

RELATIONSHIPS EDUCATION

MODULE D Being Safe

O32 - Developing the confidence and vocabulary to report concerns of abuse

Year 6
Summer Term: Lessons 1-2



Lesson Overview - Double Lesson

Lessons 1-2: Developing the confidence and vocabulary to report concerns of abuse

Engage
&
Activate

Whole Class & Group Activities

Signs of abuse



30 minutes

Explore
&
Explain

Whole class & Paired Activities

Reaching out



35 minutes

Elaborate
&
Reflect

Whole Class & Group Activities

How to report abuse



35 minutes

Evaluate
&
Review

Whole Class & Paired Activities

Islamic perspective



20 minutes

Lesson Plan

Lessons 1-2: Developing the confidence and vocabulary to report concerns of abuse

Aim

To know how to get advice and to develop the confidence and vocabulary to report concerns of abuse

Lesson Objectives

In this lesson pupils will:

Identify signs of abuse

Explore where to get help and advice in reporting abuse

Consider how to develop the confidence and vocabulary to report abuse

Learning Outcomes

By the end of this lesson pupils will have:

Reviewed different types of abuse

Identified who to approach to report abuse

Evaluated how to approach trusted people to report abuse

Key Vocabulary

sensitive

symptom

oppressed

rebellious

Resources



Video



Pens / Pencils



Resource sheets



Highlighters

Lesson Plan

Engage
&
Activate

Lessons 1-2: Developing the confidence and vocabulary to report concerns of abuse

Whole Class & Group Activities

Signs of abuse

Inform pupils, in this lesson we will be looking at how to report concerns of abuse.

(Note: Read the **AMS RSE** guidance on delivering sensitive topics prior to delivering this lesson.)

Review previous learning:

- Abuse is when someone causes harm or distress to someone else. It includes treating someone or something with cruelty or violence, especially regularly.
- There are different types of abuse. These include physical, emotional, sexual, neglect, bullying (including cyberbullying), online and exploitation.

Introduce learning objectives and learning outcomes.

Discuss key vocabulary and **share** definitions.

Preparation: Photocopy Resource 1a on A3 paper.

Ask pupils: What are possible signs that someone may be suffering from abuse? (e.g., someone who is normally lively becoming withdrawn and quiet.)

In groups, pupils **complete Resource 1a**.

Once completed, each group **passes** their worksheet to the group to their right who **highlights** any signs that they did not record.

(Note: Explain that the signs outlined don't necessarily mean that someone is being abused, there could be other things happening in their life which are affecting their behaviour. The signs are indicators that abuse could be taking place.)

Lesson Plan

Engage
&
Activate

Lessons 1-2: Developing the confidence and vocabulary to report concerns of abuse

Whole Class & Group Activities

Signs of abuse

Take feedback and **discuss** pupils' responses.

Use Resource 1b to support.

Lessons 1-2: Developing the confidence and vocabulary to report concerns of abuse

Resource 1a

Brainstorm

What are the signs that a person may be suffering from abuse?

AMS UK v1

Lessons 1-2: Developing the confidence and vocabulary to report concerns of abuse

Resource 1b

Possible signs of abuse

- Becoming quieter or more withdrawn than usual
- Withdrawal from friends
- Withdrawal from usual activities
- Becoming aggressive or angry easily
- Becoming depressed or anxious
- Becoming less confident
- Frequent absences from school
- Reluctance to leave school activities, as if he or she doesn't want to go home
- Attempts at running away
- Rebellious, defiant or moody behaviour
- Marks or scars on their body
- Self-harm or attempts at suicide (Note: Suicide will need careful consideration – this may be the first time this is being discussed by pupils)

AMS UK v1

Key vocabulary

- sensitive** used to describe a subject or situation that needs to be dealt with carefully
- symptom** any single problem that is caused by and shows a more serious and general problem
- oppressed** governed in an unfair and cruel way
- rebellious** difficult to control and not behaving in the way that is expected

Lesson Plan

Explore
&
Explain

Lessons 1-2: Developing the confidence and vocabulary to report concerns of abuse

Whole Class & Paired Activities

Reaching out

Read the questions together and **ask** pupils to begin to think about the answers to them. **Inform** them the article (**Resource 2**) will help them to answer the questions:

- Do you know how you can get support if you or someone you know may be suffering from abuse?
- What challenges are there in asking for help?
- What's stopping some people from asking for help?
- Who can they ask for help and how can they ask for help?

