

Disrespect NoBody teacher guidance: Laying the foundations with children aged 8-12

1. Introduction

The 'Disrespect NoBody' campaign resource targets 13-18 year-olds, aiming to prevent young people from becoming perpetrators and victims of abusive relationships by encouraging them to understand what a healthy relationship is, to re-think their views of controlling behaviour, violence, abuse, sexual abuse and understand what consent means within their relationships. The learning is placed within the context of 21st century social norms and technology use, and also enables young people to investigate issues around sexting, and online safety, including viewing inappropriate content.

Linking to the campaign, this guidance is for teachers who are working with children aged 8-12. It aims to support them to plan and deliver safe and effective PSHE education that develops an understanding of healthy, positive, consensual relationships from an early age, laying the foundations for the Disrespect NoBody campaign aims. It includes a planning overview with links to the PSHE education Programme of study at key stages 2 and 3.

This is not statutory guidance, but it does support the Government's statutory guidance on Sex and Relationships Education and on Keeping Children Safe in Education.

2. Why has this guidance been produced for teaching younger children?

It is now widely acknowledged that teaching children to recognise and challenge unhealthy, abusive and exploitative relationships is an important step in preventing abuse and exploitation, both to safeguard children from being abused or engaging in abusive behaviours themselves.

A planned, developmental and age-appropriate programme about healthy relationships can help children in a number of ways:

- It teaches them how to recognise, form and maintain positive healthy relationships of all kinds, from family, friendships and acquaintances, providing early support to build on when they eventually form intimate and sexual relationships.
- It supports children in understanding and valuing themselves and to respect and care for others.
- It explains boundaries and safety, helping children to understand abusive or unhealthy behaviour and how to seek help if they need it.
- It uses language and explanations around sex and relationships that are appropriate for a learner's age and maturity. This supports safeguarding, and helps children make sense of what they may have already heard or seen around them, avoiding unnecessary mystery, confusion, embarrassment or shame.

For some, this may be the only opportunity they have to learn about and discuss such issues in a safe environment.

3. Guidance aims

The main aim of this guide is to support teachers to plan and deliver safe and effective PSHE education that enables children to develop skills and understanding about what constitutes and how to maintain healthy relationships. This will support the campaign's aim to help prevent young people from becoming perpetrators and victims of abusive relationships by:

- helping children recognise what healthy friendships and relationships look like, and which behaviours are not consistent with healthy relationships;
- building an age-appropriate understanding of both the seeking and giving of consent across friendships and other relationships;
- helping children to recognise when, how and whom to ask for help with their friendships and relationships, and directing them to further help and advice if they need it.

Key messages when addressing this learning with the 8 to 12 age group

The key learning points in this guidance link to the messages of the [Disrespect Nobody campaign](#). For this age group, these are:

- People in healthy relationships negotiate differences and do things that they have both agreed to, and respect one another's opinions if they don't agree
 - It is wrong to make someone agree to do something by using intimidation or threats, physical or emotional
 - Pressurising or coercing someone to do something that makes them feel uncomfortable, or that they don't want to do, is never acceptable
 - Hurting someone is never ok – blaming emotions, or the other person's behaviour, is not acceptable
 - Bullying is abusive behaviour
 - Abuse, including bullying is not just about physical violence such as punching or kicking – it can also be emotional, or could include behaviour such as threats and criticism, bribery, asking a person to keep secrets which make them feel uncomfortable and other such controlling behaviour.
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4. Before you start

It is recommended that you read this teacher guide in full and familiarise yourself with the support materials before starting any sessions with children. This guidance should also be read alongside the statutory [Sex and Relationship Education Guidance \(DfEE 0116/2000\)](#), and the supplementary guidance [Sex and Relationships Education \(SRE\) for the 21st Century](#).

This work should be integrated in an age-appropriate way into planning for Sex and relationships education (SRE) as part of a planned, developmental, age-appropriate PSHE programme in school.

Creating a safe teaching and learning environment

In order to teach this work effectively, it is important that teachers create and maintain a safe teaching and learning environment when using this resource. As you may be touching on personal and sensitive issues for children, you should consider the following points throughout your planning and teaching to ensure safe practice. For further guidance and more detail on best practice in teaching any aspect of PSHE education, please visit the [PSHE Association website](#).

