



Something's

not right

If something's not right,
there are people you can talk to

Lesson Plan for Key Stage 4

#somethingsnotright

LESSON: Relationship rights and reporting abuse

This lesson plan is part of a new campaign from the Home Office, 'Something's Not Right', which is aimed at children and young people who have experienced harm, including sexual and physical abuse, but haven't received support due to the disruption caused by coronavirus. The lesson plan is designed to empower all students with the knowledge, skills and confidence they need to report concerns about themselves or someone they know, to trusted adults or other appropriate sources of support. In light of recent events, students may be carrying additional worries, concerns or need to tell an adult about a specific incident or situation.

This lesson should be taught in line with your school's safeguarding and child protection policies. Neither this, nor any of the lessons in this pack, is designed to be taught in isolation, but should always form part of a planned, developmental PSHE education programme. It will be most effective when taught within a unit of work on keeping safe or healthy relationships, and following teaching about consent. Schools may wish to use the [Home Office's Disrespect NoBody lesson plans](#) prior to teaching this lesson.

While the lesson is designed to be taught in a 60 minute PSHE education lesson, if your class would benefit from spending longer on activities and you feel confident in facilitating this, the content can spread over two lessons.

Learning objectives

To develop confidence in reporting abuse and seeking support from trusted adults.

Learning outcomes

By the end of the lesson, students will be able to:

- recognise rights everyone is entitled to in different relationships, including family, intimate relationships and online
- explain when, why and how to report abuse and access appropriate support
- analyse challenges to seeking support and evaluate support available to overcome barriers

Resources required

- Box or envelope for anonymous questions
- Resource 1: *Lockdown scenarios*
- Resource 2: *Disclosure flowchart*
- Resource 3: *Disclosure flowchart – teacher answers*

Lesson summary

Activity	Description	Timing
Introduction	Remind students of ground rules and introduce objective and outcomes.	5 mins
Baseline assessment	Students create a Venn diagram exploring young people's rights in both family and personal relationships.	10 mins
Abuse scenarios	In small groups, students read a case study and identify internal and external signs of abuse.	10 mins
What are the barriers?	Students reflect on the barriers the character might face to seeking support.	10 mins
Deciding to report	Students explore a person's rights and support available when they choose to report.	10 mins
Endpoint assessment	Students write a response to the character, advising them about what to do next and why reporting is beneficial.	10 mins
Reflecting on learning	Remind students of support services and provide opportunity to ask questions anonymously.	5 mins

Climate for learning

Make sure you have read the accompanying teacher guidance notes before teaching this lesson, which includes guidance on establishing ground rules, the limits of confidentiality, communication and handling questions effectively. It is essential you are familiar with the schools' safeguarding and child protection policy and the system for managing students' disclosures.

Key words

Disclosure, trust, support, consent, healthy, unhealthy, abuse, rights

Introduction

5 min

Remind students of ground rules and introduce the learning objective and outcomes. Explain that this lesson is going to look at how young people can report instances of abuse, whether these be peer on peer or from an adult. Although this is a difficult topic to talk about, it is very important for everyone's safety and wellbeing that everyone understands how, where and why to report abuse.

NB: It is especially important that students have a clear understanding about the limits of confidentiality during this lesson, and that they are aware of school safeguarding procedures regarding disclosures. While public disclosures should never be encouraged during PSHE lessons, students should feel confident that they can speak to a trusted adult privately after the lesson.

Baseline assessment

10 min

Individually, ask students to create a Venn diagram, thinking about the rights young people have in family relationships, and in personal/romantic relationships. Some rights will be specific to these different types of relationships, and others will be shared rights; which should be added where the circles overlap.



As this is a baseline assessment, it is intended to reconnect students to prior learning on healthy relationships and establish a starting point for the lesson by highlighting which behaviours within relationships are acceptable and unacceptable.

Take some feedback, noting some ideas on the board of rights young people are entitled to. Students may identify:

- *Rights in family relationships – to be cared for by parents, to not be illegally separated from parents, to an adequate standard of living, to have their basic needs met, to have opportunities relax and play, for others to act in their best interests.*
- *Rights in personal relationships – to set boundaries around intimacy, to be an individual as much as part of a couple, to choose how and when to spend time together, to consent to different levels of intimacy*
- *Shared rights in both relationships - to feel safe, to be respected, protection from violence or abuse, to express views and be listened to, right to privacy.*

Emphasise that everyone is entitled to these rights and that it is everyone's responsibility to treat people according to these rights.

Abuse scenarios

10 min

Explain to students that when someone's rights are not respected, or are denied, this is a form of abuse. Organise students into small groups and assign each group one of the three scenarios from Resource 1: *Lockdown scenarios*. Ask the groups to read through the scenario together and discuss the following questions:

1. What rights are being denied in each of the characters' situations?
2. What might indicate to the character that what is happening to them is abuse?
3. What might indicate to someone else that the character is experiencing abuse?