In pairs, pupils **read** the article from the website 'Youngminds' about reaching out for help (**Resource 2**) and **consider** the answers to the above questions.

Take feedback and **summarise** answers to the questions by referring to the article.

Emphasise the importance of reporting abuse and getting advice if you or someone you know is being abused, even though it may seem challenging or daunting.

Lessons 1-2: Developing the confidence and vocabulary to report concerns of abuse

Resource 2

Reaching out for help

Why do you need help?

Sometimes things can seem overwhelming, and you feel you can't cope. You may simply just be having a bad day, or you may have an ongoing problem that needs support. The important thing is not to try to cope on your own. When you're struggling, it's not good to spend too much time alone, especially if you are feeling low and vulnerable. It's at times like these that you need to be able to talk to someone. Don't be afraid to ask for help.

What's stopping you from asking for help?

You might not like asking for help. You may feel that you don't want to burden other people. You may worry about what they might think about you, or that they could tell other people. You may even be afraid that they'll laugh at you.

But the truth is, people who care about you will want to help you. You just have to ask.

Who can you ask for help?

- your family – parents or carers, siblings, grandparents, aunts, uncles or cousins
- trusted friends – your own friends, or friends of the family, neighbours
- professionals – teachers, school staff, your GP, a doctor or nurse, a social worker
- an online community

Even if you're feeling completely alone right now and that you have nowhere to turn or that nobody cares, you are not alone. There are lots of amazing helplines and online services where you can get support from trained professionals who really do care and want to help you through it.

AMS UK v1

AMS UK v1

Lesson Plan

Explore
&
Explain

Lessons 1-2: Developing the confidence and vocabulary to report concerns of abuse

Whole Class & Paired Activities

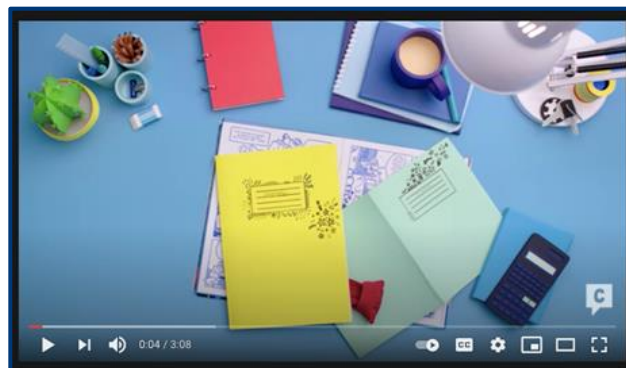
Reaching out

Explain that reporting of abuse can be done via many channels, which include:

- telling your parents, siblings, close relatives
- telling your teacher
- asking a friend to tell a trusted adult
- contacting Childline
- contacting The NSPCC (National Society for the Prevention of Cruelty to Children)

Watch the video which explains what happens when you contact a professional organisation that gives advice and help to young people: 'What Happens When You Contact Childline?'

Take feedback on the video from pupils.



<https://www.youtube.com/watch?v=fCA6EhBhiC8&t=1s>

Lesson Plan

Elaborate
&
Reflect

Lessons 1-2: Developing the confidence and vocabulary to report concerns of abuse

Whole Class & Group Activities

How to report abuse

Ask pupils to **place** themselves in the shoes of someone who is in trouble or being abused and is trying to overcome the challenge of reporting it.

