

OK to ask?

# PSHE: Digital Safety Teaching and Learning Resource

## Key Stages 3 - 5

2025



**Surrey Healthy  
Schools**



OFFICE OF THE POLICE &  
CRIME COMMISSIONER FOR  
**SURREY**



**SURREY**  
COUNTY COUNCIL

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## Teacher Guidance

### Welcome to the Teacher Guidance on the ‘OK to ask?’ campaign

This guidance has been designed to help teachers and professionals who work with children and young people to make the most of the teaching and learning resources, in order to have a positive impact on pupil outcomes.

### What’s included in the Teacher Guidance?

- How to use the lesson plans
- A helpful guide to
  - Effective teaching and learning in PSHE
  - Pupils with additional needs
  - Ensuring a safe and positive learning environment
  - Selecting appropriate resources and activities

### How to use the lesson plans

There are three lesson plans in the pack covering upper Key Stage 3, Key Stage 4 and Key Stage 5. Whilst they have been created with specific key stages in mind, they can be used in different key stages to meet pupil needs: for example, depending on pupil requirements, the upper KS3 lesson plan may be more suitable for KS4.

Each lesson plan includes:

- Learning outcomes
- PSHE Association Learning Opportunities and DfE statutory guidance for PSHE statements
- Resources and key vocabulary
- Lesson introduction, main activities and a plenary
- Assessment grid

Before teaching the lessons, it is strongly recommended that teachers review the lesson plans and ensure that all resources and activities are suitable for pupils.

Each activity can be adapted to suit pupil needs, so teachers can feel confident that their class will gain the most from the lesson. There is a timing guideline in each lesson, but teachers are welcome to take longer if necessary. Indeed, pupils may wish to extend discussions or activities if they are ‘in flow’.

The lessons should form part of and enhance a school's/setting's PSHE provision, as part of a spiral curriculum of high-quality teaching and learning opportunities.

## Effective Teaching and Learning in PSHE

Effective teaching and learning in PSHE is similar to effective teaching and learning in other subjects: good teaching and learning pedagogy is universal. However, PSHE requires those who deliver the subject to be acutely aware of effective safeguarding practices and PSHE ground rules (often termed a PSHE charter or learning agreement) – see below.

Effective teaching and learning also requires effective assessment as lessons should begin where the pupils are at, to help ensure that progress is developmental. Effective teachers are reflective practitioners and consider questions such as:

- What spontaneous issues may arise?
- Why did this work well?
- Why did this not work well?
- How could I address this more effectively next time?

They consider whether and to what extent resources, groupings and timings are effective. PSHE education addresses subject knowledge and understanding, along with the development of specific skills, such as resilience, negotiation, addressing bias, conflict resolution, and empathy, and explores personal and cultural values and beliefs. All PSHE lessons support the development of spiritual, moral, social and cultural appreciation and will assist the personal development, behaviour and welfare of pupils.

## Ensuring a Safe and Positive School Environment – Ground Rules/PSHE Learning Agreement

Essential to effective PSHE (along with a positive and supportive school ethos) is a safe environment, where pupils can share their thoughts and opinions, and reflect upon issues and questions, along with their own and others' values and attitudes. In order for this to be developed, there has to be a mutual understanding of shared values. Emotional needs should be addressed and understood to enable everyone to participate without the fear of being ridiculed or teased, which in turn supports a restorative approach. Ground rules (a learning agreement or charter) help to ensure that pupils can take part in discussions and activities whilst the whole group, including the teacher, takes responsibility for how they intend to work.

Ground rules should be agreed between the class members at the beginning of the year. They should be utilised during each lesson, and if required, amended over time. They should be displayed in a format that is accessible to all, recapped at the beginning of each lesson and applied during the lesson. Highlighting where people are applying the

rules/working agreement is often more effective than emphasising when members of the group are not adhering to the agreement.

An acronym on which to base ground rules, which has proved useful in many schools, is ROCK. This stands for Respect, Openness, Confidentiality (safeguarding procedures) and Kind (you may incorporate the right to pass here).

You may decide to have a set of rules, a charter or agreement that is in line with your school protocol; however, it is strongly advised that confidentiality should be addressed and explained along with the right to pass (in particular when emotional responses are required).

