an individual child or young person, or a group (Department for Education, 2021).

Child on child **sexual** abuse can involve (Ofsted, 2021):

- Sexual violence, such as rape, assault by penetration and sexual assault.
- Sexual harassment, such as sexual comments, remarks, jokes, both online or offline, which may be stand-alone or part of a broader pattern of abuse.
- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals

or buttocks to obtain sexual gratification, or to cause the victim humiliation, distress or alarm.

- Non-consensual nude or semi-nude image sharing.

Why are these lessons important?

The [sexual violence and sexual harassment between children in schools and colleges](#) (2021) Department for Education guidance mentions that:

Ofsted's review of sexual abuse in schools and colleges revealed how prevalent sexual harassment and online sexual abuse is for children and young people and that, the issues are so widespread that they need addressing for all children and young people.

- The Women and Equalities Committee (WEC) state that a number of large-scale surveys found that girls are consistently reporting high levels of sexual harassment and sexual violence in schools and colleges.
- Girlguiding's Girls' (2021) Survey found that 67% of girls and young women aged 13-18 surveyed have experienced sexual harassment at school from another student, and that 29% first experienced sexual harassment when they were just 11-13 years old. Almost a quarter (24%) of female students and 4% of male students at mixed-sex schools have been subjected to unwanted physical touching of a sexual nature while at school.

Embedding RSE into the curriculum is one of a number of actions schools can take to help reduce and prevent child on child sexual abuse. This is consistently requested by young people, including those who have been sexually abused. In an [NSPCC study](#) interviewing young people who had experienced sexual abuse, much of it with a tech element (Hamilton-Giachritsis, Hanson et al., 2017), this was what they most often commented would have made a difference (both reducing their vulnerability and reducing the proclivities of those that had abused them). Ofsted's [review of sexual abuse in schools and colleges](#) (2021) and the Home Office's [tackling violence against women and girls strategy](#) (2021) make recommendations for RSE which helps young people develop an understanding of what healthy and mutually respectful relationships are.

These lessons cannot be delivered alone and must be part of a whole school or setting approach. Cultures that tolerate child on child sexual abuse and sexual harassment have negative impacts on young people in and of themselves. When schools name and respond to the problem, and take preventative action, young people feel happier, safer and respected.

Other important parts of a whole school or setting approach include:

- Assessment of the issue (for example via focus groups and surveys with young people, professionals and parents and carers).
- Regular communication on words and behaviours that are / are not acceptable.
- Clear routes for reporting sexual abuse, which are widely available to young people.
- Training for professionals on preventing and responding to harassment.
- In schools, ensuring these lessons form part of a spiral curriculum approach, where in previous and subsequent years, similar and complementary topics are covered in age-appropriate ways (for example, this resource should ideally have been preceded by lessons in primary school on how we treat one another with respect and care).

The lessons

This resource contains eight lessons, each 45 minutes in duration. Lessons 1 - 4 were designed for young people in year 8, and lessons 5 - 8 for young people in year 9 (or in Scotland, S1 and S2 respectively). The lesson plans contain a mixture of teaching and activities with accompanying slides and worksheets.

1. My values
2. Being a positive bystander
3. Rights in relationships
4. Gender stereotypes
5. Listening, understanding, and communicating
6. Principles of healthy relationships
7. Principles of healthy sexual experiences
8. Sexual content online

This resource can be used flexibly and professionals are encouraged to use them as appropriate for the young people they work with. You may wish to:

- Use lessons for different year groups in different settings. For example, the 'sexual content online' lesson is recommended for Year 9 (S3 in Scotland) but you may feel that this it is more appropriate for an older age group in your setting.
- Deliver content over two lessons instead of one.
- Deliver lessons as set in consecutive weeks, or separately, to fit within a wider scheme of work on healthy, respectful relationships.

- Use lesson material as a springboard for further lesson discussions, or devise your own supplementary activities.