- How could they build up confidence to report the abuse?
- What vocabulary; words and phrases could they use to approach someone trusted?

Make **four** groups. Each group **role-plays one** scenario from the ones below and **presents** to the class, taking into account the questions above.

Approaching:

- a parent about bullying
- a teacher about neglect
- a friend about online abuse
- a trusted adult like your GP about abuse at home

Critique role-plays, focusing on approach and vocabulary used to report the abuse.

Summarise that when we want to report abuse, we should:

- decide who is the best person to talk to
- pick the right time and place
- consider what outcomes we want
- make notes to clarify our thinking and explain how we feel and what support we want

Lesson Plan

Evaluate
&
Review

Lessons 1-2: Developing the confidence and vocabulary to report concerns of abuse

Whole Class & Paired Activities

Islamic perspective

Read the hadith to the class:

The Messenger of Allah ﷺ said:

‘Help your Muslim brother, whether they are an oppressor or they are the one being oppressed.’

The people asked: ‘O Allah’s Messenger! It is alright to help them if they are being oppressed, but how should we help them if they are the oppressor?’

The Messenger of Allah ﷺ said: ‘By preventing them from oppressing others.’

Bukhari

Explain that this hadith of the Messenger of Allah ﷺ instructs us to help each other when we see another person being wronged. Therefore, it is important to report abuse or concerns of abuse so that the appropriate steps can take place to stop it, thereby helping the oppressor and the oppressed.

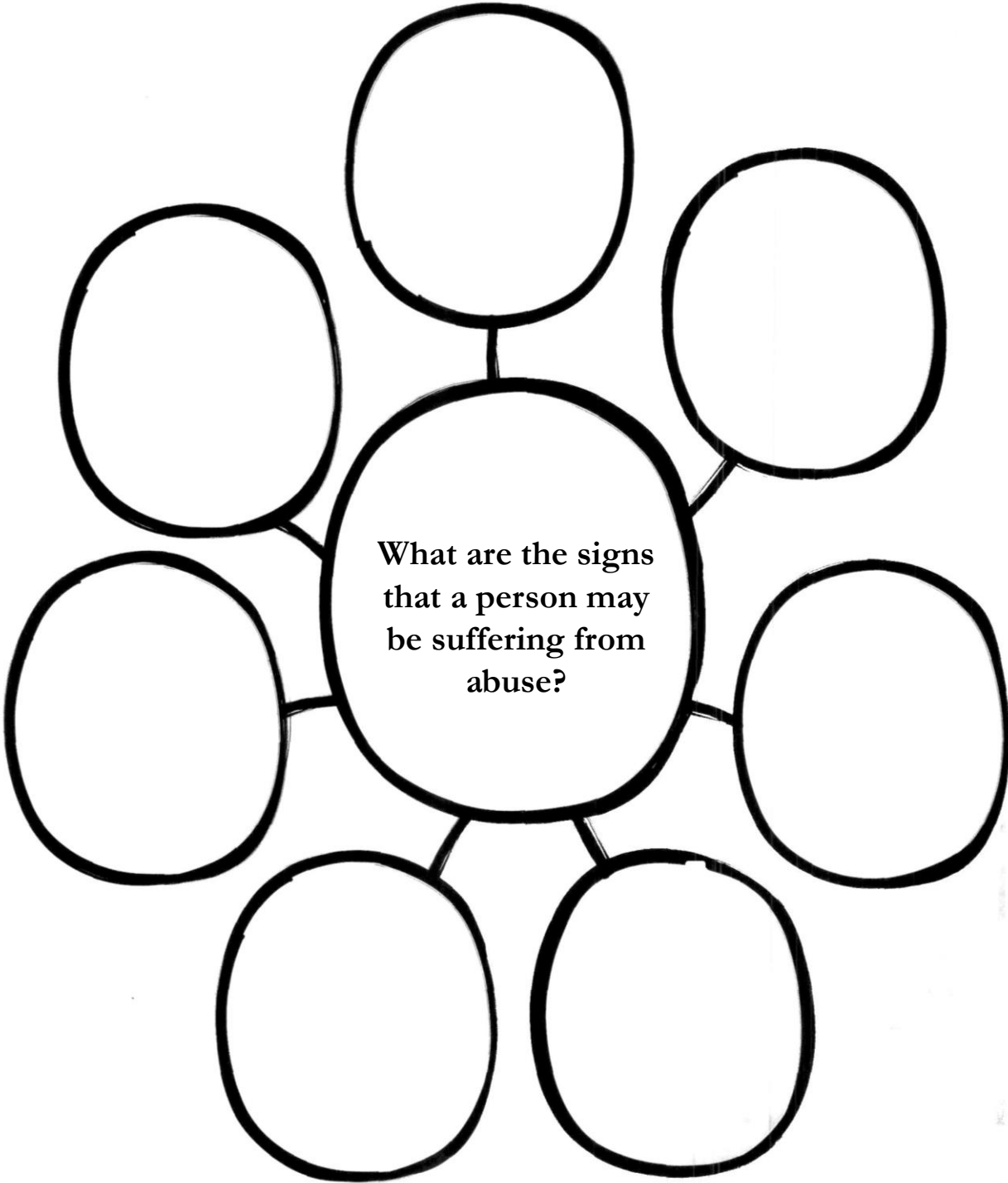
Review learning by referring to learning objectives and learning outcomes.

