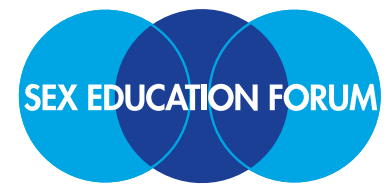


# Addressing healthy relationships and sexual exploitation within PSHE in schools



Forum Factsheet 37

All children and young people are potentially at risk of being sexually exploited. Schools have a vital role to play in reducing this risk. By enabling children and young people to explore what makes a safe and healthy relationship, schools can help them to develop the awareness and skills to negotiate potential risks, stay safe and seek help if they need it. This factsheet provides a framework to help teachers at key stages 3 and 4 to plan and deliver effective education on sexual exploitation as part of wider Sex and Relationships Education (SRE) within Personal Social and Health Education (PSHE) and Citizenship. It has been produced as a result of an in-depth consultation with professionals working in the field, including teachers and specialist voluntary agencies.

## Addressing sexual exploitation

### What is 'sexual exploitation'?

*... it's someone taking a part of you.*  
Young woman age 14, taken from Pearce, J and others 2002

There is no universally agreed definition of sexual exploitation. It is an umbrella term for a spectrum of negative sexual experiences that involve varying degrees of coercion, including young people facing unwanted pressure from their peers to have sex, sexual bullying, and young people being groomed into sexual activity online. The sharp end of this spectrum includes young people who have sex in exchange for drugs or somewhere to stay, and young people who are exploited through formal prostitution<sup>1</sup>.

This factsheet covers all types of sexual exploitation but is focused on the risks associated with prostitution. Barnardo's work with young people exploited through prostitution shows that they are often first drawn into 'informal exploitation' (where they exchange sex for cigarettes, drugs or somewhere to stay) and then become engaged in a coercive relationship with an adult who grooms them for more formal prostitution<sup>1</sup>.

### Why is this work important?

Sexual exploitation of young people is largely a hidden problem, which means the true extent of the problem in the UK is unknown. It is estimated that up to 5,000 young people in Britain are sexually exploited through prostitution at any one time, with a female to male ratio of 4:1<sup>2</sup>. The rise of the internet and new forms of communication technology have also opened up new risks to children. One study found that over half of children who access the internet on a weekly basis have been exposed to online pornography, and almost a third receive unwanted sexual comments via email, chat, instant message or text message<sup>3</sup>. We also know that trafficking of children and young people for sexual exploitation into the UK has increased over the last few years, with research in 2004 finding that 26 out of the 33 London boroughs had concerns about the welfare of trafficked children in their areas<sup>4</sup>.

Although it is recognised that girls are more at risk, the sexual exploitation of boys and young men is particularly hidden. When young men are abused through prostitution their engagements with adult abusers are more covert, and they are less likely than young women to contact support services<sup>5</sup>.

Sexually exploitative experiences can cause young people serious, long-term physical, mental and emotional

damage. There is evidence that young people who experience sexual exploitation are at risk of a range of mental health problems including post-traumatic stress disorder, anxiety and panic attacks, low self-esteem, depression and suicide<sup>6</sup>. They are also vulnerable to a range of other poor outcomes including substance misuse problems, unintended pregnancies, sexually transmitted infections, homelessness and involvement in the criminal justice system<sup>7</sup>.

Over 70 per cent of adults<sup>8</sup> involved in prostitution were sexually exploited as children or young teenagers, which highlights the importance of prevention and early intervention to help protect children and young people. By reducing the risk of young people encountering sexually exploitative experiences, we can prevent them from facing long-term social exclusion and help them to lead healthy, positive lives.

### Why address this topic in schools?

All young people are potentially at risk of sexual exploitation, so school, where they can all be reached, is the ideal setting in which to address this important topic. Research consistently highlights that primary prevention work in schools is vital in reducing risks of sexual exploitation among young people.

It is widely recognised that the PSHE curriculum in schools should promote healthy sexual attitudes and enable children and young people to recognise the dangers of abusive and controlling relationships.

Encouraging young people to explore the wider backdrop against which they are developing their sexuality and forming relationships helps them to develop positive attitudes and behaviours. Open discussion of topics including media pressures and representations of sexuality, power and gender roles increases young people's confidence and ability to make informed choices.

### Who is at risk of sexual exploitation?

*... I get into cars with men I don't know, take drugs and do bad things because I am depressed.*

Young woman, 16 taken from Pearce, J and others 2002

Young people who are socially, emotionally and economically vulnerable are at particular risk of sexual exploitation. Work with sexually exploited young people highlights that their vulnerability results from a range of underlying risk factors, characterised by negative childhood experiences including<sup>9</sup>:

- physical and sexual abuse
- neglect and emotional abuse
- domestic violence
- parental drug/alcohol misuse
- parental mental health problems
- family breakdown.

Immediate risk factors are characterised by problems young people may be experiencing in the present, including:

- going missing
- care or foster placement breakdown
- disengagement from education
- drugs/alcohol

- homelessness
- peers' involvement in sexual exploitation, sometimes including prostitution
- association with 'risky' adults
- sexual identity issues (especially among young men).

### Policy context

The importance of addressing sexual exploitation within PSHE in schools is outlined within a number of international and national policy and guidance documents. The United Nations Convention on the Rights of the Child (ratified by the UK government in 1991) enshrines children and young people's rights to be protected from sexual exploitation.