- Negotiate and revisit ground rules

Establish and reinforce clear 'ground rules', and remind children at the start of each lesson that anything shared should be kept within the room and anonymous (whilst being clear about the limits of confidentiality). Ground rules are most effective when they have been negotiated and agreed with the children, rather than imposed by a teacher.

- 'Distance' the learning

In teaching about aspects of healthy and unhealthy relationships, introduce fictional scenarios using resources such as puppets, picture books, images or film clips, where children are considering and providing advice to someone else. This enables children to explore the topic objectively and feel safe to discuss it in class. Teachers should avoid any child being put on the spot or being asked to share personal information.

- Safe handling of questions

It is important to foster an open environment where children feel safe asking questions and exploring their preconceptions about a topic. Making an anonymous question box available to children before, during or after the lesson, can be an effective way of enabling them to ask questions they may feel uncomfortable about posing in a classroom setting. It can also help teachers to prepare answers to more challenging questions, or those that they need to research or discuss with colleagues. It may also enable a child to make a disclosure (see 'Dealing with disclosures' below).

- Start where your children are
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For teaching about relationships to be relevant, meaningful and engaging for children, and for any assessment for or of learning to take place, it is important to gauge their existing skills, understanding and beliefs. This way, teachers can tailor their teaching to the children's needs. It is also important to be aware of any children within the class that you may know to be vulnerable, for example if they have witnessed or experienced abuse in a relationship themselves.

- Use interactive learning

Learning should always be engaging and interactive to enable children to develop skills and attributes more effectively. Activities such as role-play, card sorting, group discussions and hanging statements on a washing line continuum can promote discussion, reflection, and critical thinking.

- Avoid using shock, fear or guilt

Teaching about healthy relationships should take place within a positive context, looking at the more likely risks and consequences of behaviours rather than extremes. If a child is made to feel frightened about their existing behaviour, for example chatting to others on social media, the healthy message can become linked with fear and blocked out. Using shock or fear can also be traumatic if a child is/has been or is close to someone who has been in an abusive relationship, or has personal experience of an abusive behaviour such as bullying.

- Always signpost support

Although it is important that children are discouraged from making personal disclosures during the course of the lesson (see 'Dealing with disclosures' below), appropriate sources of support and advice should be clearly signposted in each lesson, including practising ways to ask for help for younger children. A list of some sources of information for children and teachers is given at the end of this guidance.

Dealing with disclosures

As a result of teaching about these issues, a child may disclose that they are experiencing abuse, or that it is happening to others such as a friend or family member. They may also be concerned that they or someone they know is at risk of abusive behaviour – in extreme cases this might include FGM or forced marriage. Any disclosure of actual or potential abuse should therefore be treated as a child protection concern, and appropriate steps taken in line with your school's child protection, safeguarding and information-sharing policies and procedures, and [statutory safeguarding guidance](#).

If a child starts to tell you about something that might indicate potential abuse, listen but do not ask for detail. Let them know as soon as possible that if they tell you something that might cause concern, you will have to tell someone else, and you will need to follow the school's child protection, safeguarding and information sharing policies and procedures. If you're worried about a specific incident that was brought to your attention during a lesson, then you should follow safeguarding procedures as set out in [Working Together to Safeguard Children \(2015\)](#).

5. Using this guidance

A planned, developmental programme of learning for PSHE education offers the best framework for exploring the knowledge, skills and attributes related to healthy relationships. This guidance provides links to the relevant learning opportunities from the [PSHE education programme of study](#) for the 8-12 age group (broadly spanning key stage 2 and early key stage 3), which teachers can use as a basis for their planning. It provides a number of exemplar planning grids, which can help teachers to integrate this learning into their PSHE education planning.

Links to the PSHE Association programme of study

Each of the three core themes of the PSHE education programme of study contains suggested learning opportunities within the relevant key stages. These learning opportunities provide the context through which children can develop knowledge, essential skills and attributes for developing and maintaining healthy relationships. The learning opportunities should be used flexibly according to learner's development, readiness and needs, and taking account of prior learning, experience and understanding.

