

Crimestoppers

**EDUCATIONAL RESOURCE**

Child Sexual Exploitation

**Protecting young people?**

**Preventing exploitation**

**Find out more...**



empowering young people















[www.fearless.org](http://www.fearless.org) | [www.crimestoppers.org.uk](http://www.crimestoppers.org.uk)

Registered Charity No. 1108687 (England & Wales) and SCO37960 (Scotland).





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# This Campaign

In January 2015 Fearless launched a campaign in West Yorkshire to educate young people in schools across the region about Child Sexual Exploitation.

Working alongside Bauer Media, with the support of the local authorities, West Yorkshire Police and Police and Crime Commissioner, Mark Burns-Williamson, the team ran workshops in six secondary schools across West Yorkshire, engaging with over 150 students in order to provide them with knowledge and understanding of crimes which are linked to Child Sexual Exploitation.

The workshops consist of a Fearless worker speaking to the students and providing the educational aspect of understanding crimes which can relate to Child Sexual Exploitation, such as sexual abuse, rape, drugs and provision of alcohol.

Following on from this, the students built on what they learnt to create their own radio advert scripts to help other young people understand the dangers of these crimes. The best adverts were then selected and created into professional scripts, recorded and aired in May 2015 through Radio Aire. The estimated reach of this campaign was around 500,000 people.

Gemma Wilson, Crimestoppers Regional Manager for Yorkshire & Humberside, said "I'm extremely excited about the ongoing work of Fearless in West Yorkshire. I've been immensely impressed and proud of the amount of work which has gone into the creation of the workshops and the outcome of the radio adverts. The students have engaged extremely well and truly taken note of what Fearless is about and how it can help with educating them about crimes, but most importantly, how to report information about crimes if they're not comfortable speaking to the police or other trusted adult."

Detective Chief Inspector Sue Jenkinson of West Yorkshire Police, said: "Partnership work is at the forefront of our work to tackle CSE and education of both young people and their parents about the dangers of grooming is a key factor in helping to reduce offending."

This resource has been developed from the session delivered as part of the above campaign. In reviewing the campaign we found that 96% of young people said they had a better understanding of unhealthy relationship after the sessions and 97% of young people knew where to go to for support around issues relating to Child Sexual Exploitation.

## ANTI-DRUG SCRIPT

Why do you hang around with them?  
They are bad Owen, you're 14 and they  
have a flat.

They aren't bad they're my friends.

Friends? Do you know what they do  
to you?

We only do a bit of coke...

No Owen, they use you. They get you  
off your head and then they hurt you.

If you have information about drug  
crime or abuse, tell us what you know,  
not who you are, anonymously at  
Fearless.org

## SEX CRIME SCRIPT

I wanted her to be ok. To be happy.  
I went to her about it, but she  
closed up.

She wouldn't speak to me, she  
wouldn't speak to anyone. I didn't  
know what to do...

Then I remembered Fearless.org.

On the website, I typed in her  
situation... that she'd been raped.  
She must have been scared, because I  
was.

ANN: If you have information  
about sex crime, tell us what you  
know, not who you are, anonymously  
at Fearless.org

# Campaign Partners

## Horbury Academy



The Police and Crime Commissioner with Samuel Evans from Fearless.org, Kristian Tiffany from Radio Aire and Stuart Piper from the Police and Crime Commissioner's Office



# CSE Resource Overview

## Overview

The exercises in this resource have been designed to help young people understand what is meant by Child Sexual Exploitation (CSE). Split across three chapters that should be run as individual sessions, the exercises explore what is meant by CSE and the offences that anyone exploiting people in this way might commit. They also explore ways that young people can stay safe from exploitation whilst introducing helpful agencies that they can tell if they, or anyone they know, have been affected by the crimes discussed. Then finally, to help raise awareness of this issue to others their own age, there is a concluding session about advertising techniques, enabling young people to create a short radio advert about CSE and Fearless.

*The exercises have been designed to be delivered in the order in which they appear in this resource.*

The expected timings for the sessions are:

- Chapter 1 (What is CSE) – 1 hour to 1 hour and 15 minutes
- Chapter 2 (Staying safe from sexual exploitation) – 1 hour to 1 hour and half
- Chapter 3 (Advertising) – 30 to 40 minutes, plus 30 to 40 minutes for the radio advert activity

## Before you begin

This resource is designed to be used alongside a corresponding PowerPoint presentation, which can be downloaded from the 'Professionals' section of our website:

[www.fearless.org/professionals](http://www.fearless.org/professionals)

To prepare for a session, please download the corresponding PowerPoint and read it through with this guide first, which sets out the exercises with key information and topics for discussion in the order they appear on the slides.