In England and Wales, preventing children and young people from being sexually exploited is central to the government's *Every Child Matters* programme<sup>10</sup>. The 2004 Children Act requires all professionals to work towards achieving the five national outcomes for children and young people outlined in *Every Child Matters*. Teaching young people about sexual exploitation will help deliver all five of these outcomes, especially the outcomes that aim to help young people 'stay safe' and 'be healthy'.

Preventing children and young people from being abused through prostitution is a key element of the government's *Coordinated Prostitution Strategy* (2006)<sup>11</sup>. The strategy aims to raise awareness among young people – both boys and girls – about safe and equal relationships and the dangers associated with sexual exploitation and prostitution. It also aims to ensure that those who work with young people are aware of the warning signs and have access to immediate help to safeguard those they believe to be at risk. The importance of school-based education on sexual exploitation is identified within *Youth Matters*

(2005)<sup>12</sup>, which recommends that all young people should have access to personal development learning, including PSHE, that enables them to think about safe and equal relationships.

Preventing sexual exploitation and helping young people to learn about safe, healthy relationships is central to the National Teenage Pregnancy Strategy<sup>13</sup> and the National Strategy for Sexual Health and HIV<sup>14</sup>. It is also a core part of the National Healthy Schools Programme, which aims to equip young people with the skills and attitudes to make informed decisions about their health. The White Paper on Public Health *Choosing Health* (2004)<sup>15</sup> sets out the government's intention for all schools to become healthy schools by 2009.

In addition, the need for preventative education on sexual exploitation within schools is highlighted in *Safeguarding Children Involved in Prostitution: Supplementary guidance to Working Together to Safeguard Children*<sup>16</sup>. The guidance, issued by the Department of Health, the Home Office, the Department for Education and Skills and the National Assembly for Wales, outlines that children involved in prostitution should be treated primarily as victims of abuse and, in many cases, are likely to need protection under the Children Act 1989. The guidance also sets out that multi-agency forums should be in place to coordinate support for young people at risk or abused through sexual exploitation through local protocols. These form part of the work of Local Safeguarding Children Boards.

The wider role of schools in safeguarding children, which includes identifying and acting on concerns about their welfare (which may include concerns about sexual exploitation) is explained in *Safeguarding Children in Education* (DfES 2004)<sup>17</sup>. The summary guide *What to do if You're Worried a*

*Child is Being Abused* (Department of Health 2003) provides advice about the action to be taken<sup>18</sup>.

## Sexual exploitation and the national curriculum

There are lots of important opportunities available within the PSHE and Citizenship curriculum to address aspects of sexual exploitation. The PSHE Framework sets out a structured programme of learning opportunities to help young people lead confident, healthy and responsible lives as individuals and members of society. It sets out the need for schools to help young people understand and manage responsibly a wider range of relationships as they mature, including the need 'to be aware of exploitation in relationships'.<sup>19</sup> Citizenship gives young people the knowledge, skills and understanding to play an effective role in society. It helps them to become informed, thoughtful and responsible citizens who are aware of their duties and rights.

Education on this topic should be delivered as part of broader SRE within the PSHE and Citizenship curriculum. SRE is 'learning about sex, sexuality, emotions, relationships, sexual health and ourselves'<sup>20</sup>. The responsibility of schools to provide young people with SRE is outlined within the Education Act (1996) and the Learning and Skills Act (2000). The government published Sex and Relationships Education guidance in 2000 to provide support for schools on delivering effective sex and relationship education<sup>21</sup>.

Box 1 on page 9 provides a detailed outline of how education on sexual exploitation will help deliver key components of the PSHE and Citizenship curriculum.

Ofsted inspect schools on the effectiveness of education in addressing

### Case study: WOMANKIND Worldwide transitions project

WOMANKIND Worldwide are working in partnership with schools in the Midlands to promote safe and healthy relationships among children making the transition from primary to secondary school. The project has been developed to help children gain the skills and confidence to negotiate increased exposure to sexual peer pressure that they may experience as they start secondary school.

Clusters of primary and secondary schools in an area with high teenage pregnancy rates are piloting new approaches to raise children's awareness of sexual harassment and inappropriate touching, and increase their ability to challenge unwanted attention. Interventions to prevent sexual peer pressure are being integrated into the schools' anti-bullying policies and a new resource to guide work in this area is in development.

Contact: Lis Martin, WOMANKIND Worldwide – 020 7549 0374. [lis@womankind.org.uk](mailto:lis@womankind.org.uk)

sexual exploitation<sup>22</sup>. This includes inspection against the effectiveness of schools in:

- supporting young people to adopt safe practices
- enabling young people to learn about sexual health
- helping young people to develop stable, positive relationships
- teaching young people about key risks and how to deal with them.

### Reaching all young people, including those most at risk

To reach all young people, lessons on this topic should be integrated into the core curriculum. It may also be appropriate to provide children and young people recognised to be at particular risk with further, more-in-depth education and support. This needs to be planned and delivered carefully so as not to stigmatise vulnerable groups. This can be avoided by packaging courses to focus on assertiveness skills and confidence building activities, using creative methods. Consider bringing in the expertise of specialist agencies to help plan and deliver targeted work.

*... it's only possible to protect yourself if you think you're worth protecting.*

Young woman, 17 taken from Pearce, J and others 2002

### At what age do children need to learn about sexual exploitation?

This factsheet covers key stages 3 and 4. However, upon starting secondary school young people should, ideally, have already started to learn about aspects of sexual exploitation. Primary schools should be supporting children to learn about safe touch, risky relationships and where to get help. In key stages 3 and 4 their education should progress to cover the wider range of topics pertinent to their age and stage of development.

Disengagement from education is one of the key risk factors for sexual exploitation. This highlights the importance of catching vulnerable young people early and targeting the work at key stage 3.

