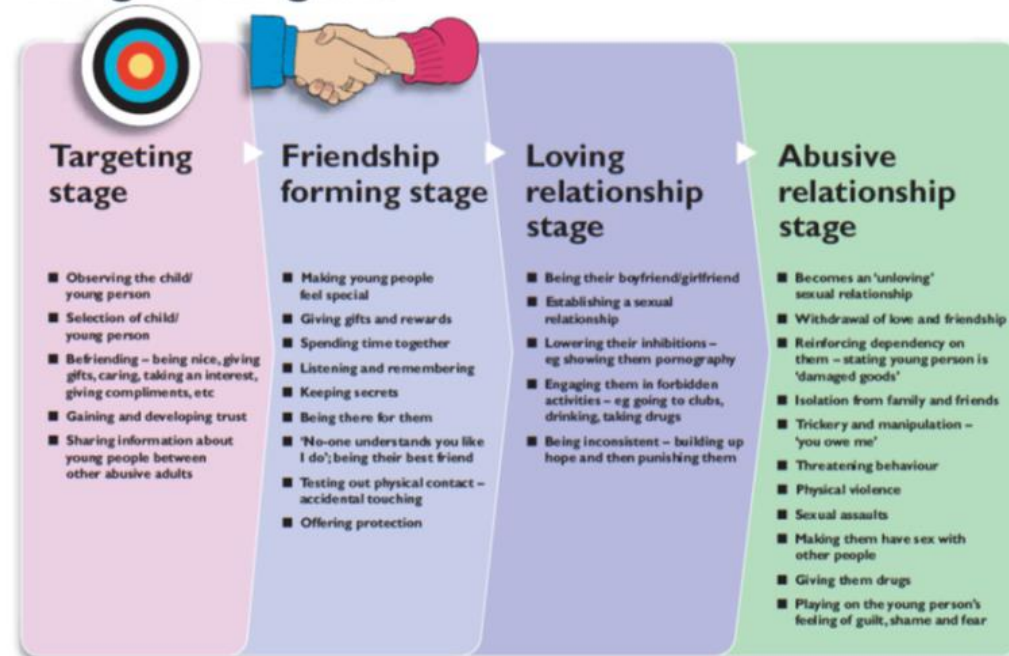


CSE

Child Sexual Exploitation

"For children over 10, sexual exploitation is the most pressing and hidden child protection issue in this country." Barnardo's

The grooming line



Child sexual exploitation (CSE) is a type of sexual abuse. Children in exploitative situations and relationships receive something such as gifts, money or affection as a result of performing sexual activities or others performing sexual activities on them.

Children or young people may be tricked into believing they're in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed and exploited online.

Some children and young people are trafficked into or within the UK for the purpose of sexual exploitation. Sexual exploitation can also happen to young people in gangs.

WARNING SIGNS OF CSE

- Frequently going missing from home or school
- Meeting with/being picked up by unknown adults
- Staying out late and not returning till morning
- Significantly older friends/boyfriend/girlfriend
- Unexplained money or possessions
- Changes in mood or behaviour
- Deterioration in school work
- Alcohol and drug use
- Not attending school
- Being taken to nightclubs or hotels
- Hostile relationships with family/carers

VULNERABILITIES

- Feeling lonely
- Bullying
- Learning difficulties
- Unstable family or friendships
- Previous abuse
- Homelessness
- Difficult life experiences
- Bereavement
- Existing dependency
- Being a looked after child
- Witnessing domestic abuse

Operation Chalice (Telford)

Models of Grooming

- Party
- Mobile Phones
- Chat rooms
- Games consoles
- Social Media
- Gang culture
- Recruitment by peers
- Sexualisation
- Boyfriend model

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/child-sexual-exploitation/>

How does our curriculum provide skills to help children be aware and resilient to **Child Sexual Exploitation (CSE)**?

(**Highlight sections** are key to supporting children develop resilience and prior knowledge)

RSE and PSHE forms the basis of much of the appropriate curriculum, but not all. Some aspects of building resilience and learning about healthy and unhealthy relationships can be drawn from other areas of the curriculum e.g. Computing or Guided Reading.

Knowing More. Remembering More. Applying More! YEAR 3

	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
Key Knowledge and how it is applied.	<ul style="list-style-type: none"> I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued. I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g. Solve It Together or asking for help. 	<ul style="list-style-type: none"> I can explain the different ways that help me learn and what I need to do to improve. I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help. I can express how being anxious/ scared and unwell feels. 	<ul style="list-style-type: none"> I can explain how my life is influenced positively by people I know and also by people from other countries. I can explain why my choices might affect my family, friendships and people around the world who I don't know. I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.
PSHE Units	Being Me in My World Celebrating Difference	Dreams and Goals Healthy Me	Relationships RSE/Changing Me
Other areas of the curriculum.	Computing- E-Safety - Being Kind Online Anti-Bullying Week PANTS Mentoring sessions Children in Need Courageous Advocates	Computing- E-Safety - Emails Safer Internet Day Courageous Advocates Mentoring sessions Residential Visits Mental Health Week	Expect Respect- Resolving Conflict and Where to Get Help Childline - https://www.childline.org.uk/kids Computing - E safety - Cyber Bullying Refugee Week Mentoring Sessions Courageous Advocates

