



Shropshire PSHE update on resources to support lessons on sexting as part of Shropshire Respect Yourself RSE programme

Sexting

Sexting is the use of technology to generate text, images or videos that are of a sexual nature and indecent. The images are shared between young people and/or adults. It is illegal to create, possess and distribute an indecent image of a child (defined as under 18). Young people are not always aware that their actions are illegal. The initial impact /risk may come from peers, friends and others in the social network but once images are shared the images can be shared widely. There may be a long-term impact upon relationships and future employment in the future.

The Law

If anybody under the age of 18 creates, sends, receives, uploads or forwards indecent images or videos of another child under 18 they are breaking the law, even if the images are of themselves i.e. selfies. The age of criminal responsibility is 10, so anyone of this age is committing an offence under the Protection of Children Act 1978 and the Criminal Justice Act 1988. The police have discretion they can record an outcome 21 where it is not in the public interest to take further action.

Revenge porn is referred to under the Criminal Justice and Courts Act 2015 is where an ex partner posts previously private (explicitly sexual) online. If the person involved is over 18 but has vulnerabilities investigation /prosecution is guided by vulnerable adult legislation and Children's Act 1989.

Schools and colleges are advised to follow "Sexting in schools and colleges responding to incidents and Safeguarding young people" UK Council for Child Internet safety 2017

<https://www.safeguardingschools.co.uk/responding-sexting-schools-colleges-ukccis/> in conjunction with statutory guidance 'Keeping Children Safe in Education'. For the West Midlands Safeguarding Procedures please follow: <http://westmidlands.procedures.org.uk/pkphy/regional-safeguarding-guidance/e-safety-children-exposed-to-abuse-through-digital-media>

The Curriculum - Why teach young people about youth produced sexual imagery?

Teaching about safeguarding issues in the classroom can prevent harm by providing young people with skills, attributes and knowledge to help them navigate risks. Addressing sensitive issues promotes a whole school approach to safeguarding, giving young people the space to explore key issues and the confidence to seek the support of adults should they encounter problems.

Keeping Children Safe in Education statutory guidance states that schools 'should ensure children are taught about safeguarding, including online, through teaching and learning opportunities'.

- How should we teach young people about youth produced sexual imagery?

Learning about youth produced sexual imagery cannot be taught in isolation. Learning should be located within a developmental PSHE education programme, as well as in the school's computing programme where it should reflect the requirements of the National Curriculum programme of study for computing.

'Key principles of effective prevention education' - produced by the PSHE Association in partnership with Child Exploitation and Online Protection Centre (CEOP), outlines 11 key principles to help PSHE education professionals teach high -quality online safety education as part of their broader PSHE programmes

Downloadable from - <https://www.pshe-association.org.uk/curriculum-and-resources/resources/key-principles-effective-prevention-education>

Given the potential sensitivity of these lessons it is essential that this issue is taught within an emotionally safe classroom climate where clear ground rules have been negotiated and established and where boundaries around teacher confidentiality have been clarified. If during any lesson teachers suspect any child or young person is vulnerable or at risk the school's safeguarding protocols should always be followed.

Schools should consider:

What **specific learning** is provided in the curriculum about youth produced sexual imagery? This focuses on factual information and will include:

- o what it is
- o how it is most likely to be encountered
- o the consequences of requesting, forwarding or providing such images, including when it is and is not abusive
- o issues of legality
- o the risk of damage to peoples' feelings and reputation

What specific learning is provided to ensure children and young people have the **strategies and skills** required to manage specific requests or pressure to provide (or forward) such images on the receipt of such images? This will include **who to tell**; what to say; what to do; what not to do and where to get support from within and outside of the school.

It is important to recognise how difficult it may be for children and young people to challenge or deny their peers' requests for images, especially those to whom they are attracted or whose approval they seek. It may also be extremely difficult for them to ask adults for help. Young people may have made a decision they now regret and may find it difficult or embarrassing to ask for help. It is essential that lessons help children and young people develop the confidence they may need to put their skills and strategies into action.

It is therefore important that children and young people understand their **school's policy** towards youth produced sexual imagery. The content of this policy and the protocols the school will follow in the event of an incident can be explored as part of this learning. This reinforces the inappropriate nature of abusive behaviours and can reassure children and young people that their school will support them if they experience difficulties or have concerns.