### Key topics

#### Learning objectives

Teaching young people about sexual exploitation aims to:

- raise their awareness of the dangers of unhealthy and exploitative relationships
- increase their understanding of their right to be protected from all forms

- of sexual exploitation and abuse
- help them understand how unwanted pressure to have sex can lead to more dangerous and exploitative situations
- help them explore gender stereotypes and media representations of gender roles
- raise their awareness of outdated stereotypes and glamorised media representations of prostitution
- increase their awareness of risks in their immediate physical and virtual online environments and explore consequences of risk-taking
- increase their confidence and skills to negotiate pressures and enjoy safe and healthy relationships
- raise their awareness of local support agencies and how to get help.

Before building up to this topic, young people should first cover the broader aspects of SRE including healthy relationships, staying safe and sexual health. Once these building blocks are in place, young people will be ready to progress to the following key topic areas:

- Law and young people's rights:
  - What is a sexual offence?  
The Sexual Offences Act.
  - What is consent?
  - What are your rights?
- Sexual exploitation
  - What is sexual exploitation?
  - The grooming process.
  - Links with alcohol and other drug use.
  - Violence and personal safety.
  - Safety on the internet.
- Dealing with risks and pressures:
  - Peer pressure.
  - Sexual bullying.
  - Media messages and representations of sex and gender.
  - Negotiation and assertiveness skills.
- Support services for young people:
  - Where young people can go for further advice and support.
  - Rights within services, including confidentiality.

The building blocks that will need to be covered with young people before addressing sexual exploitation include:

- Sex and relationships:
  - What is a healthy/unhealthy relationship?
  - What is healthy/unhealthy sex?
  - Power in relationships and gender.
  - How to keep safe boundaries.
  - Our responsibilities to others; other people's responsibilities to us.
- Sexual health:
  - Respect and enjoyment.
  - Contraception.
  - Sexually transmitted infections.
  - Pregnancy choices.

A comprehensive programme covers all of these topics over a series of lessons. If it's not possible to cover all topics in sufficient depth, prioritise key topics according to young people's learning needs. For lesson plans and further teaching ideas about healthy relationships and sexual exploitation see [www.qca.org.uk](http://www.qca.org.uk) and the list of resources and useful organisations at the end of this factsheet.

## Planning and delivering lessons

### How can we prioritise this topic within schools?

It can be a challenge for schools to prioritise education on sexual exploitation, especially when faced with time and resource pressures and an already packed curriculum. The following tips will help place the topic firmly on the agenda:

*Secure support from the top down:* backing from senior staff and governing bodies is needed to get this topic on the agenda and ensure sufficient time and resources are set aside for teaching staff to attend training and work with outside agencies to plan lessons. Identify a champion within the school or Local

Authority to help support the work and drive it forward. There may be a need to raise awareness of the issue amongst colleagues and to address any fear or reluctance to address this topic within the school. You could invite a local specialist agency to the school to present to governing bodies at INSET days or at parents evenings. This can help to communicate the importance of this work, reassure parents and teachers of any concerns, and secure commitment to address the topic within PSHE.

*Develop a whole-school approach:* developing a whole-school approach will help to integrate the topic into existing systems and embed the work within the school. Consult and involve young people to identify areas of unmet need and plan lessons. Considering cultural and faith dimensions will help to ensure the programme works within the parameters of the school ethos. Make active links between education on this topic with relevant school policies such as those on sex and relationships, anti-bullying and child protection. As well as helping to deliver the broader PSHE and Citizenship curriculum, education on this topic will also support effective implementation of policies designed to safeguard young people and promote a healthy school community.

If your school is working towards Healthy Schools Status, providing young people with education on sexual exploitation will help you demonstrate how you are meeting standards under the PSHE theme. Contact your Healthy Schools Coordinator to inform them about your work on this topic – they may have useful resources or contacts to share. Details of your local coordinator can be found at [www.wiredforhealth.gov.uk](http://www.wiredforhealth.gov.uk)



*Work in partnership:* working in partnership with your Local Safeguarding Children Board will help ensure your school is prepared to respond to any child protection concerns that may arise. They will also be able to tell you of any other agencies or local resources that can support your work. In most areas there are likely to be one or more specialist agencies positioned to add considerable value to work on this topic within schools. They may be able to provide teachers with training to increase their confidence to deliver lessons on this subject, provide lesson plans and other resources, or help support initial delivery in the classroom.

Other agencies that may be able to support schools plan and deliver education on sexual exploitation include:

- Children's Trusts
- Connexions
- Child Exploitation and Online Protection Centre
- Domestic violence support services
- Rape Crisis Centres
- Teenage Pregnancy Partnership
- Sexual health services
- Safer School Partnerships
- Police and Crime Reduction Partnerships
- Youth Offending Teams
- Other voluntary agencies.

## Planning lessons

Good planning is essential before addressing this topic with young people. There are a number of issues that need to be considered to ensure that the work runs smoothly and safely, and to achieve optimum learning outcomes:

- *Clarify learning needs:* carry out a baseline assessment to determine what is already known and clarify learning needs, including whether the young people have any special educational needs. Clear learning objectives need to be set in order to

be able to assess learning effectively later on.