Assessment

Assessment is as central to effective teaching and learning in PSHE education as it is in any other subject. Assessment refers to gauging what has been learned and what still needs to be learned. To support professionals to assess young people's learning, these lessons contain:

- **Baseline activities.** This resource covers issues and areas of life which young people may be affected by in different ways and at different times. As such we cannot make any assumptions based on students' age or year group about their knowledge and attitudes. To assess learning and progress effectively, it is important to carry out a baseline assessment before teaching anything new. These activities will help you establish young people's knowledge and attitudes *before* new teaching takes place.
- **Closing activities.** At the end of each lesson, young people have opportunities to demonstrate the progress they have made from their starting point assessed in the baseline activity. Many of these activities demonstrate progress by asking young people to revisit the original baseline activity. In other cases, young people might repeat the activity or carry out a completely different activity to assess if they have achieved the learning objective.

Adaptations

To support professionals with adapting the lessons to the needs of young people, the lessons include:

- **Key vocabulary** lists and **alternative activities** to support young people with different learning needs (further information about using alternative activities can be found in the 'accessibility and inclusion' section below).
- **Extension activities** and **optional homework** to support young people who finish the activities quickly, or need further challenge.
- **Editable worksheets** and **slides** to make content changes for young people with special educational needs or difficulties.

Accessibility and inclusion

Our aim is to embed accessibility and inclusive practice into all aspects of the CEOP Education programme. This approach means that we aim to ensure that our resources consider and cater to a diverse range of needs rather than having separate specific special educational needs and disability (SEND) resources.

Each lesson includes, where appropriate:

- Short, simple and clear instructions, broken down into small steps.
- Simple language and provides clear definitions.
- Identified key vocabulary.
- Key focus points and clear learning objectives.
- Optional symbols handouts to be used as communication tool.

We have provided **alternative activities** in consideration of the four established categories of differentiation¹:

- **Cognition and learning:** generally accounts for difficulties in areas such as reading, writing, numerical, comprehension, processing and other executive function difficulties.
- **Communication and interaction:** difficulty with speech production (for example, a stammer), expressive language (ability to express yourself), receptive language (ability to understand things said to you) or the social use of language.
- **Sensory and physical:** includes all physical impairments or sensory impairments including vision impairment, hearing impairment or multi-sensory impairment.
- **Social and emotional mental health:** social and emotional difficulties which encompasses many different behaviours or mental health disorders. For example, anxiety, depression, self-harming, eating disorders, challenging or disruptive behaviour, and attention deficit disorder.

The **alternative activities** are broken down into three different categories. These descriptions will help you decide which activities will best support the young people you work with:

Discussion based

- Asks young people to think, reflect and share.
- Visual prompts (such as the accompanying symbol handouts) can be used to help start or guide discussions.
- Typically involves situational or choice based questions.

¹ As stated in the SEND Code of Practice (2015). For more detailed guidance on the four categories of differentiation see the SEND Code of Practice (2015) definitions and NASBTT (www.nasbtt.org.uk) Information guides.

Written based

- Involves use of a worksheet (provided in the lesson plan) and/or a notepad and pen to note down answers.
- Supports learners with focussed individual processing and reflection.

Practical

- Involves social interaction games to develop communication skills.
- Opportunity to share as a class and hear/learn from others.
- Activities using symbol handouts where pictures can be moved around to be placed on a scale. This helps to facilitate a topic of discussion and provides a structure where information is presented in small chunks, supported by symbols.

CEOP Education values

The CEOP Education programme is founded on six values to ensure safe, effective, and child-centred delivery of online safety education.