The table below shows the learning opportunities from each of the three PSHE education core themes at KS2 and KS3, which are most relevant to learning about healthy relationships, consent and seeking help. Some of these underpin learning in this topic area more directly than others, and learning should always take place within a spiral programme of knowledge, skills and attribute development, where prior learning is revisited, reinforced and extended in age- and stage-appropriate contexts.

Note: The learning opportunities identified are for guidance only: teachers are not expected to cover all learning opportunities at each key stage.

Learning opportunities for teaching about healthy relationships and consent within the PSHE education programme of study: key stage 2	
Core Theme	Learning opportunity
Health and wellbeing (H)	<p>H6: to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p> <p>H7: to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p> <p>H11: to recognise how their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>H13: how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media</p> <p>H14: to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong</p> <p>H20: about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers</p> <p>H22: strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</p> <p>H23: about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</p> <p>H25: how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request</p>

Relationships (R)	<p>R2: to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>R3: to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</p> <p>R6: that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves</p> <p>R7: that their actions affect themselves and others</p> <p>R8: to judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>R9: the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</p> <p>R10: to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view</p> <p>R14: to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)</p> <p>R18: how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</p> <p>R20: that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others</p> <p>R21: to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy</p>
Living in the wider world (L)	<p>L3: to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</p> <p>L5: to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM)</p> <p>L6: to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk</p> <p>L8: to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</p> <p>L18: to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others</p>

Learning opportunities for teaching about healthy relationships and consent within the PSHE education programme of study: key stage 2

Core Theme	Learning opportunity
Health and wellbeing (H)	H4: to understand that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment
Relationships (R)	<p>R1: the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.)</p> <p>R3: to further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness</p> <p>R4: to explore the range of positive qualities people bring to relationships</p> <p>R5: that relationships can cause strong feelings and emotions (including sexual attraction)</p> <p>R6: the features of positive and stable relationships (including trust, mutual respect, honesty, equality) and those of unhealthy relationships (including imbalance of power, coercion, control, exploitation, abuse of any kind)</p> <p>R7: that the media portrayal of relationships may not reflect real life and the possible impact of this on people's expectations of relationships</p> <p>R8: different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these (including age, gender, power and interests)</p> <p>R10: that marriage is a commitment, entered into freely, never forced through threat or coercion, and how to safely access sources of support for themselves or others should they feel vulnerable</p> <p>R14: to understand what expectations might be of having a girl/boyfriend</p> <p>R15: to consider different levels of intimacy and their consequences</p> <p>R16: to acknowledge and respect the right not to have intimate relationships until ready</p> <p>R18: that consent is freely given and that being pressurised, manipulated or coerced to agree to something is not consent; that the seeker of consent is responsible for ensuring that consent has been given and if consent is not given or is withdrawn, that decision should always be respected</p> <p>R19: about the law in relation to consent (including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given)</p> <p>R20: how to seek the consent of another person and be sure that consent has been given; how to assertively withhold or withdraw consent</p>

Relationships (R)	<p>R23: to recognise the portrayal and impact of sex in the media and social media (which might include music videos, advertising and sexual images shared between young people, the unrealistic portrayal of relationships and sex in pornography)</p> <p>R28: to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text, abuse, exploitation and trafficking) and to have the skills and strategies to manage being targeted or witnessing others being targeted</p> <p>R29: the support services available should they feel, or believe others feel, they are being abused or in an unhealthy relationship and how to access them</p> <p>R30: to recognise peer pressure and have strategies to manage it; to recognise 'group think' (where the cohesion of the group becomes more important than the choices or actions of the group) and to develop strategies for managing it</p> <p>R31: to understand the feelings and pressure that the need for peer approval can generate, including in relation to the purchase and use of tobacco and alcohol (including cheap/illicit alcohol and cigarettes), drugs and other risky behaviours</p> <p>R34: about the difference between friendship groups and gangs (including the risks posed by membership of gangs on individuals, families and communities); strategies for managing pressure to join a particular group or gang and how to access appropriate support</p> <p>R36: to establish clear personal boundaries around those aspects of their lives they wish to be private, shared only with specific people, and made public; to understand their right to privacy</p> <p>R37: how to manage any request or pressure to share an image of themselves or of others; who to talk to if they have concerns</p> <p>R38: when the sharing of explicit images may constitute a serious criminal offence</p>
Living in the wider world (L)	<p>L5: about the potential tensions between human rights, British law and cultural and religious expectations and practices</p> <p>L6: about the primacy of human rights; and how to safely access sources of support for themselves or their peers if they have concerns or fears about those rights being undermined or ignored</p>