- *Identify appropriate resources:* ensure the materials you are using are suitable for the age, ability and gender mix of the young people you are working with. Avoid reinventing the wheel by making use of existing resources that have been produced to support work in this area. Ideas and activities can be adapted to suit your learning objectives. You can also adapt resources to suit you and to fit in with how young people see and experience risk in your local community.
- *Know your stuff:* to be credible with young people, it is important that adults delivering lessons on this topic are well informed and prepared for how they will respond to sensitive and challenging discussions that may arise in the classroom.
- *Be familiar with the school child protection policy:* some children and young people may make disclosures during a lesson that raise child protection concerns. It is important that all staff facilitating

the work are familiar with the school's child protection policy. Staff members with designated lead responsibility for child protection within the school should be informed in advance when lessons on this subject take place so that they can anticipate the need for swift action should any issues arise. Designated teachers can then follow school and Local Safeguarding Children Board protocols to ensure young people receive appropriate support and protection.

- *Agree working arrangements with external staff:* if you are working with an outside agency to deliver lessons, make sure you have agreed your respective roles and responsibilities in advance. You might want to develop a Service Level Agreement to clarify arrangements and expectations. Draw up a checklist of actions you need to take before each lesson, including agreeing a lesson plan, organising any equipment needed, agreeing confidentiality policies and deciding how you will evaluate the lesson.

### Case study: working in partnership

Taking Stock is a project based in Sheffield that provides a range of services to support young women who are at risk or involved in sexual exploitation. The project works in partnership with schools to deliver prevention workshops for young people. They have developed an education package entitled 'Friend or Foe' for use in schools that explores positive and negative relationships, peer pressure and sexual exploitation. It includes a variety of activities for use in the classroom including role-play exercises, diary extracts, games and a DVD.

The education package was developed in partnership with an SRE specialist and a group of young women who have already experienced sexual exploitation or have been identified as at risk. The resource was piloted in a local school and Taking Stock have provided teachers with training to support them to deliver the programme within the classroom. The resource has been approved by Sheffield's Healthy School Programme.

Contact: Fiona Lothian, Taking Stock – 0114 275 5676 [fiona.lothian@sheffieldfutures.org.uk](mailto:fiona.lothian@sheffieldfutures.org.uk)

## Create a safe environment for learning

Some young people may feel embarrassed or uneasy about discussing aspects of sexual exploitation with their peers. As with all SRE, it is important to create a safe and relaxed atmosphere in the classroom to help young people feel at ease and increase their confidence to fully participate in discussions. Tips for creating a safe learning environment include:

- **Be clear about confidentiality:** it is important that young people know from the outset they have a safe space to explore issues relating to sexual exploitation and that personal disclosures should not be made in the classroom. Individual support should be available where confidentiality can be maintained in accordance with school policy, unless the young person is perceived to be at risk of serious harm, when child protection guidelines come into play.
- **Agree ground rules with young people:** ask young people to set their own ground rules at the beginning of each lesson. Ask them what they need to make the learning environment safe, such as an agreement to respect each other's views. Confidentiality should also be covered with young people at the start of a lesson. They should be advised that a classroom is not the place to make a personal disclosure and made aware of where they can go for further advice.
- **Pitch the topic carefully:** young people may feel threatened at the prospect of learning about exploitation and prostitution, so pitch the topic in a way that avoids alarming them by focusing on the theme of safe relationships. Start off by talking about friendships and gradually build up to explorations of power and sexual exchange.
- **Model respectful behaviour:** a non-judgemental approach is vital. Try not to make assumptions about what

young people do and do not know. Having an awareness of your own values, attitudes and feelings will help you to acknowledge and respect difference's among young people. Think ahead about how you can constructively challenge inappropriate language and attitudes such as homophobia or stereotyping.

- **Build trust with young people:** as with all subjects, young people will learn more effectively if they have a positive relationship with the adults who teach them. Trust and respect are built up over time; ice-breaker and warm-up activities at the start of lessons will help to reinforce positive relationships and set the tone for open discussion.
- **Support external teaching staff:** if a professional from an outside agency is delivering a lesson, it is important to ensure a member of teaching staff is also in the classroom to support learning actively and help control behaviour.
- **Recognise diversity:** those delivering lessons on this topic should be familiar with and sensitive towards beliefs and value systems of different religions and cultures in relation to sexual exploitation. See the Sex Education Forum factsheet on faith, values and sex and relationships education for further information and advice.
- **Be sensitive to gender:** young people may not feel safe talking openly about their feelings in mixed gender groups. Breaking into single gender groups for focused discussion can help increase their confidence to participate, counter bravado and support more open exploration of sensitive topics.

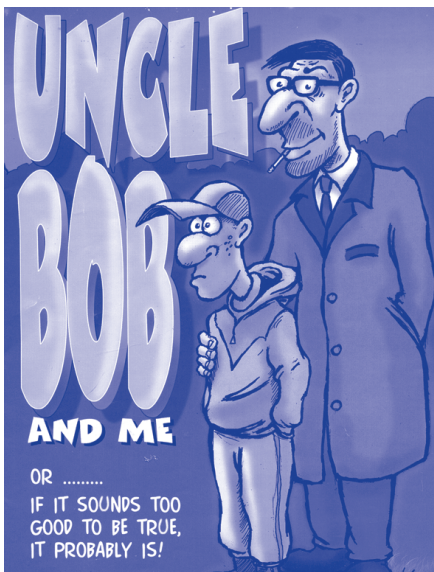
## Effective learning methods

It is important to use teaching methods to engage young people actively and provide optimum opportunities for participation and enjoyment. Methods that work well include:

- **Creative and interactive methods:**

aim to gain young people's interest within the first five minutes of a lesson. Engaging them in activities they enjoy will capture their imagination and make learning fun. Consultations with young people have shown that approaches that involve art and drama, graffiti, self-defence, role-play, music, quizzes, competitions, dance and multi-media all work well.

