



SEXUALLY EXPLOITATIVE RELATIONSHIPS

Lesson Package



**YOUTH & POLICING
EDUCATION HUB**

Lesson Package

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SYNOPSIS

A resource package aimed at encouraging children to recognise child sexual exploitation.

We recognise that as part of a PSHE agenda, CSE forms part of the broader context of sex and relationships education carried out within schools. No standalone package can encompass that remit within a standard 60-minute lesson. This package is tailored to exploitative sexual relationships and assumes other lessons about healthy relationships have taken place beforehand.

This resource has been produced by Avon and Somerset but it draws significantly from the National Crime Agency's (NCA) Child Exploitation and Online Protection (CEOP) 'Exploited' materials (produced with input from a range of national partners including the NSPCC, Brook, the Sex Education Forum and Barnado's). Materials from other police forces have also been included where they represent good practice.

OFSTED CRITERIA

The PSHE programme of study is divided into three core themes:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World.

This lesson plan on CHILD SEXUAL EXPLOITATION encompasses the following:
Theme 2 (Relationships): KS3: R1, R6, R8, R18, R19, R28, R29, R30, R31, KS4: R5, R7, R8, R16, R18.

ALTERNATIVES

Exploited: (<https://www.thinkuknow.co.uk/professionals/resources/exploited/>)

The CEOP resources contain a variety of lesson plan packages which range from a single session input to a series of sessions. It includes a lesson plan with guidance notes, powerpoint presentation, and a variety of other printable or online resource materials.

Please note that the Exploited materials, while free, require registration (email address) in order to download.

Barnado's 'The Real Story': Barnardo's are leaders in the campaign against CSE. These resources cover the broader context of relationships and sex as well as CSE. (<http://www.barnardos.org.uk/the-real-story-resource-pack>). These packages are again completely self-contained.

It's Not because He Loves You – A video from Cambridgeshire Police which explores a relationship between a teenage girl and her relationship with an older boy who buys her gifts but exploits her.
<https://www.youtube.com/watch?v=RdJt2g28q6k> (1.55 minutes).

AIMED AT

This package: Ages 12+

Exploited package: 12+

Barnardo's 'The Real Story': 13+

OBJECTIVES

- To identify the risks of child exploitation
- To understand the difference between healthy and unhealthy relationships
- To know how to report CSE
- To know how to get help if you or someone you know is being sexually exploited or seems to be at risk.

WHAT'S INCLUDED IN THIS PACKAGE

- Downloadable Lesson plan
- Printable sheet of character images from CEOP's 'Exploited' film
- Links to videos
- Links to online resources.

WHAT YOU NEED

- Computer with projector
- Internet access
- A3 paper and pens
- Coloured pens
- Several pairs of scissors
- Glue.

LESSON TIME

60 minutes (depending on activities selected – there are 70 minutes of activities included here, allowing you to choose which best fit your class).

PREPARATION TIME

Approximately 45 minutes: allow time for printing and familiarisation. You will also need to print out several character sheets and cut out the thumbnails (divide the

class into groups of 4 or 5. You will need enough character cards to offer a set to each group).

LESSON PLAN

Written by T/PS Sarah Williams and Youth Project Co-ordinator Kathleen Blackburn, based on the Childnet 'Crossing the Line' PSHE resources.

INTRODUCTION (2-3 minutes)

SAFE LEARNING ENVIRONMENT

Cover the rules which normally apply in your educational setting, which should include:

- Let other people talk and listen without interrupting
- Be respectful
- Do not use bad language and try to use language that won't offend or upset anyone
- Use the correct terms – if you don't know them ask for help
- Comment on what was said, not who said it
- Avoid sharing your own experiences
- Never share your friends' personal experiences
- Don't ask personal questions
- Try not to judge others
- Everything said is confidential unless a safeguarding issue is identified
- If anyone is affected by any part of the content, they should speak to presenter or a teacher at the end of the session.

DISCLOSURE OF SENSITIVE INFORMATION

Any information shared will remain confidential unless any person has been highlighted as at risk and action needs to be taken.

EXPLAIN THE OBJECTIVES

- To identify the risks of child exploitation
- To understand the difference between healthy and unhealthy relationships
- To know how to report CSE
- To know how to get help if you or someone you know is being sexually exploited or seems to be at risk.

WHAT DO WE MEAN BY CHILD SEXUAL EXPLOITATION?

(2-3 minutes)

Ask the class for their own understanding of what this is and write the main comments on a sheet of A3 paper.