Please also visit [www.thinkuknow.co.uk/teachers](http://www.thinkuknow.co.uk/teachers) to register and download the supporting guidance for professionals required to facilitate the exercise outlined in Chapter 2 that incorporates the film 'Exploited', created by CEOP.

### A note on terms used in this resource

Under UK law, 'child' refers to everyone aged under 18 years old. However, the age group that this resource is aimed at (11-16 year olds) may be more comfortable being referred to as 'young people'. That is why we have used this term in this resource, except when discussing specific legislation, where we have used 'child'.

# CHAPTER 1: What is CSE



## Students will learn:

- The definition of Child Sexual Exploitation and the signs linked with this behaviour
- About the specific crimes associated with Child Sexual Exploitation
- How and where to report these crimes

## Slide 1 - What is CSE?

This is just a holding slide that you can have up while the young people arrive for the session.

## Slide 2 - What is CSE?

Read out the following statement, asking the group to discuss it:

*If someone is nice to you or gives you gifts, you can feel like you owe them something in return.*

They might talk about how, for instance, if someone they know gave them a birthday present or Christmas card, they might feel guilty if they didn't do the same.

Explain that some people use this feeling of 'owing something' to force others to do things they don't want to do. If someone forces a child or young person aged under 18 to perform sexual acts, they are committing a crime and they are sexually exploiting that child.

The abuser is likely to be older, stronger and have more money than their victim - all things that put them in positions of power. They often use their financial power to give their victim gifts such as money, food, clothes, drugs and alcohol. They might use emotional power by showing the young person affection they might not get elsewhere. And they can intimidate their victims by threatening to hurt them or get them into trouble.

Exploitation happens to boys and girls, and can sometimes take place over a long period of time, without them knowing they're being exploited. As many abusers look for and exploit victims online, it's important to know how to use the internet and social media safely.



## Slide 3 - What is Child sexual exploitation?

Explain to the class:

Sexual exploitation is a form of abuse which can happen to girls and boys. The victim is often given something by their abuser. This could be food, money, drugs, alcohol, gifts, etc. However, the abuser always wants something in return, which can be in the form of sexual activity.

The abuser uses their power over the victim to make them do things they may not want to do. They could use financial, emotional or even physical power. Violence and intimidation are often used by abusers on their victims. Exploitation often happens online without the child knowing they are being exploited.

Remember, sexual exploitation can happen to anyone, anywhere at any time.

## Slide 4 - Spotting the signs

Read out the following fictional situation to the group:

*Jas, a 14 year old girl has a new boyfriend Tom who is much older than her. He is very nice to her, texting her regularly and often buying her nice presents. He even regularly picks her up from school and takes her home in his nice car. A few weeks later, Tom picks up Jas from school on a Friday evening and takes her to a party at his friend's house. At this party, Tom gives Jas some alcohol. It's not the first time he has given her alcohol and this time, after some pressuring, he convinces her to do something that she doesn't want to do and he also takes some inappropriate photos of her. The next day Jas asks Tom to delete the photos but he refuses and says that he will post the photos online if she tells anyone. Jas is now scared and doesn't know what to do or who to turn to.*

Ask the group to read through the fictional scenario on the slide and ask them to discuss what they think are the warning signs that Jas might be getting exploited. This might encourage them to think about whether they, or perhaps one of their friends, might be in a relationship where they can identify some of these signs. Signs to look out for are:

- Tom is much older than Jas
- Tom regularly buys Jas nice presents
- Tom regularly picks Jas up in his nice car
- Tom has been giving Jas alcohol - Jas is underage and legally cannot drink alcohol
- Tom pressurises Jas into doing something that she doesn't want to do - He takes inappropriate photos of her
- Tom has threatened to post the inappropriate photos of Jas online if she tells anyone
- Jas now does not know who to speak to

Make sure the group understands that, if they can spot any of these signs in theirs or one of their friend's relationships, exploitation could be taking place and if so, there are organisations that can help.



## Slide 5 - Who can you tell if this has happened to you (or someone you know)?

Bring up the 'Who can you tell' title. Ask the class to name the first organisation they can think of that's responsible for investigating crimes. They will probably say the police.