When delivering these lessons, each of these CEOP Education values should be reflected in your practice:

- 1. Safeguarding first.** The safety and wellbeing of each child always comes first. [Pages 11-12](#) of this document provide detailed guidance on safeguarding children whilst delivering these lessons.
- 2. Approach from the perspective of the child.** Let young people start the conversation. Ensure they have the space and safety to ask questions and consider their own thoughts and feelings on the topics covered.
- 3. Promote dialogue and understanding.** Young people are safest when they feel listened to and understood and know that they can ask trusted adults for help when they need it.
- 4. Empower and enable children.** Children and young people have the right to be protected from harm, and to be supported to build knowledge, skills and confidence which will help them identify risk and access support when they need it.
- 5. Never frighten or scare-monger.** Alarmist education can be risky and ineffective. Avoid shocking or scaring young people, their families, or other professionals.
- 6. Challenge victim-blaming attitudes.** We all have a responsibility to challenge victim-blaming whenever it arises. CEOP Education resources help young people understand that abuse is never the fault of those who

have been harmed and builds their confidence to ask a trusted adult for help if they need it. You can find specific guidance on strategies for challenging victim-blaming attitudes on [pages 10-11](#).

If you are interested in learning more about the evidence base for this and similar approaches, we recommend you read CEOP Education and PSHE Association's '[Key principles of effective prevention education](#)'.

2. Delivering the lessons safely and effectively

This resource tackles a range of sensitive issues, including pressure and coercion in relationships, and non-consensual sexual experiences. It is crucial you approach delivery on the assumption that young people in your group **may** have had experiences related to the events, scenarios and activities depicted, or know someone else who has. You may not already be aware of this for several reasons.

For example, many people who have experienced abuse find it very difficult to tell someone what has happened. A young person who has experienced child on child sexual abuse may blame themselves. It is essential that language used in the delivery of these lessons does not encourage feelings of guilt or blame.

Before using this resource, it is your responsibility to ensure that:

- You have read and considered all the advice in this document.
- You are following your organisation's policies and procedures for safeguarding and delivering RSE.
- The designated person responsible for safeguarding in your setting is aware that you are delivering this resource.

Further questions you should consider include:

- To your knowledge, does the content relate in any way to specific incidents involving young people, your organisation, community, or stories currently in the public eye of which young people may be aware of?
- If so, how will you take appropriate account of this and of the likelihood that young people have had experiences related to the issues explored in these lessons, both in the delivery of the resource and any additional support available to young people?

Ground rules / contracting

Many groups of young people are not used to discussing the topics tackled in this resource. To help them do so safely and supportively, you should agree a shared set of 'ground rules', or contract.

The most effective ground rules or contracts are elicited from young people themselves. However, to save time you might decide to present them with a pre-prepared set of expectations. Some groups will already have a standard contract, which you can remind them of at the start of each lesson.

However you create the contract, it should include the following points as a minimum:

- Use language that will not offend or upset anyone.
- When you give an opinion, try to explain your reasons.
- Listen to the views of others and show respect.
- If you disagree, comment on what was said, not the person who said it.
- Do not share personal information about other people.
- If you're worried about something that has happened to you or a friend, talk to a member of staff or an adult you trust, after the lesson.
- If a member of staff becomes aware of a risk to a young person's safety, this information may need to be shared.

Distancing the learning

As mentioned above, you can never be sure if a young person in your group has experienced some of the negative circumstances depicted in the lesson activities and scenarios, and you should approach each lesson on this basis.

Avoid questions or activities which ask young people to put themselves in a situation, such as *"how would you feel if you were Jade?"* Doing so might trigger difficult feelings and lead to disengagement from the lesson.

More appropriate questions are *"how might Jade be feeling?"* or *"how could a friend of Jade support her?"* These anchor learning to the group's shared experience of the scenarios and encourage the development of emotional literacy and empathy. It is appropriate to ask young people to imagine the response of *"a young person of about your age who goes to school round here."*

Professionals delivering lessons to young people with SEND may feel inclined to use a personalised approach that asks them to draw on their own interactions and experiences. However, where possible/appropriate, we encourage you to distance the learning from young people to keep the learning environment safe and discourage personal disclosures in group settings.

The lessons are designed to foster young people's self-reflection. Where it's safe to do so, activities invite young people to develop an awareness of their personal values and beliefs. Before delivering these activities, professionals should ensure young people know they will not be asked to share their personal reflections with the whole class.

