



ALL WALES SCHOOL LIAISON CORE PROGRAMME

LESSON OUTLINE **Griff's Story**

STRAND **Safety & Safeguarding**

TOPIC **Child Sexual Exploitation**

Key Stage 2 (Upper)

The United Nations Convention on the Rights of the Child enshrines children and young people's rights to be protected from abuse and exploitation. All children and young people are potentially at risk of being sexually abused. Schools have a central role to play in reducing this risk. By exploring the features of safe and healthy relationships, officers can help learners to develop the skills to identify potential risks, stay safe and seek help if needed.

The safer relationships lesson should be delivered as part of the school's PSE and sex and relationship education (SRE) programme. It should be consistent with the school's sex education policy and the agreed values framework for SRE. Ensure that the lesson is appropriate for the needs of learners in terms of their age, maturity, language/images used, and understanding required. Furthermore this lesson is only to be delivered if a teacher is present in the classroom at all times.

Officers should ensure that they have discussed the content of the lesson with the class teacher and be mindful of any children who might be vulnerable to the content of the lesson. The teacher and other school staff who have regular contact with the children should participate fully in the lesson.

Further advice on teaching sensitive issues is available on the PSE website by following the link to 'teaching about sensitive issues' on <http://wales.gov.uk/psesub/home/holisticpse/delivery/teachingsensitiveissues/?lang=en>

Links with PSE Key Stage 2 learning outcomes:

Skills → Developing Thinking – Form personal opinions and make informed decisions

Skills → Developing Communication – Listen carefully, question and respond to others – Express their views and ideas confidently through a range of appropriate methods – Contribute to class discussions and take part in debates

Skills → Working with Others – Empathise with others' experiences and feelings – Ask for personal support and advice

Range → Active Citizenship – Develop respect for themselves and others – Value families and friends as a source of mutual support – Understand their rights, e.g. the UN Convention on the Rights of the Child, and responsibilities

Range → Health and Emotional Wellbeing – Understand the importance of personal safety – Understand how to distinguish between appropriate and inappropriate touching – What to do or to whom to go when feeling unsafe

Range → Moral and Spiritual Development – Understand that people differ in what they believe is right and wrong

Links with Literacy and Numeracy

Year 5

Oracy across the curriculum → Developing and presenting information and ideas → Listening

- respond thoughtfully to others, asking questions and responding to both the content and the speakers' viewpoints.

Oracy across the curriculum → Developing and presenting information and ideas → Collaboration and Discussion

- contribute to group discussions, taking some responsibility for completing the task well, e.g. introducing relevant ideas, summing up.
- Build on and develop the ideas of others in group discussions, e.g. by asking questions to explore further, offering more ideas.

<p>Year 6</p> <p>Oracy across the curriculum → Developing and presenting information and ideas → Listening</p> <ul style="list-style-type: none"> - Respond to others with questions and comments which focus on reasons, implications and next steps. <p>Oracy across the curriculum → Developing and presenting information and ideas → Collaboration and Discussion</p> <ul style="list-style-type: none"> - Contribute purposefully to group discussions to achieve agreed outcomes. - Following up points in group discussions, showing agreement and disagreement giving reasons. 	
<p>Links with United Nations Convention on the Rights of the Child (UNCRC)</p> <p>Article 13 – The right to information</p> <p>Article 16 – The right to privacy</p> <p>Article 19 – You should not be harmed and should be looked after and kept safe</p> <p>Article 29 – The right to the development of the child’s personality, talents and mental and physical abilities to their fullest potential</p> <p>Article 34 – The Government should protect children from sexual abuse</p> <p>Article 36 – You should be protected from things that harm you</p>	<p>This resource supports schools to develop their approaches to Wellbeing and to Care, Support and Guidance as required by the ESTYN Common Inspection Framework 2017. It also reflects the principles laid down in the Well-being of Future Generations Act (Wales) 2015.</p>
<p>The Law</p> <p>The Children Act 1989 The Education Act 2002</p> <p>The United Nations Convention on the Rights of the Child 1989 (UN, 1989) was ratified by the UK on 16 December 1991.</p>	<p>Safeguarding children: working together under the Children Act 2004 (Welsh Assembly Government, 2006)</p> <p>Social Services and Well-being (Wales) Act, 2014</p> <p>Keeping Learners Safe (2015)</p>
<p>Learning Outcomes</p>	<ul style="list-style-type: none"> • To help you understand and resist child exploitation • To recognise the signs that something is wrong • To recognise that not all people can be trusted • To know the Law protects children and young people • Know how to tell a trusted adult when a situation is uncomfortable • Know where to go for help and support
<p>Success Criteria</p>	<p>By the end of the lesson, you will learn:</p> <ul style="list-style-type: none"> • What is meant by child exploitation • How to recognise the signs that something is wrong • How to recognise that not all people can be trusted • That the Law protects children and young people • How to tell a trusted adult when a situation is uncomfortable or unsafe • Where to go for help and support
<p>Resources</p>	<ol style="list-style-type: none"> 1. PowerPoint 2. Key words display cards 3. Definition of Child Sexual Exploitation display card 4. <i>Griff’s Story</i> Video Part 1 and Part 2 5. Picture Cards 6. Building Blocks Outline 7. 6 Sets of Building Blocks Statement Cards

	8. Officer Information Law card 9. Rulers for distribution at the end of the lesson
Key words	abuse grooming control exploitation
Definition	Child Exploitation is when a child is befriended, abused and taken advantage of, groomed and controlled for a criminal or sexual purpose.

Lesson Outline	Activity	Description	Timing
The lesson is designed to be 60 minutes long.	Introduction	Introduce ground rules. Outline the learning outcome and success criteria	5 mins
	Assess knowledge and learning	Refer to previous lessons. Discuss the Friend or Foe lesson and ask pupils to tell you what they learnt.	
	Activity 1	Film Part 1	5 mins
	Activity 2	Picture Cards	15 mins
	Activity 3	Explaining Exploitation	5 mins
	Activity 4	Film Part 2	7 mins
	Activity 5	Statement Building Blocks	15 mins
	Help, support and further information	Teacher, Designated Safeguarding Person, (DSP) School Community Police Officer (SCPO), trusted adult, schoolbeat.cymru , Childline, Meic Cymru, CEOP Report Online Abuse www.ceop.police.uk	4 mins
	Review and assessment of learning	Summarise and assess pupil progress through paired work and questioning. Review objectives and assess pupil outcomes.	4 mins
Reflection	Encourage learners to think and reflect upon their learning by completing the sentence, "Today I have learnt about..."		