Explain that, while it is true that they could report directly to the police, there are other organisations that specialise in handling certain types of crime, which work with the police to catch those responsible.

Click the presentation to bring up the second title:

## CEOP

The CEOP command of the National Crime Agency is a national organisation to which young people, parents/carers and professionals can report sexual abuse or exploitation. They have an education website at [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk) offering advice and support and learning resources.

The CEOP films included (and referenced) in this resource pack must be delivered in conjunction with the guidance resources available at [www.thinkuknow.co.uk/teachers](http://www.thinkuknow.co.uk/teachers)

If young people have experienced Child Sexual Exploitation in any form they can report it to Child Exploitation and Online Protection Centre (CEOP), which is part of the National Crime Agency.

CEOP is a UK-wide organisation that allows you to report crime by filling in an online form at [www.ceop.police.uk](http://www.ceop.police.uk).

CEOP also make lots of helpful guides and videos to help young people recognise situations and behaviour that might put them at risk of Child Sexual Exploitation, which we have highlighted later in the workshop.

Make sure the group is clear that anyone (NOT ONLY VICTIMS) can make a report to CEOP. If they make a report, someone from CEOP will get in touch with them to offer support and investigate what's happened.

**Need more information or support?**

**CEOP offers advice and training about CSE for professionals working with young people. You can find their contact details on the back page of this guide.**



## Slide 6 - Who can you tell if this has happened to someone you know?

Bring up the 'who can you tell' title. Then remind the group of the fictional scenario from earlier involving Jas and Tom. Expand on the scenario by adding the following:

*Imagine Jas from the previous scenario is your friend and she confided in you about her situation. She tells you that she wants to go to the police but she is scared that Tom will post the pictures online and she is scared that she will get in trouble.*

Ask the group, if they were Jas's friend, would they tell the police anyway? If they wouldn't, talk about the reasons why. They might talk about how they don't want Jas to find out, or have to give an official statement or go to court. They might also say they'd be worried Jas's boyfriend might hurt her - or even them.

Click the presentation to bring up the second title:

## Fearless

Explain that Fearless is there to listen to young people who have information about crime, but don't want to go to the police. Everyone who contacts Fearless is completely anonymous - they won't have to give their name, talk to investigators, or go to court. No one need know if they give a report, but it could really help protect people like Jas.

Make sure the group understands that Fearless is anonymous. So if they want to make a report about something that has happened to them, they should contact CEOP instead.



## Slide 7 - Understanding specific offences

Explain to the class that Child Sexual Exploitation often includes one or more of the following crimes:

### 1. Possession/supply of indecent images of children

Someone who has taken, made, distributed or possesses indecent images of children is committing a serious crime and can get up to 10 years in prison. These images could be photographs, film, and digital pictures from a computer, smartphone or perhaps snapshots from a webcam.

Explain to the class that this law means that sexting between young people aged under 18 is illegal, even if they just take and send a picture to a boyfriend or girlfriend. However, they are unlikely to get into trouble with the police if they do this - but they could if they pressure someone into taking and sending a naked picture, share the picture with others or use it to bully the person. If an adult manipulates a young person into sexting, the adult is guilty of possession/supply of indecent images of children, and Child Sexual Exploitation.

### 2. Supplying drugs/alcohol to children under 18

Anyone who gives others controlled drugs, whether for free or for money, is breaking the law. Controlled drugs include cannabis, amphetamines (such as Speed), cocaine, ecstasy and heroin, among many others. Supplying them carries a sentence of up to 14 years in prison, which can be increased to over 20 years in some cases.

If an adult buys alcohol for under 18s, or a shopkeeper sells alcohol to people aged under 18, they can be found guilty of the crime of supplying alcohol to children, and fined up to £5,000.

### 3. Rape and sexual assault

Rape is when someone is forced to have sex against their will. The rapist could be a stranger, but it's common for victims to know their attacker. Rape can happen between people who are in a relationship, including between married couples. Even if someone has willingly had sex with a person in the past, they have the right to say no. People who commit rape can be sentenced to life in prison.

Sexual assault is when someone is forced or pressured into performing sexual activity they don't want to do, or is touched in a sexual way. People who commit sexual assault can get up to 10 years in prison.