Managing inappropriate language

Facilitated discussions with young people about relationships and sex can be challenging. Young people can become embarrassed and shy, or lack an appropriate vocabulary for expressing their ideas. The lessons in this resource pack provide an excellent opportunity to address this and to equip young people to better articulate and explore their ideas on these topics.

Prepare lessons with the following strategies in mind:

- Ensure your ground rules or contract include a commitment to choosing language carefully to avoid offence.
- Throughout the lesson, encourage young people to express their thoughts openly, unless they wish to disclose personal or sensitive issues. These should be discussed with a trusted adult, outside of the lesson. Use the time spent setting the ground rules to identify who they could speak to within your setting.
- If a young person uses inappropriate language, address this directly. Encourage them, and other young people, to suggest more appropriate language. Ask them to elaborate on what they mean and help them to do so by introducing and explaining new vocabulary. Explain why the language they used originally is inappropriate.
- Encourage young people to challenge each other's opinions respectfully and constructively.
- It can be useful to name at the outset of the set of lessons (or a particularly sensitive lesson such 'sexual content online') that rude or offensive language and attempts at humour are often a way people try to manage anxiety. This could also be named in responding to specific incidents. This may make such behaviour less likely by taking away any perceived 'kudos' from it.
- If a young person says the scenarios are fictional rather than 'real life stories', acknowledge this but ask if they feel anything depicted in the scenario couldn't happen.
- However, if you judge that a young person is being intentionally and persistently disruptive, and if it this is impacting on the learning of others, address this as a behaviour management issue according to normal procedure in your setting.

Managing role-play safely

This resource contains role-play activities which can be used effectively to rehearse the communication, thinking skills and strategies young people need to manage real world situations. However, role-play can be less appropriate for some class groups and can also be ineffective if not facilitated properly. Use the guidance below to ensure role-play supports a safe learning environment and promotes effective distancing (see page 8) whilst ensuring that pupils do not reinforce or rehearse negative behaviours.

- Remind young people that they are not role-playing themselves, people they know or situations they have been in. If the names given in the scenarios happen to be those of people in your group, change them to avoid those children becoming the focus of the group's attention.
- Young people should not role-play (and therefore rehearse) risky, harmful or dangerous behaviour. For example, bullying someone.
- Young people can opt out if they feel uncomfortable.
- Ensure that you leave time at the end of the activity for young people to feed back their experiences and come 'out of role'.

Discussing gender identity and sexual/romantic orientation

This resource allows young people to explore how gender norms can impact people's behaviour, and the way they treat others. Discussions on this topic may start wider conversations about gender. Additionally, these lessons contain several scenarios which depict characters in same-sex relationships, and may spark conversations about sexual/romantic orientation. It's important that these conversations are all managed respectfully. Key terminology and definitions should be agreed amongst your teaching teams to ensure that these are used consistently in all classes.

Challenging victim-blaming attitudes

What is victim-blaming? Victim-blaming happens when the victim of a crime is held entirely or partially at fault for the harm they've experienced.

Victim-blaming can be direct and explicit, for example, telling the victim it was their fault. It can also be indirect and unconscious, for example, questioning what a victim could have done differently, or how they may have reacted differently in the victim's shoes.

What does it look like in the classroom? Young people receiving Relationships and Sex Education may express victim-blaming attitudes towards characters in scenarios or films used to support their learning. For example, some young people may describe the characters as "stupid", "dumb" or "naïve" for putting themselves in a risky situation.

When delivering this resource, be alert to the fact that there may be young people in the room who have experienced abuse and potentially engaged in similar activities to the characters in the scenarios. Victim-blaming can have a devastating impact, not only on those who have already experienced harm and trauma (whether they have disclosed this or not) but also by making it far less likely that children and young people will have the confidence to seek help if they need it.