6. Building this learning into PSHE education schemes of work

The exemplar planning grids below offer one way of integrating some of the learning opportunities listed above into your PSHE schemes of work. For the needs of the 8-12 age group targeted by this guidance, the grids have been broadly grouped into two year groups: Y4/5 and Y6/7. However, with any PSHE topic, learning should always be relevant to the children's needs and should take place within a spiral programme of knowledge, skills and attribute development, in a safe learning environment (see above).

The grids do not offer a definitive programme for teaching about relationships and consent, but are examples of how this learning might look within a school's medium-term planning for PSHE including SRE¹. Where appropriate, all learning should also be placed within a context of online behaviour and relationships. Before teaching any aspect of your programme, ensure that you are familiar with your school's safeguarding and child protection policies, especially protocols in the event of a disclosure.

Forming and maintaining healthy relationships - Years 4/5

Learning objectives for a series of lessons

Children will:

- develop their understanding and recognition of healthy and unhealthy relationships
- develop ways to manage and maintain healthy relationships, including online
- understand where and how to seek help with managing their relationships

Learning outcomes

Children will be able to:

- identify the signs of a positive, healthy relationship
- describe ways to maintain a healthy relationship
- identify signs that a relationship is unhealthy or unsafe
- explain what they can do if a relationship feels unhealthy or unsafe
- identify ways to get help if a relationship feels unhealthy or unsafe
- identify ways to get help with resolving difficulties in a relationship

Key questions

- How do we know if a relationship is healthy and positive?
- How does a healthy relationship make the people in the relationship feel?
- How should people treat one another in a healthy relationship?
- What are some ways of resolving differences in a relationship?
- How would someone know if a relationship is unhealthy, or unsafe?
- How might an unhealthy relationship make the people in it feel?
- What can someone do if a relationship feels unhealthy or unsafe to them?
- Where can someone of your age get help if they are worried about a relationship?

PSHE education KS2 Programme of study links

Health and wellbeing H6; H23

Relationships R2; R3

¹ Grids have been adapted from the 'Character aspect development opportunities and learning outcomes' within the

Forming and maintaining healthy relationships - Years 6/7

Learning objectives for a series of lessons

Children will:

- further develop their understanding of rights and responsibilities towards others within relationships
- communicate their views on the qualities of healthy relationships
- develop strategies to manage difficult relationship situations and resolve conflicts, including managing online contact

Learning outcomes

Children will be able to:

- explain their views on the qualities of (un)healthy relationships
- explain rights and responsibilities within relationships and how to protect and respect them
- describe how to resolve unacceptable on- or offline behaviour
- explain how to end a relationship safely and responsibly
- explain different ways and places to seek help with an unhealthy relationship

Key questions

- What are the qualities of a healthy relationship?
- What rights and responsibilities do people have within different relationships?
- How can people identify and resist unhelpful pressure and influence in a relationship?
- How can people resolve upsetting relationship situations?
- How can people end a relationship safely and responsibly?
- Where and how can people get help for themselves or others if they think they are in an unhealthy relationship, or need help?