Take feedback, drawing out key learning:

- *Stacey has experienced sexual abuse, and has been denied her rights to feel safe, to be protected from violence and abuse, her right to privacy and to personal boundaries. She may have recognised internal cues such as feeling uncomfortable, nervous or anxious around her cousin and in situations where he is invading her personal space. Other family members might notice changes in Stacey's behaviour, her attempts to move away from her cousin or a change in their relationship going forward, her becoming withdrawn or depressed.*
- *Ajay is experiencing racist abuse; this is taking the form of emotional abuse/bullying. Ajay's right to an education (as he is afraid to attend school), his right to be treated equally and to be respected, his right to feel safe and his right to live free from discrimination are being denied. He is feeling humiliated, afraid and isolated, and had ceased to enjoy aspects of his daily life, such as being online and going to school. Others might notice Ajay trying to avoid going to school or spending less time online. Many of his friends or peers are likely to have seen the abuse he is experiencing and so could report on his behalf.*

- Ryan is experiencing emotional and physical abuse, as he has been denied his rights to feel safe, be respected, to decide levels of intimacy and who/how to spend time with his partner. He might be feeling low self-esteem, isolated from friends, and perhaps feels guilty or constantly anxious about not being 'good enough' for Dina. Others might notice that he is worried about how Dina will react to things, that he has become more passive in the relationship, is spending less time with friends, is unhappy.

What are the barriers?

10 min

Explain to students that sometimes reporting abuse can feel difficult or scary. Still working in their small groups, ask them to create a list of any barriers someone might face in reporting abuse. They should start by thinking about the barriers faced by the character in their scenario, and then add any additional ideas they can think of.

Take some feedback, and record ideas on the board. Students might identify:

- *Stacey – doubting her memories of the event, worried people won't take her seriously, worried because she is reporting a relative and the impact of this on the wider family.*
- *Ajay – doesn't know for sure who is involved/responsible, worried things will get worse if he reports it, worried about looking weak.*
- *Ryan – worried about friendship group, worried about how Dina will react (maybe not wanting to hurt her feelings), worried about his reputation for example 'being hit by a girl'.*
- *Other barriers might include - not sure who to report to or what to say, not sure it's important enough to report, not knowing what will happen next once they have reported.*

Deciding to report

10 min

Acknowledge that telling someone about abuse is often hard, and it can feel like there are a lot of reasons not to tell someone. But, remind students that everyone is entitled to the same rights and that if these rights are being denied, it is others' responsibility to help them and to keep them safe. There are also lots of reasons to speak out, and whilst there are barriers, the benefits can help to outweigh these.

Using Resource 2: *Disclosure flowchart* and still thinking about their character from the scenarios, ask students to work in pairs to fill in the different stages of the flowchart. Some examples have been provided to help them address the key questions:

- Who could they talk to? – emphasise this might not be a formal report in the first instance, but could also be talking to someone else they trust.
- What might happen next?
- How can reporting help?

Take feedback, emphasising the key learning identified in Resource 3: *Disclosure flowchart – teacher answers*. Emphasise that at each stage, the person who is making a report is in control of what they say and who to, and that whomever they tell will give them the support they need.

Endpoint assessment

10 min

Ask students to think about what advice they would give to their character (Stacey, Ajay or Ryan) about what they should do next. This advice should draw on the previous activity, highlighting the importance of reporting, their rights in this relationship or situation, including their rights when they report, the range of people they could speak to, and what ongoing support is available for people who have experienced abuse.

Students could complete this activity by writing out a conversation script in their books, or writing a short letter/email to the character.

This will give you an understanding of how well they have understood the need to report incidents and how to overcome challenges to reporting.

Reflecting on learning

5 min

Remind students of all the sources of support that have been explored during the lesson, including at home (for example, parents/family members) in school (for example, tutor, head of year, safeguarding lead, teacher). Highlight online services including:

- Something's Not Right: www.childline.org.uk/somethings-not-right
- Childline: www.childline.co.uk
- Victim Support: www.victimsupport.org.uk
- Make a report to CEOP: <https://www.ceop.police.uk/safety-centre>
- Make a report to the Police www.police.uk/pu/contact-the-police/report-a-crime-

Give all students an opportunity to write something on a scrap of paper/post it note to add to the anonymous question box. This might be unanswered questions they have about the topic, or let them know that if they want to tell you anything privately, they can do so on this note, but that they will need to add their name if they would like you to follow up with them. To remove stigma for writing a question message, ensure all students write something by telling others they can simply write 'no comment'.

NB: Ensure that the anonymous question box is checked at the end of this lesson. Any questions about the content should be followed up as soon as possible; in the following PSHE lesson if not before. If any students have chosen to use this opportunity to make a disclosure, ensure this is responded to immediately, in line with the school's safeguarding and child protection procedures.

Extension/additional activity

Ask students to reflect on what they think might help them to start a difficult conversation with a trusted adult. Encourage them to create a list of 5-10 'top tips' about starting difficult conversations. If students need support to generate ideas, they could research the advice given by Childline: <https://www.childline.org.uk/info-advice/bullying-abuse-safety/getting-help/asking-adult-help/#confident>

Ideas might include: plan out what to say, write it out as a letter first, organise a time to speak to the person in advance, have a back-up plan, rehearse what to say in front of a mirror / with a Childline counsellor, decide how much to tell, try expressing feelings creatively (through art, music, writing), look for similar people's experiences online, etc.