How can I challenge victim-blaming attitudes during the delivery of this resource? Victim-blaming attitudes should be challenged in a constructive and supportive way that encourages young people to think critically about the language they use and the impact this has, both in the moment and more widely, by reinforcing harmful social narratives.

You can challenge victim-blaming attitudes by using one or more of the following strategies where relevant to comments made by the young people you work with:

1. Focus on the behaviour of the perpetrator

When discussing situations where young people are treated unfairly, focus on the unfair or unethical behaviour. For example, in a situation where a young person has had a nude of themselves shared around school, focus on the criminal behaviour of the perpetrator. Do not ask, for example, 'what the young person could have done differently'.

2. Take a children's rights-based approach

The United Nations Convention on the Rights of the Child sets out rights to which all children are entitled. Explain that all children have the right to privacy, and the right to protection from abuse. Help your group to understand their rights by sharing the [children's version of the Convention on the Rights of the Child](#). Applying rights thinking to everyday situations and relationships is the focus of the third lesson in this resource.

3. Explore impact on individuals

Ask the group to consider the impact that abuse can have on a young person, and how blaming someone, even indirectly for what they've experienced, compounds this impact. Help young people to recognise that it can cause serious long-term harm to confidence, self-esteem, friendships and relationships.

4. Unpack victim-blaming

If victim-blaming terms such as "stupid" are used to describe the characters in the scenarios, ask young people to think about the connotations of the language they've chosen. Explain that using this language wrongfully places blame on the person experiencing abuse, rather than the person who is perpetrating it.

5. Increase empathy by considering circumstance and motivation

Increase empathy for characters experiencing abuse by discussing the circumstances and reasons for their actions. For example, a young person may have participated in sexual activity because they felt pressured by a partner or friends, or that it was 'expected' from someone their age.

'Challenging victim-blaming attitudes' is one of the six CEOP Education values to ensure safe, effective and child-centered online safety education.

Safeguarding and disclosures

If as a result of the delivery of this resource a young person shows signs of distress or wishes to talk to you about a historical or current concern, you should support the individual by following the safeguarding policy and procedures of your organisation.

As a minimum, these should direct you to:

- Guide the individual to a private space and ensure a colleague knows where you are.
- Advise the young person that whilst you will respect their privacy, you cannot guarantee confidentiality. If you feel that they or somebody is in danger, you will need to pass on the information to the appropriate authority. Check that the young person has understood this message.
- Listen to them and allow them to describe their concerns. Do not ask probing questions or make judgements on what they are telling you.
- Not directly or indirectly shut a young person down (for example through disinterest, body language, rushing them, talking about confidentiality limits without equal or more emphasis on your intention to listen and be sensitive to their needs). Young people who have or are experiencing abuse or harassment often want to disclose this and get help but often do not feel they are given the opportunities to do so.
- Paraphrase what the young person has said to ensure you've fully understood what they're telling you.
- Inform the person responsible for safeguarding in your organisation.

For more information, see the statutory safeguarding guidance: [Keeping Children Safe in Education](#).

Reporting to CEOP

If young people feel unable to speak to a trusted adult, they can report concerns about online sexual abuse to CEOP by visiting <http://www.ceop.police.uk/safety-centre>. All reports are assessed and responded to by CEOP's specialist Child Protection Advisors. If a police response is necessary, this will be conducted in

partnership with their local police force. For further information about reporting to CEOP, watch the video available at <http://www.thinkuknow.co.uk/professionals/resources/reporting-to-ceop-video>.

We strongly recommend that your organisation adds the 'ClickCEOP' button to your website on pages accessed by young people. This should be in a suitable area of the site, with supportive text outlining when someone should report to CEOP. Refer to the '[Should I make a report?](#)' guidance for suitable text. CEOP only take reports related to concerns about online child sexual abuse. Please email ceopeducation@nca.gov.uk for more information about adding the ClickCEOP button to your website. If this is not possible, young people should be referred to the ClickCEOP button at thinkuknow.co.uk.