- **Involving young people in design and delivery:** asking young people what they want to learn about, and how, is the best way to make sure that what you deliver is engaging and relevant to their needs. Involve young people in developing lesson plans and adapting existing resources. Specialist agencies may be able to help facilitate peer education on this topic, which is a powerful way of communicating key messages whilst giving young people valuable opportunities to participate.
- **Credible teaching styles:** try to use language that young people relate to and avoid technical or clinical terminology. Injecting a bit of humour can help young people feel at ease and reduce any anxieties they may have. Laying out the room differently to traditional classroom style if possible (so young people sit around in a circle or small group) can help create a relaxed atmosphere.
- **Distancing techniques:** using case studies, newspaper cuttings, scenarios and diary extracts work well in enabling young people to consider and discuss sensitive issues surrounding sexual exploitation. Some young people may not feel comfortable asking questions in front of their peers. Question boxes are another non-threatening way of providing opportunities for young people to ask questions anonymously.



*Uncle Bob* is a resource for boys and young men produced by Nottingham City Area Child Protection Committee to prevent sexual exploitation. For further information contact [sue.gregory@lea.nottinghamcity.gov.uk](mailto:sue.gregory@lea.nottinghamcity.gov.uk)

- **Work in small groups:** children and young people often feel more confident about raising questions and talking openly in small groups. Where possible build in opportunities for large groups to split into smaller groups for in-depth discussions.
- **Make it localised:** it is important that information presented and discussed with young people is relevant to the local area. Using local examples will help make discussion of the issues surrounding sexual exploitation more real for them, and provide an opportunity to raise their awareness of local areas to avoid.
- **Link in with national events and media:** national awareness raising campaigns can be a great hook to engage young people. For example, you could link sexual exploitation to Amnesty International's Stop Violence Against Women campaign ([www.amnesty.org.uk](http://www.amnesty.org.uk)) or White Ribbon Day (the United Nation's day to end violence against women – [www.whiteribboncampaign.org.uk](http://www.whiteribboncampaign.org.uk)). You may be able to access resources and campaign materials to use with

young people. Story lines within popular soap operas or teen dramas, news stories and films can also provide vivid examples around which to discuss key topics.

For further information see the Sex Education Forum factsheet on effective learning methods (2005)<sup>24</sup>.

### Assessment

Assessing the impact of education on this topic is vital if we are to make it as effective and relevant for young people as possible. In order to assess our work we need to get children and young people to provide feedback on what worked well and not so well. This gives us the chance to revise our practice against learning objectives. Types of questions that help young people review their learning and plan for the future include:

- What did I know already?
- What new information have I learnt?

- What do I now think and believe?
- Has listening to the views of others changed my views?
- Did I learn anything I didn't expect to?
- How will it change my behaviour in the future?
- What do I now need to learn?
- Is there anyone else I need to talk to about this?

### Evaluation

Children and young people also need to be involved in evaluating the process of the lessons, such as what activities they did or did not enjoy, and whether they felt comfortable and safe to talk. There are many different ways of assessing and evaluating our work with children and young people. As with the lessons themselves, creative methods including quizzes, role-play, creating posters, discussion and debates work well. It is vital that we don't just listen to children and

### Case study: STAR project 'text a friend' evaluation card

The STAR project (Southampton Together Against Rape) is the Southampton Rape Crisis education and outreach initiative. It aims to reduce the incidence of rape and sexual abuse and raise awareness of support services amongst young people in Southampton. The project works with a number of schools to support delivery of lessons to:

- raise young people's awareness of aspects of sexual exploitation
- help them develop the skills to protect themselves against abusive experiences
- increase their knowledge of local support services.

Lesson plans are devised to meet the needs of individual schools, utilising a variety of active learning methods including art, drama, film-making and poetry. The project developed a 'text a friend' card to make the evaluation process user friendly and increase participation. The card, which looks like the screen of a mobile phone, has been attractively designed to look fun and informal. After each lesson young people are encouraged to compose a text message to a friend explaining what they learnt, which enables teachers and external facilitators to identify whether learning objectives have been met. On the reverse side of the card is a confidential feedback form to monitor age, ethnicity, disability and sexuality of young people taking part in lessons and capture their views on how helpful and enjoyable it was.

Contact: Michelle Barry, STAR project – 02380 636315. [michelle@starproject.org.uk](mailto:michelle@starproject.org.uk)

The STAR project's 'text a friend' evaluation card.



young people, but that we act on feedback we get from them to improve what we do and increase its impact.

*[Lessons on this topic] have helped me to know when to stop, and say 'No'.*

Young woman, 13 taken from the STAR project evaluation report

As well as talking to children and young people, staff also need to reflect privately or with colleagues about what they have achieved in order to inform future planning. The following questions can be helpful in reflecting on your practice to prepare future work:

- What did I do well?
- Have the objectives been achieved?
- What might I have done better or change next time?
- How is the relationship with my co-workers; is there anything we could change or improve upon in the way we worked together?
- Do I have any personal or professional development needs?

## Checklist for planning and delivering education on sexual exploitation

This checklist summarises the key issues that need to be considered in the process of planning and delivering lessons on sexual exploitation in schools.