What **underpinning protective learning** is being provided by the school's planned PSHE education programme and wider curriculum? This will include work on: communication, understanding healthy relationships including trust understanding and respecting the concept of genuine consent, understanding our rights (especially our collective right to be safe and to feel safe), recognising abusive and coercive language and behaviours, accepting our responsibilities (especially our responsibility to respect others trust and protect their right to be physically, emotionally and reputationally safe).

Without this underpinning learning, specific learning about youth produced sexual imagery may have limited impact.

Children and young people are growing up in a digital world. Online safety is a whole school issue. **Education for a Connected World**, produced by UK Council for Child Internet Safety (UKCIS) is a framework that aims to support the development of the curriculum and is of particular relevance to PSHE education and Computing. It is designed, to be usable across the curriculum and to be central to a whole school approach to safeguarding and online safety. It recognises that pupils need to learn to balance the benefits offered by technology with a critical awareness of their own and other's online behaviour, and develop effective strategies for staying safe and making a positive contribution online.

It focuses specifically on eight different aspects of online education: Self-image and Identity, Online relationships, Online reputation Online bullying, Managing online information, Health, wellbeing and lifestyle, Privacy and security, Copyright and ownership.

<https://www.thinkuknow.co.uk/.../ukccis-framework-education-for-a-connected-world>

The PSHE Association have produced '**Life Online**' which is a planning framework to embed learning across all topic areas of PSHE curriculum, moving away from a model of one-off lessons or modules of work on 'online safety'.

Free resources and guidance

Extract taken from 'Sexting in schools and colleges responding to incidents and Safeguarding young people' produced by UK Council for Child internet Safety (UKCCIS) Jan 2017. *Adapted with updates and reference to Shropshire RSE Respect Yourself curriculum.

Age ranges are suggestions. Teachers should use their professional judgement ensuring that resources match needs and readiness of their pupils.

Resource Organisation	Details	Age range	Where to find it	*Link to Shropshire Respect Yourself RSE lesson plans
Lee and Kim CEOP	10 minute cartoon exploring online safety	4-7	CEOP	Use the 'Create a Character' technique to explore peer pressure, include a scenario of taking or being shown a picture by same and older age child/sibling.
I saw Alex's willy NSPCC	Film and lesson plans aimed at younger children, Key Stages 1 which cover the importance of not sharing naked images.	5-6	https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/teaching-resources	
Jigsaw CEOP	8 mins. using actors to make the point you won't leave the front door of your house open, and allow anyone in your bedroom Three 20-minute activities focused on building confidence	8- 10	Thinkuknow.co.uk/professionals	Year 6& 7 When asking pupils what Boz and Baz need to know - use a prompt question about social media and taking, receiving or being shown pictures or being asked to send pictures of themselves.

	and self-esteem, and knowing whom to trust online. Exploring live streaming, and what children can do online and offline to seek more positive affirmation.	8-12		Use the timeline exercise year 6 lesson 3 to clarify the law in relation to sexting and using social media sites such as face book. Use the good friend exercise year 7 lesson 2, 4 & 5 to discuss use of social media between friends, people you know and meet on line. Identify what is acceptable in context of friendship on and off line. See lesson 5 Agony Aunt reference to Kidsmart.org.uk on cyber bullying
Thinkuknow Toolkit NCA-CEOP	A set of 15 lesson plans including an activity exploring the influence of the media in 'sexting'	11+	www.thinkuknow.co.uk/teachers	As above
Lockers Webwise – the Irish Safer Internet Centre	An animation and six lesson plans including lessons on peer pressure, victim blaming and the influence of the media.	13+	http://www.webwise.ie/lockers/	As above + Year 8 below
*LiveSkills: Resources A package of resources focusing on live streaming. Contains resources for both primary and secondary aged children, and their parents/carers. Apps such as Musical.ly, Live.me, Periscope, YouNow and facebook now include live streaming option	Exploring Self-esteem for 8-11 year olds: Three 20 minute activities focused on building confidence and self-esteem in children, and knowing who to trust online. Three 20 minute activities focused on identifying negative attention when live streaming, and what children can do online and offline to seek more positive affirmation. Charlie's story- live streaming case study for 13+ year olds: 1hour 30min focus online sexual abuse of a young person via live streaming. This session	8-11 13+	www.thinkuknow.co.uk/professionals/resources/live-streaming	As above Year 8 Sex and the law include a question about use of social media and sexting. Extend the problem page scenario on porn to discuss sexting. Perfect partner? And