## Slide 8: Test your knowledge

In Chapter 3, the group will make short radio adverts about these crimes to encourage other young people to report to Fearless. Check that they have taken in the information about these crimes by asking the following questions:

1. How many years can someone get in prison for possessing or supplying indecent images of children?  
**Answer:** up to 10 years
2. Is sexting your boyfriend or girlfriend against the law?  
**Answer:** Yes
3. What could happen to an adult found guilty of buying alcohol for under 18s?  
**Answer:** They could be fined up to £5,000
4. If a person forces someone else to have sex against their will, what crime have they committed?  
**Answer:** Rape
5. Sexual assault can include two different actions. What are they?  
**Answer:** Being forced or pressured into performing sexual activity you don't want to do or being touched in a sexual way

## Slide 9 - Remember - who can you tell?

This slide is a recap of slides 5-6. Test that the group understands the difference between CEOP and Fearless by asking:

1. Who should you tell if any of these crimes have happened to you?

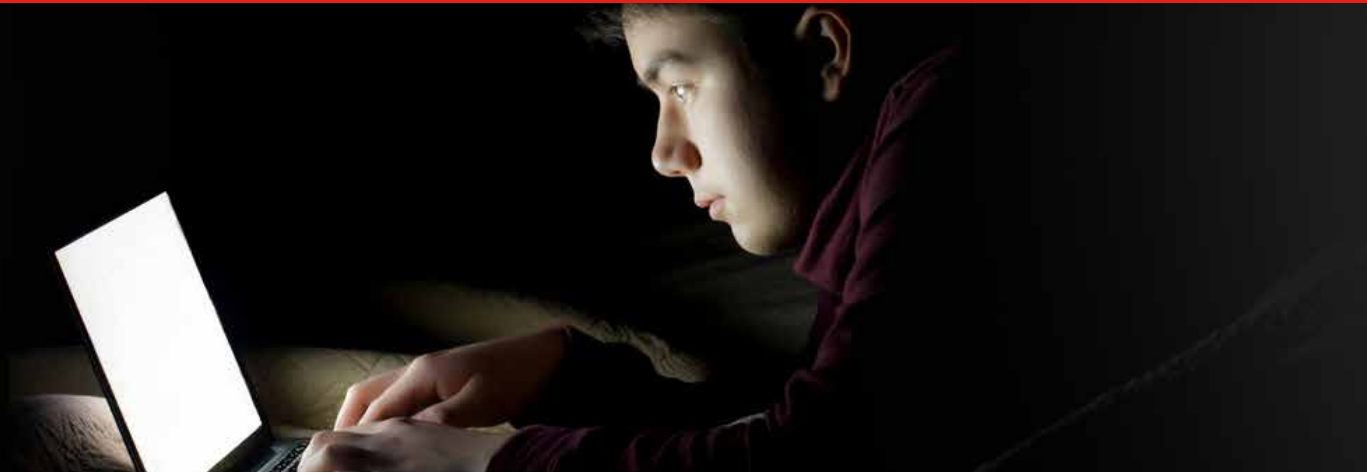


2. Who should you tell if you think someone you know has been affected by one of these crimes?



Make sure the group understands that reports to Fearless are made anonymously, so if they are a victim of crime, they should talk to CEOP.

# Chapter 2: Staying safe from sexual exploitation



## Students will learn:

- What they can do to be safer online
- How to spot the signs of an unhealthy relationship
- About the features of a healthy relationship

## Slide 10 - Title Slide

## Slide 11 - Online Safety

Split the the group into smaller groups

The first step is to find out how much the class already knows about online safety. Bring up the questions on the PowerPoint, asking the young people to come up with two answers for each in their groups, and then feed back to the whole class. You could write the answers on a whiteboard to review during the session, or just hold a group discussion.

Explain to the class that people often act differently on the internet to how they would anywhere else. To help them think about this, ask the groups to create 30 second drama sketches imagining what it would be like if we acted the same in real life as we do on social media. For example, if everyone went around writing on each other's walls or putting up funny pictures of their friends.

## Slide 12 – 5 rules for using social media safely

To use social media safely, it can help to think that the way you act online and offline shouldn't be all that different. Ask each group to come up with 5 rules for staying safe on social media. After each group has fed back their suggestions to the class, bring up the rules on the PowerPoint one by one, to explain why they're important.

### 1. Only post images you would show anyone – including your grandparents.

If you put a picture up on social media, you can't be sure how many people will see it, or if it will be shared by other people in your network. So be careful to only post pictures you would be happy for anyone to see. With funny pictures of yourself or friends, try thinking: 'will this embarrass me in a few years' time?'