- Have you secured support for the work on this topic from the whole school community – including the head teacher, parents, governors and young people?
- Are sufficient time and resources set aside to plan lessons?
- Are lessons on sexual exploitation integrated into the school as part of a whole-school approach to promote young people's health, well-being and safety?
- Have you explored opportunities for working in partnership, including links with your local Safeguarding Children Board and relevant specialist agencies?
- Have you carried out a base-line assessment to clarify young people's learning needs on this subject?
- Have you identified appropriate teaching resources to help plan lessons?
- Do you need to access training to increase your knowledge on this subject?
- Are you familiar with the school's child protection procedure and how it relates to lessons on this subject?
- If you are working with an external agency, have you devised a joint working agreement?
- Have you considered how you will create a safe environment for learning?
- Have you prioritised key topics in line with your assessment of young people's learning needs?
- Have you considered what teaching methods you will use to engage young people and create optimum opportunities for participation?
- Have you planned how you will assess and evaluate learning?
- Have you planned how you can ensure support for young people who disclose?

Setting aside time to reflect on how teaching young people about this topic impacts upon us as individuals is also important. How do you feel after delivering lessons on this topic? Did you feel properly equipped and supported to address this topic with young people? Any concerns or recommendations that will help improve systems of support should be

fed back to senior colleagues for action.

For further information see Blake, S and Muttock, S (2005) *Assessment, Evaluation and Sex and Relationships Education*. London: National Children's Bureau.



## Box 1: Sexual exploitation – links with PSHE and Citizenship curriculum guidelines

Education on sexual exploitation can be delivered through different aspects of the PSHE curriculum:

PSHE non-statutory guidelines for key stage 3 and **key stage 4 (shown in blue)**

1. Developing confidence and responsibility and making the most of their abilities  
Students should be taught:
  - to respect differences between people as they develop their own sense of identity
  - **to have a sense of their own identity and present themselves confidently in a range of situations.**
2. Developing a healthy, safer lifestyle  
Students should be taught:
  - **to think about the alternatives and long and short-term consequences when making decisions about personal health**
  - how to keep healthy and what influences health, including the media
  - **to use assertiveness skills to resist unhelpful pressure**
  - in a context of the importance of relationships, about human reproduction, contraception, sexually transmitted infections, HIV and high-risk behaviour including early sexual activity
  - **about the health risks of alcohol, tobacco and other drug use, early sexual activity and pregnancy, and about safer choices they can make**
  - to recognise and manage risk and make safer choices about healthy lifestyles, different environments and travel
  - to recognise when pressure from others threatens their personal safety and well-being, and to develop effective ways of resisting pressures, including when and where to get help.
3. Developing good relationships and respecting the differences between people  
Students should be taught:
  - about the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively
  - **to be aware of exploitation in relationships**
  - the changing nature of, and pressure on, relationships with friends and family, and when and how to seek help
  - **to be able to talk about relationships and feelings**
  - **to deal with changing relationships in a positive way, showing goodwill to others and using strategies to resolve disagreements peacefully**
  - to negotiate within relationships, recognising that actions have consequences, and when and how to make compromises.

Education on sexual exploitation can be delivered through different aspects of the Citizenship curriculum:

Citizenship statutory guidelines for key stage 3 and **key stage 4 (shown in blue)**

1. Knowledge and understanding about becoming informed citizens  
Students should be taught:
  - the legal and human rights and responsibilities underpinning society, basic aspects of the criminal justice system, and how both relate to young people
  - **the legal and human rights and responsibilities underpinning society and how they relate to citizens, including the role and operation of the criminal justice and civil justice systems**
  - the significance of media in society
  - **the importance of a free press, and the media's role in society, including the internet, in providing information and affecting opinion.**
2. Developing skills of enquiry and communication  
Students should be taught to:
  - think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources
  - **research a topical political, spiritual, moral, social or cultural issue, problem or event by analysing information from different sources**
  - contribute to group and exploratory class discussions, and take part in debates
  - **contribute to group and exploratory class discussions, and take part in formal debates.**
3. Developing skills of participation and responsible action  
Students should be taught to:
  - use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own
  - **use their imagination to consider other people's experiences and be able to think about, express, explain and critically evaluate views that are not their own.**

From: DfEE and QCA (1999) *The National Curriculum – handbook for secondary teachers in England*. London: Department for Education and Employment and Qualifications and Curriculum Authority.

## Useful teaching resources

Barnardo's SECOS (2006) *Protecting Self - Loving and abusive relationships* Barking: Barnardo's (a practical education pack for use in schools and youth clubs).

Barnardo's FACE (2005) *Nae Danger* Barking: Barnardo's (a resource developed by young people for young people to explore issues surrounding sexual exploitation, including an animated film and a range of games and activities).

Barnardo's also produces a range of other resources to support education on sexual exploitation, including posters, cards, videos and CD Roms. See [www.barnardo's.org.uk/resources](http://www.barnardo's.org.uk/resources) for details.

Glasgow City Education Services (2006) *Action Against Abuse*. Glasgow: Glasgow City Education Services (teacher and pupil resource including a lesson on sexual exploitation called *It Couldn't Happen to Me*. For copies contact [mary.hendry@education.glasgow.gov.uk](mailto:mary.hendry@education.glasgow.gov.uk) or call 0141 2874137).

Pilkington, J and Lothian, F (2006) *Friend or Foe? Who can you trust? – a sexual exploitation and relationships education programme*. Sheffield: Taking Stock (an activity pack for use with young people – for copies email [Fiona.Lothian@sheffieldfutures.org.uk](mailto:Fiona.Lothian@sheffieldfutures.org.uk)).

Rotherham Women's Refuge (2001) *Violence-free Relationships: a programme for young people*. Rotherham: Rotherham Women's Refuge (activity pack for use with young people that explores rights in relationships, attitudes and beliefs and stereotypical behaviour – for copies call 01709830440).