Pose questions to check understanding and clarify misconceptions using **think, pair, share**:

- Give **three** signs that someone may be suffering from abuse.
- Name **two** people you can approach to report abuse.
- Name **two** organisations you can call or email to report abuse.
- What is the benefit of making notes before approaching someone about reporting abuse?
- How can we assist the oppressor and the oppressed?

Resource 1a

Brainstorm



Resource 1b

Possible signs of abuse

- Becoming quieter or more withdrawn than usual
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Resource 2

Reaching out for help

Why do you need help?

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When you're struggling, it's not good to spend too much time alone, especially if you are feeling low and vulnerable. It's at times like these that you need to be able to talk to someone. Don't be afraid to ask for help.

What's stopping you from asking for help?

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But the truth is, people who care about you will want to help you. You just have to ask.

Who can you ask for help?

- your family – parents or carers, siblings, grandparents, aunts, uncles or cousins
- trusted friends – your own friends, or friends of the family, neighbours
- professionals – teachers, school staff, your GP, a doctor or nurse, a social worker
- an online community

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Resource 2

Reaching out for help

How to ask for help:

Decide who is the best person to talk to. Who would you feel most comfortable talking to? Many of us prefer talking to family or friends, but sometimes that is not possible so you may prefer to talk to professionals, support groups or helplines.

Pick your time and place. Choose a good time and somewhere you feel comfortable, so you can talk uninterrupted in a relaxed environment.

What outcome do you want? Do you simply want to be listened to? Would you like more practical or emotional support? It's okay if you don't know, but it can help to think about what you would like to achieve.

Make notes. Write down the things you want to say so you remember to include them in your conversation. Or you could let the other person read your notes if talking is difficult.

Explain how you feel and what support you would like. The other person will then have a better idea about how to try and help you.

It may be difficult to talk about your feelings. But, as the saying goes, 'a problem shared is a problem halved,' and you'll probably feel better simply for having talked to someone.

When you're feeling down, it's important that you are not struggling on your own. There is lots of help and support available – you just have to reach out to get it.

Adapted from:

- <https://youngminds.org.uk/find-help/your-guide-to-support/reaching-out-for-help/>

TEACHERS NOTES

These **two** lessons cover sensitive topics.

Read the AMS RSE guidance on delivering sensitive topics prior to delivering this lesson.