For further detailed information, see the Surrey County Council guidance:

- PSHE Guidance which can be viewed on the webpage [Personal, Social, Health, Economics \(PSHE\) Education](#).
- PSHE Essentials: ground rules, learning agreements and charters 10-minute CPD training video which can be viewed on the webpage [On-demand training and information](#).

## Pupils with Additional Needs

PSHE is undoubtedly an important aspect of education but considerably more so for learners who have additional needs. PSHE provides a clear and distinct opportunity for pupils to gain access to learning and experiences linked to the broader curriculum. This can help ensure they are ready for life beyond school, prepare them for employment, and support them to make decisions that will help keep them safe.

Pupils with additional needs may require language/vocabulary/communication modifications so that there are explicit links to topics (and terminology) as opposed to discreet threads. There will often need to be opportunities to discuss the actual meaning of language used and then placed in a context with which all learners are familiar. This can help build learning from a point at which they are confident to help ensure that it is clearly understood. PSHE provides the opportunity to broaden horizons so that learners can see that their potential in life is not limited to their current environment or setting. With this in mind, consideration should be given to access needs. What are the barriers to learning and engagement for pupils with additional needs? And what reasonable adjustments can schools make so that all learners can really access a meaningful PSHE curriculum?

## Selecting Appropriate Activities and Resources

To enhance teaching and learning, schools should select resources that support effective PSHE pedagogy, meet the needs of pupils and support the school culture and values. It is important that any resources and activities used within the formal or

informal curriculum support a wide range of teaching and learning approaches and reflect diversity, equality, respect and inclusion. Materials should challenge stereotypes and aim to develop social and cultural capital and aspiration.

Selected activities and resources should take a trauma-informed and strengths-based approach. Resources and activities should not frighten, scare, cause alarm or guilt; they should use distancing techniques and seek to find positive solutions to a range of appropriate issues and situations. You can find out more by reading the CEOP and PSHE Association report: [Key Principles of Effective Prevention Education](#). Surrey County Council's PSHE Guidance, which can be viewed on the webpage [Personal, Social, Health, Economics \(PSHE\) Education](#), includes an appendix on 'Criteria for the Selection of Resources and Materials'. This will assist in selecting appropriate support for your school and pupils.

### Digital Safety in PSHE

Digital safety is the practice of teaching about being safe when online and using smart devices. It can include a range of topic areas such as protecting personal information, evaluating content, using technology well, identifying what feels safe and what doesn't feel safe, and where to find support. As with all aspects of PSHE, it must be age- and stage-appropriate so that pupils' learning is relevant to them. Digital safety is linked to other curriculum areas, including Computing.

## How the whole-school community can support digital safety

Whilst PSHE as a subject can offer support and guidance for pupils in many areas of life, it is even more effective when a school applies a whole school approach to digital safety. The image below demonstrates how practice and protocols across the formal and informal school day facilitate learning in digital safety, including the sharing of youth-produced imagery (as referred to in the 'OK to ask?' campaign).



## OK to ask? Information for teachers and professionals who work with young people

Young people have reported that being asked for or sending nudes is an important issue in their lives. Asking or being asked for an image can be seen as common, but research shows that often people do not want to ask, or be asked to share an image, and most people aren't doing it.

Teachers and other professionals who work with young people have an important role to play in helping them to navigate the pressure to ask for and send images. Here are some elements to consider when talking about this topic with young people:

1. Negotiate ground rules or a group agreement to help keep everyone safe. Watch the [Surrey Healthy Schools video](#) on how to do this.
2. Ensure any discussions are carried out in a distanced way so that they are depersonalised and everyone can feel safer as a result.
3. Consider how to promote safeguarding and how to manage any disclosures, working in line with your setting's policy and procedures.
4. Recognise that young people will be at different ages and stages of development and that their awareness of topics will vary. Discussions of this nature may be more appropriate for smaller, targeted groups.
5. Ensure no assumptions are made about what young people are or aren't doing.
6. Respond to questions from young people in a way that answers them simply but does not provide more detail than is necessary.
7. Provide accurate and unbiased information based on data and make sure there is no glamorisation of any behaviour. Alongside this, support young people to develop the skills and language to manage more effectively peer pressure and peer influence.
8. Ensure everyone is included in the conversation if they would like to be, and that language and examples reflect diversity, promote inclusion and challenge stereotypes, where appropriate.
9. Offer young people means for support: in school, in the local community or elsewhere – including national support (see 12, below).
10. Make explicit links to the [Surrey Healthy Schools approach](#), the [PSHE Association Programme of Study](#) and the Department for Education statutory guidance on [Relationships Education, Relationships & Sex Education and Health Education](#).