### 2. Set your profile to private

To control who sees your posts, make sure you set it as private. That way, only you and your friends can see what you put up, rather than anyone who Googles your name.

### 3. Don't give away any personal information

Some social media sites ask you to list your mobile phone number for security reasons - so it's important your privacy settings make sure only you can see this information. Don't post your address, school or exact location on social media, either.

### 4. Don't add strangers

Social media should be a safe space where you can talk with friends. It can also be a good way to get to know people better, but never add complete strangers.

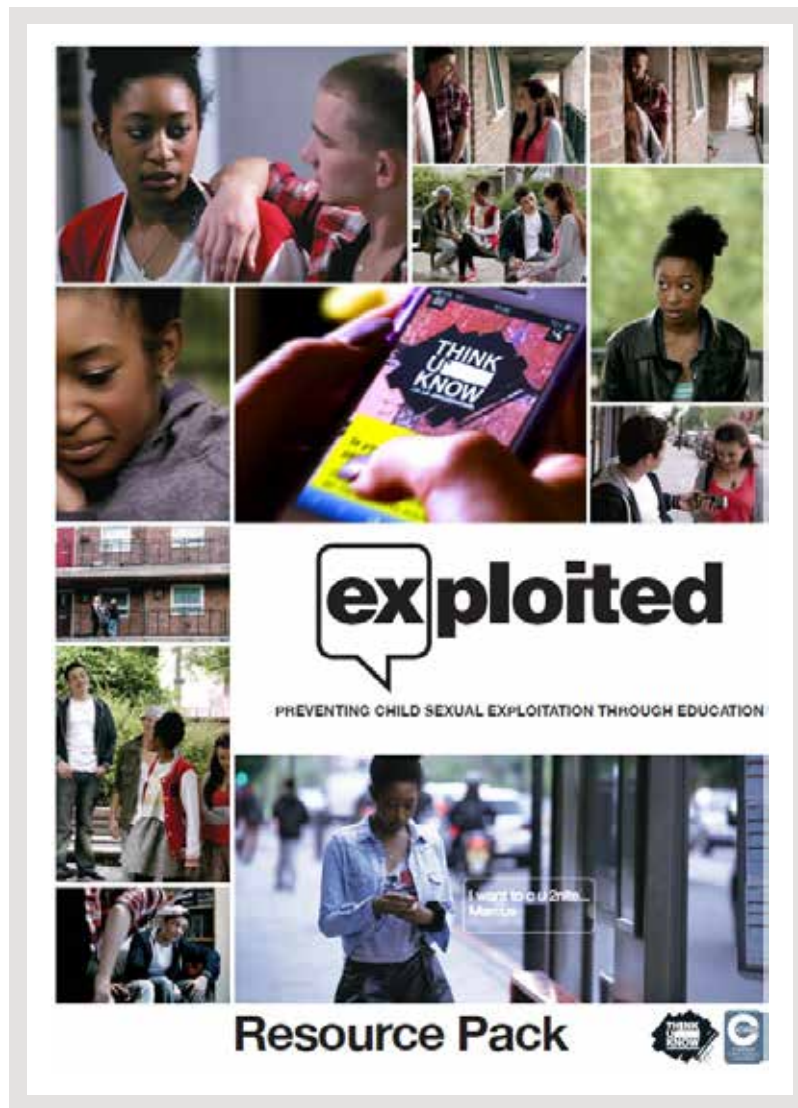
### 5. Report any problems to [www.ceop.police.uk](http://www.ceop.police.uk)

CEOP is there to stop people exploiting young people online. If you're worried someone on social media isn't who they say they are, or is talking to you in a way you think might be illegal, you can tell CEOP.

**Slide 13 refers to a film from CEOP's Thinkuknow education programme. Register and access the teaching guidance related to this film at [www.thinkuknow.co.uk/teachers](http://www.thinkuknow.co.uk/teachers).**

## Exploited

For this exercise, please refer to pages 36 – 40 of CEOP's Exploited Resource Pack to run this workshop that aims to educate the class on how to spot the signs of an unhealthy relationship and on understanding the features of a healthy relationship



CEOP's Thinkuknow programme also includes the educational videos 'Exposed' and 'Matt thought he knew'. These videos respectively deal with the subjects of sexting and meeting people online and can be downloaded for free along with free teaching guidance from [www.thinkuknow.co.uk/teachers](http://www.thinkuknow.co.uk/teachers)



# Chapter 3: Advertising

To help the class make radio adverts about Fearless, the workshop will now explore what advertising is and how to use advertising techniques to write a persuasive radio script.