Violence Is Preventable (1999) *Eighteen and Under Teen VIP resource* Dundee: VIP (resource pack for use with young people focused on nature and impact of violence – for copies go to [www.18u.org.uk/publications.asp](http://www.18u.org.uk/publications.asp)).

WOMANKIND Worldwide (2005) *Challenging Violence, Changing Lives – resource pack for key stage 3 and 4*. London: WOMANKIND Worldwide (aims to raise awareness of violence against women – order a copy at [education@womankind.org.uk](mailto:education@womankind.org.uk)).

Young Voice (2006) *Where is the love? A resource for those involved with and affected by date violence*. London: Young Voice. (A DVD made by young people, for young people to raise awareness of dating violence and the complex behaviours that surround it – for copies go to [www.young-voice.org](http://www.young-voice.org)).

## Useful organisations and websites

**Barnardo's:** [www.barnardo's.org.uk/resources](http://www.barnardo's.org.uk/resources)  
Barnardo's provides a range of services to give children and young people the chance of a future free from sexual exploitation, and produces a variety of educational resources on the topic.

**Barnardo's FACE (Fighting Against Child Exploitation):** [www.faceup2it.org](http://www.faceup2it.org)  
This is an educational website developed by and for young people at risk of exploitation. It includes interactive quizzes to help young people learn about exploitation and common myths, a help page and confidence-building tips.

**Childline:** [www.childline.org.uk](http://www.childline.org.uk)  
ChildLine is the free helpline for children and young people in the UK. Children and young people can call on 0800 1111 to talk about any problem.

**Coalition for the Removal Of Pimping:** [www.crop1.org.uk](http://www.crop1.org.uk)  
CROP is a voluntary organisation working to end the sexual exploitation of children and young people by pimps and traffickers. They produce a range of information materials.

**Child Exploitation and Online Protection (CEOP):** [www.ceop.gov.uk](http://www.ceop.gov.uk)  
The CEOP centre works across the UK to tackle child sex abuse wherever and whenever it happens. The centre provides free resources and delivers training for professionals on internet safety. They have created a young person's website ([www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)).

**Eighteen and Under:** [www.18u.org.uk](http://www.18u.org.uk)  
Eighteen and Under is a project based in Dundee that supports young people who have experienced sexual, physical or emotional abuse. They provide training for professionals and have developed a range of educational resources.

**Home Office:** [www.homeoffice.gov.uk](http://www.homeoffice.gov.uk)  
The Home Office is the government department responsible for reducing and preventing crime, including sexual exploitation of young people through prostitution and internet safety. Their website contains further information about their coordinated prostitution strategy and internet safety campaigns.

**London Centre for Personal Safety:**

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

The London Centre for Personal Safety works to prevent violence and reduce the fear and impact of violence. They provide personal safety and self-defence training.

**Loudmouth educational theatre company:** [www.loudmouth.co.uk](http://www.loudmouth.co.uk)

Loudmouth use theatre to explore young people's issues and views. They run an interactive theatre programme on teenage prostitution entitled Working for Marcus.

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

NSPCC works to end sexual abuse and exploitation of young people. Their website contains information on their services and resources that support work in this area.

**QCA:** [www.qca.org.uk](http://www.qca.org.uk)

QCA is a non-departmental public body, sponsored by the DfES. QCA's website contains information and resources to help teachers deliver education on aspects of exploitation, including free downloadable modules on healthy relationships, healthy choices and sexuality.

**Rape Crisis Federation:** [www.rapecrisis.org.uk](http://www.rapecrisis.org.uk)

This website aims to provide the basic information that survivors of sexual violence, friends and family need to access the services they need. It includes comprehensive details of support services in England and Wales.

**Respect 4 Us:** [www.respect4us.org.uk](http://www.respect4us.org.uk)

An interactive educational website for young people looking at aspects of sexual exploitation including prostitution, domestic violence, rape, trafficking and porn.

**Sex Education Forum:**

[www.ncb.org.uk/sef](http://www.ncb.org.uk/sef)

The Sex Education Forum aims to ensure that all children and young people receive their entitlement to good quality SRE, including education on sexual exploitation. Their website contains a range of useful factsheets and resources.

**SW5:** [www.sw5.info](http://www.sw5.info)

SW5 works with young men and transgender people who sell or exchange sex. Their website contains a range of leaflets and other publications.

**The Hideout:** [www.thehideout.org.uk](http://www.thehideout.org.uk)

The Hideout is a website that provides help, information and support for children and young people affected by domestic violence.

**Trust for the Study of Adolescence (TSA)** [www.tsa.uk.com](http://www.tsa.uk.com)

TSA works to improve knowledge about adolescence. It produces a variety of resources on sexual health and relationships for young people and professionals.

**Women's Aid:** [www.womensaid.org.uk](http://www.womensaid.org.uk)

Women's Aid is the national domestic violence charity that coordinates and supports an England-wide network of over 500 local services who work to end violence against women and children. They produce a range of training and resources focused on physical and sexual violence.

**WOMANKIND Worldwide:** [www.womankind.org.uk](http://www.womankind.org.uk)

WOMANKIND Worldwide aim to raise awareness and transform attitudes to stop violence against women. They have produced a range of materials for use in schools to promote healthy relationships and stop sexual bullying.

The Sex Education Forum is the national authority on sex and relationships education (SRE). Established in 1987, it is a unique collaboration of 47 organisations.

The Sex Education Forum promotes the entitlement of all children and young people to good quality SRE in a variety of settings. It holds regular meetings to explore and discuss emerging research, policy and practice, provides advice and support to government, articulates a common voice on SRE to the media and prepares briefings and publications to promote best practice.