11. Where appropriate, use the information and resources at [CEOP Education](#) to inform the development of digital literacy and safety across your educational establishment.
12. Ensure young people know that help is available from trusted online sources if they need support to remove or prevent images being shared online:
  - a. Use [Report Remove](#), the Internet Watch Foundation and Childline's tool, to report images that have been shared or might be shared online.
  - b. Use [Take It Down](#), a tool provided by the National Center for Missing and Exploited Children, to help them remove or stop the online sharing of images across participating online platforms.
  - c. Report directly to the platform or app that the incident has occurred on. See [Internet Matters](#) for advice on where to report online issues on major social media platforms.

For more information on local and national support services, visit [Ok To Ask? - Information for Teachers and Professionals | Surrey Police](#).

## Progression Map: Digital Safety

This document provides an overview of the progressive and developmental teaching of Digital Safety from Early Years Foundation Stage (EYFS) to Key Stage 5 (KS5). It shows how foundational concepts are introduced and built upon as children and young people grow and mature, ensuring they acquire the skills, knowledge, attitudes and understanding necessary to navigate the digital world safely and confidently. This aims to support educators in understanding where key learning begins and how it evolves.

The progression of digital safety education has been created using developmental skills and knowledge from:

- EYFS Framework, DfE (EYF)
- Programme of Study for PSHE education KS1 to KS5, PSHE Association (POS)
- Relationships & Sex Education statutory guidance KS1 to KS4, DfE (RELS)
- Computing Curriculum, DfE (CC)

### Thematic overview

	EYFS	KS1	KS2	KS3	KS4	KS5
<b>PSHE Focus</b>	Trusted adults	Personal information Friendships online	Introduction to online risks Responsible sharing online Cyberbullying and online conduct Consent and boundaries	Advanced privacy Critical thinking online Managing oneself online	Healthy relationships online Careers and digital literacy	Self-identity and communities Ethical digital engagement
<b>Computing Focus</b>	Basic awareness of electronic devices	Keeping personal information private Understanding apps and safety	Using search engines safely Evaluating digital content	Geolocation and passwords Evaluating sources critically Cybercrime awareness	Professional digital presence (accounts and profiles) Cyber security concepts	Algorithms and privacy Ethical implications of AI

			Recognising misinformation Protecting digital content			
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## Concept Map: Digital Safety

This spidergram demonstrates many of the concepts that support effective development of digital safety.



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- Computing Curriculum, DfE (CC)

	EYFS	KS1	KS2	KS3	KS4	KS5
Concept Area	<ul style="list-style-type: none"> <li>• Empowering shared values</li> <li>• Positive relationships including with self</li> <li>• Prevention</li> </ul>	<ul style="list-style-type: none"> <li>• Empowering shared values</li> <li>• Inclusion/inclusive communities</li> <li>• Prevention</li> <li>• Resilience</li> </ul>	<ul style="list-style-type: none"> <li>• Addressing victim-blaming language</li> <li>• Emotional intelligence &amp; literacy</li> <li>• Empowering shared values</li> <li>• Knowing rights &amp; having them upheld</li> <li>• Online wellbeing</li> <li>• Positive relationships including with self</li> <li>• Restorative practices</li> </ul>	<ul style="list-style-type: none"> <li>• Addressing victim-blaming language</li> <li>• Emotional intelligence &amp; literacy</li> <li>• Inclusion/Inclusive communities</li> <li>• Knowing rights &amp; having them upheld</li> <li>• Resilience</li> </ul>	<ul style="list-style-type: none"> <li>• Resilience</li> <li>• School Curriculum</li> <li>• Restorative practices</li> </ul>	<ul style="list-style-type: none"> <li>• Digital well-being (digital self-identify)</li> <li>• Empowering shared values</li> <li>• Inclusion/Inclusive communities</li> <li>• Positive relationships including with self</li> <li>• School curriculum</li> </ul>
(EYF) (POS) (RELS) (CC)	<ul style="list-style-type: none"> <li>• Trusted adults - recognising and understanding what a trusted adult is and when to seek support (EYF)</li> <li>• Basic awareness of electronic devices (EYF)</li> </ul>	<ul style="list-style-type: none"> <li>• Basic rules to keep safe - personal information, understanding privacy and using passwords (POS H34) (RELS) (CC)</li> <li>• Asking adults for help or telling a trusted adult</li> </ul>	<ul style="list-style-type: none"> <li>• Basics of online risks, including what is shared online (POS H37) (RELS)</li> <li>• Digital footprint - how online actions can affect others and their digital reputation (POS R30) (RELS)</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise online scams (POS L19) (RELS) (CC)</li> <li>• Consent and respect - understanding their rights in consuming and sharing digital media</li> </ul>	<ul style="list-style-type: none"> <li>• How data may be used to influence decisions, including targeted advertising (POS L26, H18) (RELS)</li> <li>• Healthy relationships online including intimacy and</li> </ul>	<ul style="list-style-type: none"> <li>• Managing personal safety including maintaining clear boundaries and consent around personal privacy online (POS L20, R11)</li> <li>• Aware of risks including distorted</li> </ul>