PSHE education KS3 Programme of study links (also see links from KS2 above)

Relationships

R1: R4: R5: R6: R29

Recognising and respecting personal boundaries - Years 4/5

Learning objectives for a series of lessons

Children will:

- develop an understanding of rights and responsibilities within relationships, including respecting boundaries and consent
- understand ways to make their boundaries clear to others, including ways to stay safe online

Learning outcomes

Children will be able to:

- explain people's rights and responsibilities within healthy friendships and relationships
- explain and demonstrate how to communicate their own personal boundaries
- explain what is meant by 'consent' in the context of friendships and relationships
- explain what people must do to give and receive consent in their friendships and relationships with other people
- describe ways to keep their personal boundaries safe when they are online
- demonstrate respect towards others' personal boundaries
- describe how and where to get help if another person is not respecting their personal boundaries

Key questions

- How should we expect to be treated within a healthy friendship or relationship?
- What are our responsibilities towards others to maintain a healthy relationship?
- What do we mean by 'personal boundaries' in friendships and relationships?
- What does 'consent' mean in a friendship or other relationship?
- What must someone do to give and/or receive consent?
- How might someone feel if people don't respect their personal boundaries?
- How can someone make their personal boundaries clear to other people?
- How can someone of your age maintain their boundaries online?
- Where and how can someone get help if someone else is not respecting their personal boundaries?
- Where and how can someone get help if a person wants someone to do something without their consent?

PSHE education Programme of study links (KS2)

Health and wellbeing

H14; 20; 22; 23; 25

Relationships

R8; 9; 21

Recognising and respecting personal boundaries - Years 6/7

Learning objectives for a series of lessons

Children will:

- learn about consent, including ways of standing up for their beliefs and boundaries
- practise skills of compromise, assertiveness and negotiation to support effective communication
- recognise the need to resist unhelpful influences and learn techniques to resist them
- recognise others' inappropriate and/or unsafe expectations and know how to address them

Learning outcomes	Key questions
<p>Children will be able to:</p> <ul style="list-style-type: none"> • explain rights and responsibilities within relationships and how to protect and respect them • describe influences on people's decisions and beliefs, including peers, family expectations and the media • explain the difference between healthy and pressurised communication within a relationship • demonstrate ways of standing up for and communicating beliefs and boundaries • explain 'consent' and identify whether consent is given in different, age-appropriate scenarios • describe ways to make sound decisions in difficult situations and explain how to communicate those decisions • explain different ways to get help when a relationship is unhealthy and/or someone is being put under pressure • demonstrate the skills of compromise, assertiveness and negotiation 	<ul style="list-style-type: none"> • What rights and responsibilities do people have within different relationships? • Who and what influences our values and beliefs about relationships? • How can people recognise and resist unhelpful pressure and influence? • How do people in a healthy relationship communicate and listen effectively? • How might someone pressure another person within a relationship? • How does a person know if someone is consenting to what they are asking? • How can a person be assertive in what they say and do? • How can people communicate that they don't want to do something? • How can a person leave a situation that doesn't feel safe (including online)? • What should you do if someone asks you to keep something secret but you/they need to talk to someone about it? • Where and how can someone your age get help and advice if their relationship is unhealthy, or they are being put under pressure?

PSHE education KS3 Programme of study links (also see links from KS2 above)

Relationships

R14; 18; 20; 28; 29; 36; 37

7. Links to further sources of help for children

For younger children (Years 4-6)

[CEOP thinkuknow 8-10](#)

Games, information and resources for children about online safety.

[Childline](#)

Website and free, confidential helpline for children and young people.

[NSPCC Underwear Rule](#)

Messages to help keep children safe from harm and abuse. Suitable for ages 5-9.

For older children (Years 6-7)

[CEOP thinkuknow 11-13](#)

Games, information and resources for children and young people about online safety.

[Safeline](#)

Charity supporting people affected by sexual abuse and rape.

[Childline](#)

Website and free, confidential helpline for children and young people.

8. Link to further sources of help for teachers

The following resources have been produced, or quality assured by the PSHE Association:

[Disrespect NoBody campaign and discussion guide](#)

A teaching resource which supports the Government's Disrespect NoBody campaign aimed at preventing abuse in teenage relationships, developed by the PSHE Association with the Home Office and Government Equalities Office. Campaign information and guidance for 13-18 year-olds.

[Expect Respect Education Toolkit by Women's Aid](#)

A comprehensive package of teaching materials focusing on abuse in relationships. Suitable for KS1-4.