**Previous Sex Education Forum factsheets available from** [www.ncb.org.uk/sef](http://www.ncb.org.uk/sef)

*Boys and young men: Developing effective sex and relationships education in schools*

*Effective learning methods: Approaches to teaching about sex and relationships within PSHE and Citizenship*

*Sexual orientation, sexual identities and homophobia in schools*

*Sex and relationship education for children and young people with learning difficulties*

*Talk to your children about sex and relationships: support for parents*

*Sex and relationships education framework*

*Faith, values and sex and relationships education*

*Sex and relationships education for primary age children*

*PSHE and Citizenship - ensuring effective sex and relationships education*

*Delivering sex and relationships education within the youth service*

*Working with young people in sexual health settings*

## References

- <sup>1</sup> Scott, S and Skidmore, P (2006) *Reducing the Risk: Barnardo's support for sexually exploited young people*. Barking: Barnardo's.
- <sup>2</sup> Melrose, M and others (1999) *One Way Street? Retrospectives on Childhood Prostitution*. London: The Children's Society.
- <sup>3</sup> Livingstone, S and Bober, M (2004) *UK Children Go Online: Surveying the experiences of young people and their parents*. London: Economic & Social Research Council/E-Society.
- <sup>4</sup> ECPAT (2004) *Cause for Concern? London Social Services and Child Trafficking*. London: ECPAT.
- <sup>5</sup> Palmer, T (2001) *No Son of mine! Children abused through prostitution*. Barking: Barnardo's.
- <sup>6</sup> Itzin, C (2006) *Tackling the Health and Mental Health Effects of Domestic and Sexual Violence and Abuse*. London: Department of Health/National Institute for Mental Health in England.
- <sup>7</sup> Barnardo's (1998) *Whose Daughter Next? Children abused through prostitution*. Barking: Barnardo's.
- <sup>8</sup> YWCA (2002) *Not a game: Young women and prostitution*. Oxford: YWCA.
- <sup>9</sup> Scott, S and Skidmore, P (2006) op cit.
- <sup>10</sup> Department for Education and Skills (2004) *Every Child Matters: Change for Children*. Norwich: The Stationary Office.
- <sup>11</sup> Home Office (2006) *A Coordinated Prostitution Strategy*. London: The Stationary Office.
- <sup>12</sup> Department for Education and Skills. (2005) *Youth Matters*. London: The Stationary Office.
- <sup>13</sup> Social Exclusion Unit (1999) *Teenage Pregnancy*. London: The Stationary Office.
- <sup>14</sup> Department of Health (2001) *The National Strategy for Sexual Health and HIV* London: The Stationary Office.
- <sup>15</sup> Department of Health (2004) *Choosing Health: Making healthy choices easier*. London: The Stationary Office.
- <sup>16</sup> Department of Health, Home Office, Department for Education and Employment and National Assembly of Wales (2000) *Safeguarding Children Involved in Prostitution: supplementary guidance to Working Together to Safeguard Children*. London: The Stationary Office.
- <sup>17</sup> Department for Education and Skills (2004) *Safeguarding Children in Education*. London: The Stationary Office.
- <sup>18</sup> Department of Health (2003) *What To Do If You're Worried A Child is Being Abused*. London: The Stationary Office.
- <sup>19</sup> DfEE and QCA (1999) *The National Curriculum – handbook for secondary teachers in England*. London: Department for Education and Employment and Qualifications and Curriculum Authority.
- <sup>20</sup> Sex Education Forum (2006) *Sex and Relationships Education Framework*. London: The National Children's Bureau.
- <sup>21</sup> DfEE (2000) *Sex and Relationships Education Guidance*. London: The Stationary Office.
- <sup>22</sup> Ofsted (2005) *Every Child Matters – framework for the inspection of schools in England*. London: Ofsted
- <sup>23</sup> Sex Education Forum (2004) *Faith, values and sex and relationships education*. London: National Children's Bureau.
- <sup>24</sup> Martinez, A (2005) *Effective learning methods – approaches to teaching about sex and relationships within PSHE and Citizenship*. London: National Children's Bureau.
- <sup>25</sup> Blake, S and Muttock, S (2005) *Assessment, Evaluation and Sex and Relationships Education*. London: National Children's Bureau.

## Acknowledgements

We would like to extend our thanks to the many colleagues who have contributed to this factsheet. We are extremely grateful to the Home Office for funding this project and to members of the project advisory group who guided the work: Sue Jago and Hannah Haussman from the Home Office, Ginny Wilkinson from Barnardo's, Fiona Lothian from Sheffield Futures, and Lis Martin and Hannah White from WOMANKIND Worldwide.

We are very thankful to all those who attended the consultation event that informed this factsheet for sharing their knowledge and expertise so freely. Thanks also to all the individuals and organisations who completed questionnaires to share learning from their work in this area, all colleagues who commented on drafts of the factsheet, and to Lana Hashem from NCB for her administrative support.

This booklet was written by Ellie Lewis and Anna Martinez

Published by the National Children's Bureau for the Sex Education Forum.  
Registered Charity 258825. 8 Wakley Street, London EC1V 7QE.

**Sex Education Forum**

Tel: 020 7843 6000

Fax: 020 7843 6053

Email: [sexedforum@ncb.org.uk](mailto:sexedforum@ncb.org.uk) Website: [www.ncb.org.uk/sef](http://www.ncb.org.uk/sef)

© Sex Education Forum, October 2006