Tell the class that CSE can be defined as a type of child sexual abuse. It happens when a young person is encouraged, or forced, to take part in sexual activity, often in exchange for something else, which may include:

- Love/affection
- Place to stay
- Drugs and/or alcohol
- Alcohol
- Goods (shoes, mobile phones, clothes, etc).

ACTIVITY 1 (5 minutes - optional)

This activity is designed to assess current levels of knowledge among the students.

Using three areas of the classroom, designate one area as 'True', one as 'False' and one as 'Don't Know'.

Ask the questions below and tell the students to move to the relevant area depending on what they believe the answer is.

The correct answer, along with a knowledge check, is given below each question:

1. 'Only young people can be sexually exploited.'
 - Anyone can be a victim of sexual exploitation regardless of gender, sexual orientation, religion, and race and can be from any background rich or poor.
2. 'Sexual exploitation can be hard to recognise, because victims often believe they are in loving relationships.'
 - It could be a friend or group that you know or have only just met face to face or online. But whatever it is they can use clever ways to take advantage of your relationship. Which means you can be harmed before you even realise or notice what's going on. You may receive gifts such as money, alcohol, drugs, and clothing, somewhere to stay or even just emotional support. Then they will force you to do something you are not comfortable with, such as having sex with them or their friends, watching sexual images or inappropriate touching.

3. 'Only girls can be sexually exploited.'
 - Anyone can be exploited regardless of gender, sexual orientation, religion, race, and from any background - rich or poor. Boys may find that they are exploited in other ways – such as selling drugs - before they are sexually exploited.
4. 'Offenders of exploitation are always male.'
 - Male and females can be offenders of child sexual exploitation they maybe the same age or older or younger.
5. 'Exploitation only happens in heterosexual relationships.'
 - Sexual exploitation can be part of friendship or intimate relationship, regardless of sexual orientation.
6. 'You can only be exploited by strangers you have only just met.'
 - You could be exploited by a friend or a group that you have only just met or known for a while. This could be face to face or online. Online exploitation can happen through gaming as well as through social media. A good guide is that whatever the relationship you should never be made to feel that you have to do something to protect another from being hurt or settle a debt. A true friendship is equal and respectful.
7. 'It is never the victim's fault.'
 - It is very common for offenders to tell victims that because they have carried out sexual acts or received gifts in return for doing something, they won't be believed or will get in trouble if they tell someone. This isn't true.
8. 'Offenders will often try to isolate you from friends and family.'
 - Offenders will often tell you that they are the only ones that understand you and that your family and friends are trying to hold you back and don't understand or see you like they do.
9. 'Offenders of exploitation are usually an individual not part of a group.'
 - Offenders can be an individual – even your boyfriend or girlfriend - or part or a larger group, such as the mates you hang around with.
10. 'Offenders will be older than me.'
 - Offenders can be any age. Being exploited by your peers is one of the biggest ways this happens.

DID YOU KNOW? (5-10 minutes)

Play the following videos:

<https://www.youtube.com/watch?v=KkhpKb5j3pY> 'I didn't know' (1.5 minutes)

Optional extra: Follow it with David's story to show how it can affect boys:

<https://www.youtube.com/watch?v=59kk-Dlq6vY> (5 minutes)

Briefly ask the class to say whether they found out anything new from watching these videos, and if so, what.

EXPLOITED (30 minutes)

The 'Exploited' resource pack contains two different discussion plans structured around the video. One is designed for two PSHE sessions, each being 60 minutes long. The other is designed for a single 60-minute session. Each session has a power point presentation to guide discussion. All resources are available through the link above should you prefer to use these.

The following Q&A discussion represents the main themes of these lesson plans, condensed to fit into this broader package.

Divide the class into groups of 4 or 5 and give them a set of character thumbnails, along with glue, coloured pens and a sheet of A3 paper.

Play the 'Exploited' video. It is 18 minutes long and is best played in two parts with half the questions below asked after the first part of the video, and the second half at the end. Allow approximately 5 minutes for each set of questions and activity.

<https://www.youtube.com/watch?v=qORv-Tgl4JI>

Tell the group to stick the character thumbnails on to the A3 paper. Tell them you are going to ask them some questions about the people in the group and how they've behaved, and you want them to use their answers to draw arrows between the characters to show who has power over who.

1. Why does Lauren go with the group?

- Consider elements like: she has nothing else to do, Ryan is nice to her, she gets given a can of drink, the group seem 'cool' – cover boredom, loneliness and wanting to belong.