[NSPCC Underwear Rule resources](#)

Supports practitioners to deliver messages to children that help keep them safe from harm and abuse. Suitable for ages 5-9.

[Guidance on teaching about consent in PSHE education \(key stages 3 & 4\)](#)

Guidance for schools and lesson plans. Early lessons are most suitable for Year 7.

[Sex and Relationship Education \(SRE\) for the 21st century](#)

This supplementary guidance has been developed by the PSHE Association and our partners Brook and the Sex Education Forum. It is designed to be used alongside existing statutory Department for Education guidance for schools dating back to 2000.

[Frequently asked questions on pornography and sharing of sexual images in PSHE education](#)
Guidance from the PSHE Association to answer teachers' questions on pornography and sharing of sexual images. The document complements 'SRE for the 21st Century'.

[Childnet 'Crossing the Line' online safety PSHE toolkit](#)

Set of videos and resources that includes cyberbullying, peer pressure and self-esteem linked to online behaviour. Suitable for Y6/7, but please note that the video in the sexting lesson is for age 12+

Further information for teachers

Warning signs of abusive behaviours:

Abusive behaviour can be:

- violent (hitting, kicking, slapping)
- emotional (humiliating and putting someone down)
- sexual (forcing someone to do sexual acts they don't want to)

Abusive relationships can start with verbal or emotional abuse and could happen to anyone (including boys and men, transgender people and those in same-sex relationships). It can often escalate into physical abuse, by which time the victim's self-esteem and emotional health are likely to be damaged.

Some warning signs of potential abusive and violent behaviour within a relationship:

- extreme jealousy
 - anger when someone wants to spend time with their friends
 - isolating someone from friends and family
 - trying to control someone's life (how they dress, who they hang out with and what they say)
 - humiliating someone, putting them down
 - threatening to harm someone or to self-harm if a partner leaves
 - demanding to know where someone is all the time
 - monitoring someone's calls and emails; threatening them if they don't respond instantly
 - excessive alcohol and/or drug use
 - explosive anger
 - using force during an argument
 - blaming others for personal problems or feelings
 - being verbally abusive
 - threatening behaviour towards others
 - pressuring someone to send sexual texts and images of themselves
 - sharing sexual text and images of someone with others
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Warning signs of sexual exploitation (adapted from CEOP's Thinkuknow website²):

This 'young person friendly' explanation of child sexual exploitation and its warning signs can be used within a session on abuse in relationships with pupils in key stage 3 and as a way of introducing young people to the Thinkuknow website (www.thinkuknow.co.uk).

Some people form relationships with young people to use them for sex.

People who do this want young people to think they are a friend, or a boyfriend or girlfriend. They want to gain their trust to get power over them. They might also use bribes, threats, humiliation and even violence to get power over them.

They use that power to force them to have sex, or do sexual things, with them and sometimes with other people. This is sexual exploitation and it's a crime.

It happens to boys and girls and can be really hard to spot. Often people think they're in a good relationship, even after things have turned bad.

But there are warning signs. It's really important that you know how to spot them so you can protect yourself and your friends.

Met someone new? 5 signs they are not all they seem

It can be hard to spot when someone is using you. Here are some possible signs:

1. To get to know you they give you lots of attention.

We all like attention and it's nice to feel wanted. But if someone tries to get to know you by giving you lots of attention, ask yourself – what do they really want?

2. They give you gifts, like phone credit, alcohol, drugs or jewellery.

This can be exciting and make you feel good about someone but if they want sex or anything in return they are trying to exploit you.

3. They try to isolate you from your friends or family.

They will say that they are the only person you need. They might tell you that your friends or family won't understand or you'll be in trouble. Remember, the people who care about you will want to protect you.

4. They have mood swings.

If someone flips between being 'very nice' and 'very nasty', you can feel like you need to do things to keep them happy. This can be a sign they are trying to control you.

5. They control you with promises and threats.

Abusers use many tricks to control young people. They may make promises they can't keep, ask them to keep secrets or threaten them. Some become violent.

2 https://www.thinkuknow.co.uk/14_plus/Need-advice/Sexual-exploitation/