## Students will learn:

- What they can do to be safer online
- How to spot the signs of an unhealthy relationship
- About the features of a healthy relationship

## Slide 14 - Title Slide

## Slide 15 - What is advertising?

Start this section by talking about the kind of choices we all make, every day. Ask the group, if they saw a bottle of Coke or Pepsi alongside own brand cola, which one would they prefer? You could ask them to name brands of clothes they like, and, if they were in town with their friends, how would they decide what to eat when they got hungry?

Explain that advertising plays a role in swaying people to make all these decisions and more, every day. Also explain that advertising isn't just used to persuade people to buy goods, but to promote services they might find useful, or convince them to support causes (for example, donating to a charity, or give information about services like Fearless).

## Slide 16 - Advertising is everywhere!

Ask the class to think of as many different places they might see adverts as possible. For example: TV, radio, newspapers, magazines, food and drink packaging, movies, shop windows, social media, online games etc.

Then ask everyone: how old do you think advertising is?

After a short discussion, play the audio clip and see if anyone can guess what it is. It's the mating call of a tortoise - a sound that would've been the same over 200 million years ago. This means it's probably the world's oldest advert.

## Slide 17 - Targeted advertising

Explain that advertising is targeted at a particular audience. Good adverts don't try to appeal to everybody, because everyone is different.

Targeted adverts do more than just inform people about a product that's available. They persuade them to take action - whether that means buying something or using a service.

Show the example of the farm sign.

Ask the class, who do they think the advert is targeted at? You could talk about how it has no particular audience, as it just lists the products on offer.

Play the M&S Food advert. Ask the class, does this make them want to buy food more than the farm sign did? Who do they think the audience could be?

The ad makes people want to buy food more than the farm sign because it is targeted, inspiring and sells an idea, not just a product. You could talk about how, because it shows lots of ingredients being used in different ways, it could be targeted towards people who like cooking, or just enjoy good food. It uses upbeat music and interesting visuals to inspire people to try new things. It sells an idea that M&S Food is about exciting, delicious, great quality food - rather than just telling people that M&S is a supermarket.

Explain to the class that to make a persuasive advert, they should start thinking about who their audience is, and what will appeal to them.

## Slide 18 - The Science of Advertising

All good adverts are based on answering three simple questions:

- **WHO** is it we're talking to?

When making an advert, you need to picture a specific audience. How should you speak to them? What will they find relevant and easy to understand?

- **WHAT** would we like them to do?

You need to give your audience a clear direction so they react in the way you want them to. *For example: for more information, call us on 1234567.*

- **WHY** should they do it?

This is probably the most important question to answer, as the reason needs to be strong enough to make the WHO do the WHAT.

## Slide 19 - Working backwards

Play the three tracks one at a time. After each one, ask the class to:

- Decide WHO the advert was aimed at
- Pick out WHAT the advert was asking the listener/viewer to do
- Look for the reasons WHY the listener/viewer would want to react.

### Example 1 - Mercury Taxis

Who: anyone who doesn't have any cash and needs a taxi

What: call Mercury Taxis

Why: Mercury Taxis let you pay by card, so you don't have to get cash out

### **Example 2 – Whisper Broadband**

Who: people in Hull with slow internet

What: sign up to Whisper Broadband

Why: Whisper Broadband is 'super fast'

### **Example 3 – Ebuyer.com**

Who: people who buy technology products online

What: buy technology products from Ebuyer.com

Why: if you buy from Ebuyer.com before 11pm it's delivered the next day

## **Slide 20 – Tools of the trade – Music**

Remind the class that as they're making radio adverts, they won't have any visuals to play with. However, radio ads can use music and sound effects to create imagined visuals.

Play the John Lewis advert. Ask the group what role they think music plays in the ad. As a whole class, discuss how music can be used to create an atmosphere or affect how people feel as they watch.

## **Slide 21 – Tools of the trade – Voiceovers**

Radio adverts usually use voiceovers to get important information across. The type of voice they use is very important, as it can help target the ad towards a specific audience, and add impact. For example, they might use a young person's voice as part of their Fearless ad, to make it appeal to people of a similar age.