2. How Ryan does treat Lauren?

- Consider: He touches her without her consent and takes her phone, offering to

give it back if she kisses him. This isn't normal or teasing, it is manipulative, abusive behaviour.

3. **Chloe tells Lauren she should 'Just play the game?' What do you think she meant?**
 - Think about whether Chloe has got used to this behaviour within the group – what does the fact that it seems normal to her tell us?
4. **How would you describe Sophie and Danny's relationship**
 - Get the group to recognise that the attraction between them is mutual and there are no power games.
5. **Why is Marcus the leader?**
 - Consider him being older and having his own flat.
6. **Where does Ryan fit in to this?**
 - Think about the scene where Marcus makes Ryan eat the salsa. Ryan may have more control than the girls, but he still seems scared of Marcus, and that's not a real friendship.
7. **When Chloe goes into Marcus's room, how do you think she is feeling?**
 - Pick up on Chloe's expression. Get the class to think about why she would go when she doesn't really want to).
8. **Ash didn't seem very happy. Why didn't he challenge Marcus?**
 - Is Ash being coerced? Is he scared of Marcus?
9. **Lauren eventually left. Why do you think that was?**
 - Get the class to think about what they saw in the video that would make them leave if they were in Lauren's shoes
10. **Compare Chloe's situation with Sophie and Danny. What are the main differences?**
 - Sophie and Danny are honest with each other and although they found it embarrassing and awkward to talk about their feelings, they wanted to make sure they didn't hurt each other and were respectful.

Get the class to circulate to look at each other's posters to see if they identify the same things or different.

CONSENT (2-5 minutes)

Remind the class that Chloe is 14 and ask them for a show of hands as to whether or not they think she could give consent.

Ask the class what they know about consent. They should be able to state that consent means willingly and enthusiastically agreeing to sexual activity and that you can only give consent if you are aged 16 or over.

Optional extra: If needed, play the cup of tea' video
<https://www.youtube.com/watch?v=u7Nii5w2Fal> (2mins, 49 secs)

After the video ask the class who do they think is breaking the law if Chloe is under the age of consent.

WHAT DOES THE LAW SAY? (3 minutes)

The law covering Child Sexual Exploitation and sex offences is called the Sexual Offences Act and came into force in 2003.

There are lots of different offences. The main ones are:

- Sexual assault by touching (e.g. touching breasts, even over clothing).
- Sexual assault by penetration (e.g. using fingers).
- Rape (only males can commit rape as rape means penetration with a penis).
- Sexual activity with a child (this means under 16 and the punishment is harsher if the child is under 13).
- Being involved in various ways in child sexual exploitation, even if it's indirectly.
- Grooming someone under 16 – i.e. befriending them online with the intent of having sex with them.

When sex offences involved children between 13 and 16, whether or not the police get involved and end up prosecuting someone will depend on a number of things, such as the age gap between the two sexual partners. A 15-year-old having sex with their 15-year-old boyfriend/girlfriend in an otherwise healthy relationship will not be treated in the same way as a 14-year-old who has been involved in sexual activity with an 25-year-old who they recently met online. There are different penalties for sex offences committed by under 18s.

The law takes sexual offences against children very seriously:

- Rape and sexual assault by penetration can result in life imprisonment

- Sexual touching of a child under 13 can result in up to 14 years in prison for adults and up to 5 years for offenders under 18
- If you end up convicted of a sexual offence, not only will you have a criminal record but you may end up on the sex offenders' register. This will prohibit you from applying for certain jobs and prevent you from travelling to certain countries.

FURTHER HELP (2 minutes)

Tell the class that if they've been affected by anything you've discussed today, or if they have concerns or want to know more, they can speak to you, a teacher, or a trusted adult. They can also find help online:

Barnardos Wud U app

https://www.barnardos.org.uk/what_we_do/our_work/sexual_exploitation/wud-u-app

Child Line

<https://www.childline.org.uk/>

The Blast Project (aimed at boys)

<https://www.mesmac.co.uk/projects/blast/>

CLOSING SUMMARY (3-10 minutes)

If there is time, you can play one of the Barnardo's Bristol Against Sexual Exploitation 'Free from Fear' screenings. There are three of them, each designed by young people: https://www.youtube.com/watch?v=SBd11O_2IEg

Each one is about 7 minutes long. Time will probably allow for one only. Show the students where to find the videos on you tube if there is no time to play them.

Ask each young person to say one thing they've learned from the lesson and where they can go for help.