



Title: Abuse and relationships

Part 1: Grooming

Level: THIRD/FOURTH

Links to Curriculum for Excellence

Experiences and outcomes	Benchmarks
<p>I recognise that power can exist within relationships and can be used positively as well as negatively. HWB 3-45a</p> <p>I know how to access services, information and support if my sexual health and wellbeing is at risk. I am aware of my rights in relation to sexual health including my right to confidentiality, and my responsibilities, including those under the law. HWB 3-48a</p> <p>I know where to get support and help with situations involving abuse and I understand that there are laws which protect me from different kinds of abuse. HWB3-49b</p>	<ul style="list-style-type: none"> Explains the impact an imbalance of power can have on relationships, including sexual relationships, for example, consent, coercion, responsibility for actions and decisions. Knows how to access confidential information, guidance and help. Gives examples of laws in relation to sexual health, for example, age of consent, right to confidentiality, consent, coercion, grooming. Identifies how to take action in a situation involving abusive or inappropriate sexual behaviour, for example, ending unhealthy relationships, local support, police.

Learning Intentions

- Young people explore signs of abusive relationships and propose a range of strategies for accessing help.
- Young people understand the law protects them from abuse in relationships.

Success Criteria

- I can identify the signs of unhealthy relationship.
- I can talk about my right to be safe in intimate and sexual relationships.
- I can name sources of information, help and support.

Resources to support this activity

- PowerPoint slides
- Online grooming* <https://youtu.be/47ficaYb2wk> (duration 5 minutes 26)
- What happens when you contact Childline?* <https://youtu.be/rARrprkysqQ> (3 minutes 8 seconds)

Whenever you use content on a platform like YouTube please cue the film you intend to play in advance, check it is the film you want to view, and skip adverts.

Activity

1. Introduce this and the next session along these lines: The young people will be spending a couple of sessions thinking and talking about relationships, the sessions will cover some important and serious topics. In this session, this will be about grooming and in the next session about different kinds of abuse in relationships. So, to get started this is what we mean by grooming (on two slides).

Grooming is when someone builds a relationship with a young person and tricks them or pressures them to do something sexual. Grooming is a form of sexual exploitation.

Grooming can happen with someone you know like a friend of the family or someone at a club or activity you go to. Grooming can also happen online.

2. **What is a groomer?** The next slide offers more on who a groomer is. Use the slide for some discussion, checking young people's knowledge and understanding. Much attention on this issue is given to online grooming but it is also important to highlight (in the course of discussions) this also happens face-to-face and then will cross over between settings.

A groomer is someone who makes an emotional connection with you, maybe they say they are your friend at first, then they ask you to do things like:

- Talk about sexual things
- Send nudes, or pictures of yourself in underwear
- Send sexual videos of yourself
- Do something live on webcam
- Meet up with them in person.

3. **Grooming: How does it start?** Use the slide with the questions. Explain at the outset that groomers are very smart, they probably don't ask a young person to do something sexual too quickly. They build a relationship first, so: **What kinds of things would a groomer do at first, to try to build trust with a young person?** Have some discussion then use the 4 slides that follow to check off or add to what's there, checking understanding and encouraging comment/views as you go:

Grooming: How does it start? Every situation is different but...

- It might start with them being friendly, messages and chat.
- This person wants you to trust them.
- They might pretend to be your friend or boyfriend/ girlfriend.
- They might ask you to keep it secret that you are in touch.
- They might give you money or presents.
- They check when you are on your own (so no-one else finds out about them)
- They might ask you to send photos of yourself. Then they send sexual messages, they might try to be funny or nice at first, then they will get more sexual.
- Eventually they might try to threaten you or frighten you and force you to do more things.

4. **Watch the ChildLine film:** Introduce the short film as a discussion between a ChildLine counsellor and an online gamer about the topic. *Online grooming* <https://youtu.be/47ficaYb2wk> (5 minutes 26) Watch and discuss the young people's views on the film and the issues and advice given.

5. **What stops young people from telling someone?** It is important to recognise that young people don't always recognise grooming and when they do they feel 'trapped' by it. Use the first slide to pose the question, have some discussion in groups or as a class, then use the next slide to explore if these are barriers to 'telling' and seeking help that the young people also recognised. If it helps in your setting split this slide with the 5 points, and take them one by one.

What stops young people from telling someone?

1. Sometime a young person doesn't realise what's happening is grooming.
 2. The groomer can be so clever they trick the young person into believing they're a friend, boyfriend or girlfriend.
 3. Because a young person feels tricked they might feel ashamed or embarrassed.
 4. The young person might feel bad about something they have done – even though they were tricked or forced to.
 5. The groomer will threaten to tell people or hurt them or share something.
6. **In the remaining time**, remind young people that young people their age can talk to ChildLine about anything. Share the slide (and then watch the short film together).

Nobody should pressure you into doing something sexual. If someone is doing this you're not alone. You can speak to an adult you trust or speak to a ChildLine counsellor.

Childline provides free confidential advice and support for all young people your age. Whatever your worry, if it's about you or someone you love, Childline counsellors are there to help. Speak to them by phone, online or email 24 hours a day.

Information and chat online <https://www.childline.org.uk/>

Phone 0800 1111

7. **Watch the film:** *What happens when you contact Childline?* (3 minutes 8 seconds)
<https://youtu.be/rARrprkysqQ>

Connecting with home

*This text could form the basis of communication with parents and carers about **Part 2: Partner control, Coercion and Violence***

We are talking and learning at school about abuse and relationships. We want to make sure young people can recognise the signs of an unhealthy relationship and know where they can get help and support. When we learn about unhealthy relationships we are talking about grooming, sexual exploitation and domestic abuse (which can include physical abuse, emotional abuse, sexual abuse, digital abuse and financial abuse).

- This information is about grooming – what it is and how to protect children and young people:
<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/grooming/>
- We encourage young people to contact ChildLine if they have a worry or concern. They can phone 0800 1111 or chat online <https://www.childline.org.uk/> all in confidence.
- As an adult, if you are affected by domestic abuse or are concerned about someone who is, we would recommend that you contact Scotland's Domestic Abuse and Forced Marriage Helpline. It offers 24 hour help and support on 0800 027 1234 and online here: <http://sdafmh.org.uk>

Further learning activities are available that connect to this RSHP curriculum content

- Abuse and relationships: Partner control, Coercion and Violence