	can be delivered in separate parts.			relationship situations see chat room scenario Discussion on behaviour includes signs of abuse or danger, discuss sexting ,live streaming, example
Crossing the Line Childnet International	A practical PSHE Toolkit for educators containing films, lesson plans and activities. The film about 'sexting' and peer pressure, 'Just send it' is rated 12 by the BBFC.	11-14* *Some activities for KS2	www.childnet.com/pshetoolkit	As above + year 9
Tagged Office of the Children's eSafety Commissioner (Australia)	Australian film resource with lesson plans and video interviews with key characters.	14+	http://www.cybersmart.gov.au/tagged	As above
Selfies A You Tube video from chainsmokers	Didn't you see your Selfie? A prompt for discussion on sexting	14+	https://www.youtube.com/watch?v=kdemFfbS5HO	As above
Picture This Childnet International	A teaching pack comprised of a 25-minute play script and lesson plans.	14-18	http://www.childnet.com/resources/picture-this	Year 9 Lesson 3 reference to 'Picture This' Include sexting and use of social media as part of sex and the law quiz. Ways to show you care includes 'have a picture taken together' discuss this in context of nude or sexually explicit pictures and revenge porn.
Zip-It app Childline	Zipit provides young people with witty comebacks which they can use to help diffuse situations where they are asked to send sexual pictures	Target 11-14, but up to 18	https://childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/sexting/	As above show zip -it to discuss and identify strategies to say no to requests and pressure to send or receive pictures
Exposed NCA-CEOP	A film and accompanying lesson plan exploring the consequences of sharing sexual imagery	14+	www.thinkuknow.co.uk/teachers	As above + Year 10 Reference to 'Picture this' and film on digital literacy/citizenship "Lets Fight it Together" from www.digizen.org

				<p>Lesson 2 Lines to Take discuss pressure and how to respond , applicable to online relationships and sexting</p> <p>Lesson 3 Friend or Foe Identifies behaviour related to abuse and pressure , include specific reference to online behaviour</p>
NCA-CEOP	An interactive film and lesson plans exploring the opportunities and risks of sharing videos online.	13-18	www.thinkuknow.co.uk/teachers	<p>As above + year 11</p> <p>'What is sexual health ?' include online behaviour and discuss role of media as source of information/mis information includes reference to pornography (see guidance below)</p>

Additional resources to complement Shropshire Respect Yourself RSE programme

<p>Guidance on teaching about consent in PSHE education</p> <p>PSHE Association</p>	General advice for schools on teaching about consent accompanied by eight lesson plans.	Key Stages 3 and 4	https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-teaching-about-consent-pshe-education-key
<p>Guidance on teaching about emotional and mental health</p> <p>PSHE Association</p>	Lesson plans for primary and secondary, guidance about preparing to teach EMH *developed with Shropshire and designed to complement Shropshire Respect Yourself RSE	KS 1&2, 3&4	https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-teaching-about-emotional-and-mental-health
<p>FAQs on pornography and sharing of sexual images</p> <p>PSHE Association</p>	Guidance on existing legislation, school policies, and teaching approaches to address pornography and the sharing of sexual images.	Guidance for teachers	https://www.pshe-association.org.uk/curriculum-and-resources/resources/frequently-asked-questions-pornography-and-sharing
<p>Disrespect NoBody Discussion guide</p>	A teaching resource which supports the Government's Disrespect NoBody campaign aimed	13+	https://www.pshe-association.org.uk/curriculum-and-resources/resources/disrespect-nobody-discussion-guide

Home Office – PSHE Association	at preventing abuse in teenage relationships.		
* Grooming Could it happen to you	Shropshire young people e talking, part 'Health Uncovered' podcast series, including related topics bullying, social media, mental health	13+	https://itunes.apple.com/gb/podcast/health-uncovered-with-cel-spellman The podcasts are free, listen via mobile devices. Just search "Health Uncovered" in your favorite podcast app, like iTunes

Information and guidance for professionals and parents

Net ware – a guide for adults to social media apps <https://www.net-aware.org.uk/>

'So you got naked online' – a resource that offers advice following a sexting incident

[Http://swqfl.org.uk/products-services/esafety/resources/So-You-Got-Naked-Online](http://swqfl.org.uk/products-services/esafety/resources/So-You-Got-Naked-Online)

Professional online safety helpline <http://www.safeinternet.org.uk/professionals-online-safety-helpline>

Parents/carers: A 30 min presentation for parents/carers explaining live streaming, the risk for young people and tips to support their child to stay safe. Can also be adapted to deliver to professionals.

www.thinkuknow.co.uk/professionals/resources/live-streaming