	<ul style="list-style-type: none"> <li>Kindness and respect towards others and building a foundation for trusting relationships with others (EYF)</li> </ul>	<ul style="list-style-type: none"> <li>(POS H34) (RELS) (CC)</li> <li>Identify support if concerned about unsafe online content (POS R2) (RELS) (CC)</li> <li>Friendships online vs offline friends (RELS) (POS R17)</li> <li>Awareness and trust of others online (POS R14) (RELS)</li> <li>Understanding apps and age restrictions (POS H28) (RELS)</li> <li>Hurtful behaviour online and reporting bullying (POS R12) (RELS) (CC)</li> <li>Awareness of risks and scams (POS L9) (RELS)</li> <li>Seeking permission and respecting boundaries (POS R17) (RELS)</li> </ul>	<ul style="list-style-type: none"> <li>Balancing time online with other activities (POS H13) (RELS) (CC)</li> <li>Responsible sharing online - restorative practices through sharing and resolving conflicts online) (POS H42) (RELS) (CC)</li> <li>Consent and respect - understanding their rights in consuming and sharing digital media (POS H42) (RELS) (CC)</li> <li>Reporting unsafe content (POS H42) (RELS) (CC)</li> <li>Cyberbullying (POS R11) (RELS)</li> <li>Online conduct including empathy, kindness and respect towards</li> </ul>	<ul style="list-style-type: none"> <li>(POS R24, R26) (RELS)</li> <li>Recognising sexting risks – image and information sharing (POS H30, R2) (RELS)</li> <li>Handling online challenges and trends (peer pressure) (POS R42) (RELS)</li> <li>Evaluating the reliability of sources and information - critical thinking online (POS L23) (RELS)</li> <li>Recognising grooming and exploitation (POS R37) (RELS) (CC)</li> <li>Reporting concerns (POS H30) (RELS) (CC)</li> <li>Recognising digital addiction and self-regulation</li> </ul>	<p>positive and negative consequences (POS H26) (RELS)</p> <ul style="list-style-type: none"> <li>How to report a range of concerns and/or access support with a risk or emergency when online (POS H23) (RELS) (CC)</li> <li>Identifying rights, responsibilities and opportunities online (POS L22) (RELS)</li> <li>Unhealthy relationships online, including risks of relationships online and strategies to manage risks (POS R14) (RELS)</li> <li>Online risks including reputational and removing compromising</li> </ul>	<p>perspective (POS L23)</p> <ul style="list-style-type: none"> <li>Informed choices about meeting someone whom they have met online (POS H14, R5)</li> <li>Ethical digital engagement (applying curriculum insights to real-world ethical questions) (POS L24)</li> <li>Online professional presence including networking and professional reputation (POS L21, L22)</li> <li>Understanding artificial intelligence (AI), ethics and data privacy (POS L10)</li> <li>Reporting serious online issues including legal risks (POS L25)</li> </ul>
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			<p>others online (POS R31) (RELS) (CC)</p> <ul style="list-style-type: none"> <li>• Privacy settings to protect personal information (POS H42) (RELS)</li> <li>• Identifying everyday things that may affect feelings including online (POS H18) (RELS)</li> <li>• Consent and boundaries (POS R26) (RELS)</li> <li>• Reporting concerns (POS R19) (RELS)</li> </ul>	<p>(POS H13) (RELS) (CC)</p> <ul style="list-style-type: none"> <li>• Managing personal safety independent situations (POS H30) (RELS)</li> <li>• Making informed online choices about accessing appropriate digital content (POS L25) (RELS) (CC)</li> <li>• Managing cyberbullying and hate speech (POS R37) (RELS) (CC)</li> <li>• Online risks including scams, phishing and cybercrime awareness (POS L20) (RELS) (CC)</li> <li>• Impact of unhealthy or obsessive comparisons with others online i.e. body image, social</li> </ul>	<p>material (POS R22) (RELS) (CC)</p> <ul style="list-style-type: none"> <li>• Careers, networking and digital literacy (POS L11) (RELS) (CC)</li> <li>• Impact of the portrayal of sex in pornography and other media (POS R8) (RELS)</li> <li>• Ethical behaviour in digital contexts (POS R15) (RELS)</li> <li>• Risks of financial exploitation (POS L2) (RELS) (CC)</li> </ul>	<ul style="list-style-type: none"> <li>• Real-world challenges including safe relationships (POS R9, R20)</li> <li>• Understanding the importance of balance with time online (POS H13)</li> <li>• Online influence including social media, negative influence and abuse (POS R19)</li> <li>• Bullying, abuse and discrimination online (POS R19)</li> <li>• Understanding rights and accessing support with harassment and stalking online (POS R22)</li> <li>• Advanced data privacy rights e.g. GDPR (POS L20)</li> <li>• Online activism and safe</li> </ul>
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				media (POS L24) (RELS)		participation (POS L23)
Computing Curriculum (CC)		<ul style="list-style-type: none"> <li>• Personal information (building an understanding of what is safe to share) (CC)</li> <li>• Using technology safely (CC)</li> </ul>	<ul style="list-style-type: none"> <li>• Reflective decision-making about online activities (CC)</li> </ul>	<ul style="list-style-type: none"> <li>• Advanced privacy including personal data, geolocation and public profiles (CC)</li> <li>• Protecting online identity and privacy (CC)</li> </ul>	<ul style="list-style-type: none"> <li>• Online professionalism (CC)</li> </ul>	