TV adverts often feature celebrities - and radio ads also use the voices of well-known people. Play the clips on the slide and ask the class to guess which company the adverts are for as soon as they can. The answer is O2 - Sean Bean has recorded voiceovers for them since 2002.

You could ask the class, if they could, which famous person would they choose to record a voiceover for their Fearless ad? They could think about someone that people their age would listen to, trust or respect.

## **Slide 22 – Tools of the trade – Slogans**

Ads often use memorable slogans and catchy jingles to help the audience recognise the company.

Play the clips and ask the class to guess which companies they represent. They could think about how their radio ads could use a slogan, to make sure their listeners remember it.

## **Slide 22 – Tools of the trade – Slogans**

Assign one of the three crimes to each group, and ask the young people to produce a 30-40 second radio advert encouraging people to report to Fearless about it anonymously. This should be based on the brief on the slide, and take the form of a script of around 80 words.

Encourage them to think about and use the advertising techniques they've learned about during the session. For example, the young people could use the script as a voiceover, but could also use it to indicate any sound effects or music they would like to use.

After 30-45 minutes, encourage each group to perform their radio ad to the rest of the class.

# Curriculum Links

The following tables are an indication of some of the learning potential and curriculum objectives that are possible using the resources in this pack.

They have been graded using a star system, broadly indicating whether the exercises in that section give a useful starter on some aspect of that curriculum item (one star \*), have quite a lot of potential or cover more than one aspect (two stars \*\*), or are a very good fit or have multiple opportunities (three stars \*\*\*).

This is far from an exact science since the nature of the materials is that different group will explore in different ways and end in different places. Please regard them as a useful guideline rather than a fixed curriculum template.

## England KS3 and 4

1a	the legal and human rights and responsibilities underpinning society, basic aspects of the criminal justice system, and how both relate to young people	**
1c	central and local government, the public services they offer and how they are financed, and the opportunities to contribute	
1h	the significance of the media in society	*
2a	think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT- based sources	**
2b	justify orally and in writing a personal opinion about such issues, problems or events	
2c	contribute to group and exploratory class discussions, and take part in debates	**
3a	use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own	**
3b	negotiate, decide and take part responsibly in both school and community-based activities	
3c	reflect on the process of participating	

# Scotland Ed for Citizenship

Opportunities for individuals and voluntary groups to bring about social and environmental change, and the values on which such endeavours are based	**
The cause of conflict and possible approaches to resolving it, recognising that controversy is normal in society and sometimes has beneficial effects	
Work independently and in collaboration with others to complete tasks requiring individual or group effort as appropriate	***
Locate, handle, use and communicate information and ideas, using ICT as appropriate	***
Question and respond constructively to the ideas and actions of others in debate and/or in writing	
Contribute to discussions and debate in ways that are assertive and, at the same time, attentive to and respectful of others' contributions	
Make informed decisions in relation to political, community and environmental issues	
Negotiate, compromise, or assist others to understand and respect difference, when conflict occurs, recognising the difference between consensus and compliance.	
Develop informed and reasoned opinions about political, economic, social and environmental issues	**
Express, explain and critically evaluate views that are not their own	
Demonstrate a sense of responsibility for the welfare of their communities	**
Confront views and actions that are harmful to the wellbeing of individuals and communities	
Identify and frame their own questions and problems and suggest possible solutions	
Respond in imaginative ways to social, moral and political dilemmas and challenges	***
Imagine alternatives to current ways of doing things	

# Northern Island KS3 and 4

Ks3 local and Global Citizenship	Exploring Human Rights and Social Responsibility provides opportunities to understand that a globally accepted values base exists that reflects the rights, as outlined within various international human rights instruments, and responsibilities of individuals and groups in democratic society.	
	Exploring Democracy and Active Participation provides opportunities for pupils to understand how to participate in and to influence democratic processes and to be aware of some key democratic institutions and their role in promoting inclusion, justice and democracy.	
Ks3 Personal Development	Exploring Self Awareness provides opportunities to consider the importance of self-confidence and self-esteem to physical and emotional/ mental health throughout life.	***
	Exploring Personal Health provides opportunities to understand the importance of recognising and managing factors that may influence physical and emotional/mental health throughout life.	*
	Exploring Relationships provides opportunities to understand the importance of forming and maintaining relationships to physical and emotional/mental health throughout life.	***
Ks3 local and Global Citizenship	Identify and exercise their rights and social responsibilities in relation to local, national and global issues	*
	Develop their understanding of the role of society and government in safeguarding individual and collective rights in order to promote equality and to ensure that everyone is treated fairly	***
Ks4 Personal Development	Develop an understanding of how to maximise and sustain their own health and well-being	*
	Reflect on, and respon to, their developing concept of self, including managing emotions and reactions to on-going life experiences	**
	Recognise, assess and manage risk in a range of real-life contexts	***