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Knowing More. Remembering More. Applying More! YEAR 4

	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
Key Knowledge and how it is applied.	<ul style="list-style-type: none"> I can explain why being listened to and listening to others is important in my school community. I can explain why being democratic is important and can help me and others feel valued. I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure. I can explain why it is good to accept myself and others for who we are. 	<ul style="list-style-type: none"> I can plan and set new goals even after a disappointment. I can explain what it means to be resilient and have a positive attitude. I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. I can identify feelings of anxiety and fear associated with peer pressure. 	<ul style="list-style-type: none"> I can recognise how people are feeling when they miss a special person or animal. I can give ways that might help me manage my feelings when missing a special person or animal. I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestion about how I might manage my feelings when changes happen.
PSHE Units	Being Me in My World Celebrating Difference	Dreams and Goals Healthy Me	Relationships RSE/Changing Me
Other areas of the curriculum.	Computing- E Safety Anti-Bullying Week Mentoring sessions Children in Need Courageous Advocates Guided Reading- Boy who Biked the World	Computing- E safety French- talking about body parts. Courageous Advocates Danger Gang Text - Friendships and team work Mentoring sessions Residential Visits Mental Health Week	Expect Respect -Examining Violence Excuses and Responsibility Childline- https://www.childline.org.uk/kids Computing- E Safety B&V - Tolerance French - Feelings and emotions Courageous Advocates Manfish Text - resilience and feelings

How does our curriculum provide skills to help children be aware and resilient to **Child Sexual Exploitation (CSE)**?

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RSE and PSHE forms the basis of much of the appropriate curriculum, but not all. Some aspects of building resilience and learning about healthy and unhealthy relationships can be drawn from other areas of the curriculum e.g. Computing or Guided Reading

Knowing More. Remembering More. Applying More! YEAR 5

	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
Key Knowledge and how it is applied.	<ul style="list-style-type: none"> I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context. I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation. I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour. 	<ul style="list-style-type: none"> I can compare my hopes and dreams with those of young people from different cultures. I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel. I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy. I can summarise different ways that I respect and value my body. 	<ul style="list-style-type: none"> I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure. I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others. I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception. I can express how I feel about the changes that will happen to me during puberty. I accept these changes might happen at different times to my friends.
PSHE Units	Being Me in My World Celebrating Difference	Dreams and Goals Healthy Me	Relationships RSE/Changing Me
Other areas of the curriculum.	Computing- E Safety- Private and personal screen time. Anti-Bullying Week Mentoring sessions Children in Need Courageous Advocates French - Feelings and emotions Walk and Talk / Worry Box / Circle Time	Computing- E Safety - Keep Gaming Fun and Friendly Courageous Advocates Mentoring sessions Residential Visits Mental Health Week Guided Reading - Jamie Drake Equation	Expect Respect - Secrets and Stories Childline - https://www.childline.org.uk/kids Computing- E Safety- Cyber Bullying Courageous Advocates B&V- Islam

How does our curriculum provide skills to help children be aware and resilient to **Child Sexual Exploitation (CSE)**?
(Highlight sections) are key to supporting children develop resilience and prior knowledge)

RSE and PSHE forms the basis of much of the appropriate curriculum, but not all. Some aspects of building resilience and learning about healthy and unhealthy relationships can be drawn from other areas of the curriculum e.g. Computing or Guided Reading

Knowing More. Remembering More. Applying More!
YEAR 6

	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
Key Knowledge and how it is applied.	<ul style="list-style-type: none"> I can explain how my choices can have an impact on people in my immediate community and globally. I can empathise with others in my community and globally and explain how this can influence the choices I make. I can explain ways in which difference can be a source of conflict or a cause for celebration. I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration. 	<ul style="list-style-type: none"> I can explain different ways to work with others to help make the world a better place. I can explain what motivates me to make the world a better place. I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others. I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure 	<ul style="list-style-type: none"> I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control. I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations. I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.
PSHE Units	Being Me in My World Celebrating Difference	Dreams and Goals Healthy Me	Relationships RSE/Changing Me
Other areas of the curriculum.	Computing- E Safety - Clickbait / Finding Media Balance Anti-Bullying Week Courageous Advocates Worry Box Clockwork - Text.	Computing- E Safety- Gender stereotyping / Digital Relationships Courageous Advocates Mentoring sessions Residential Visits Mental Health Week Tudors - Katherine Howard / Debate	Expect Respect - Court Room Game Childline - https://www.childline.org.uk/kids Computing- E Safety- Cyberbullying / Fake News Courageous Advocates Guided Reading- A Boy in the Girls Bathroom

Relationship Sex and Health Education Curriculum Overview

Relationships-Families and people who care for me

By the end of primary, pupils should know

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Relationship Sex and Health Education Curriculum Overview

Relationships - Caring friendships

Pupils should know

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Relationship Sex and Health Education Curriculum Overview

Respectful relationships

Pupils should know

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Relationship Sex and Health Education Curriculum Overview

Online relationships

Pupils should know

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Relationship Sex and Health Education Curriculum Overview

Being Safe

Pupils should know

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

<https://www.childline.org.uk/kids>

childline

ONLINE, ON THE PHONE, ANYTIME

childline.org.uk | 0800 1111