# Wales PSE KS3 and 4

Key Stage 3 PSE	Physical aspect know the effects of and risks from use of the range of legal and illegal drugs (including alcohol and tobacco) and the laws governing their use.	
	Emotional aspects - know how to resolve conflict and negotiate agreement.	
	Moral aspect recognise moral issues and dilemmas in life situations.	*
	Moral aspect know what they believe to be right and wrong actions and understand the issues involved.	*
	Show care and consideration for others and their property and be sensitive towards their feelings.	*
	Have respect for themselves and others.	*
	Have a responsible attitude towards keeping the body safe and healthy.	***
	Be committed to practical involvement in the community.	
	Listen attentively in different situations and respond appropriately.	
	Communicate confidently one's feelings and and views and maintain with conviction a personal standpoint.	*
	Critically evaluate others viewpoints and messages from the media.	*
	Empathise with others experiences and feelings.	
	Use a range of techniques for personal reflection.	
	Be assertive and resist unwanted peer pressure and other influence.	***
	Use a range of strategies to resolve conflict.	
	Make decisions and choices effectively.	*
	Make reasoned judgements.	*
	Take part in debates and vote on issues.	

# Wales PSE KS3 and 4

Key Stage 4 PSE	Physical aspect know the pattern of drug use (including alcohol and tobacco) in their community and beyond and know where to get information, help and advice.	
	Emotional aspect know how to recognise and manage anger, frustration and aggressive feelings.	
	Moral aspect identify a set of values and principles by which to live.	
	Show care and consideration for others and their property and be sensitive towards their feelings.	
	Have respect for themselves and others.	**
	Take responsibility for keeping the body safe and healthy and have a responsible attitude towards sexual relationships.	***
	Be committed to practical involvement in the community.	
	Listen attentively in different situations and respond appropriately.	
	Communicate effectively their feelings and views in a wide range of situations.	*
	Appreciate, reflect on and critically evaluate another person s point of view.	
	Use a range of techniques for personal reflection.	
	Be assertive and resist unwanted peer and other influence.	*
	Resolve conflict with a win/win situation.	
	Adapt to changing situations.	*
	Make decisions and choices effectively.	***
Work both independently and cooperatively.	**	



# Related Agencies

## **Crimestoppers**

National charity dedicated to helping solve crimes and catch criminals anonymously.

0800 555 111 | [www.crimestoppers-uk.org/cse](http://www.crimestoppers-uk.org/cse)

## **CEOP**

UK-wide organisation which works to protect children and young people from child sexual abuse and exploitation. [www.nationalcrimeagency.gov.uk](http://www.nationalcrimeagency.gov.uk)

If you wish to report abuse, visit [www.ceop.police.uk](http://www.ceop.police.uk)

## **Thinkuknow**

National Crime Agency CEOP Command's educational programme for children, young people and those who look after them, helping them to stay safe, have fun and report a problem.

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

## **Victim Support**

National charity helping support victims of crime.

0300 303 1971 | [www.victimsupport.org.uk](http://www.victimsupport.org.uk)

## **Children's society**

National Charity dedicated to supporting children and making lives better.

[www.childrenssociety.org.uk](http://www.childrenssociety.org.uk)

## **NSPCC - National Society for the Prevention of Cruelty to Children**

Helping children who have been abused to rebuild their lives, protect children at risk and help prevent child abuse.

[www.nspcc.org.uk](http://www.nspcc.org.uk)

## **Childline**

Part of the NSPCC, operates a 24/7 phone line for young people to get support.

[www.childline.org.uk](http://www.childline.org.uk) | 0800 1111

## **Parents Against Child Exploitation**

National charity working with parents and carers of children who were/are at risk of being sexually exploited.

[www.paceuk.info](http://www.paceuk.info) | 0113 2403040



[www.fearless.org](http://www.fearless.org)

[www.crimestoppers-uk.org](http://www.crimestoppers-uk.org)

Registered Charity No. 1108687 (England) and SC037960 (Scotland)