Programme of Study for PSHE education (KS1-5)	KS1	KS2	KS3	KS4	KS5
<b>Health and Wellbeing</b>					
H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online		✓			
H13. the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities			✓		
H13. (KS5) how to maintain work-life balance, including understanding the importance of continuing with regular exercise and sleep, and balancing time online					✓
H14. (KS5) to assess and manage risk and personal safety in a wide range of contexts, including online; about support in place to safeguard them in these contexts and how to access it					✓
H18. about everyday things that affect feelings and the importance of expressing feelings		✓			
H28. about rules and age restrictions that keep us safe	✓				
H30. how to identify risk and manage personal safety in increasingly independent situations, including online			✓		
H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them	✓				
H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming		✓			
H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact		✓			
<b>Relationships</b>					
R2. to identify the people who love and care for them and what they do to help they feel cared for	✓				
R2. indicators of positive, healthy relationships and unhealthy relationships, including online			✓		
R5 (KS5) to manage personal safety in new relationships, including online activity or when meeting someone for the first time whom they met online					✓
R9 (KS5) to manage the ending of relationships safely and respectfully, including online					✓

R11. about how people may feel if they experience hurtful behaviour or bullying		✓			
R11 (KS5) to understand the moral and legal responsibilities that someone seeking consent has, and the importance of respecting and protecting people's right to give, not give, or withdraw their consent (in all contexts, including online)					✓
R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult	✓				
R14. that sometimes people may behave differently online, including by pretending to be someone they are not	✓				
R17. about knowing there are situations when they should ask for permission and also when their permission should be sought	✓				
R19 (KS5) to recognise and manage negative influence, manipulation and persuasion in a variety of contexts, including online					✓
R20 (KS5) to recognise and manage different forms of abuse, sources of support and exit strategies for unhealthy relationships					✓
R22 (KS5) to understand their rights in relation to harassment (including online) and stalking, how to respond and how to access support					✓
R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know			✓		
R26. how to seek, give, not give and withdraw consent (in all contexts, including online)			✓		
R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour		✓			
R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online		✓			
R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships		✓			
R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others			✓		
R42. to recognise peer influence and to develop strategies for managing it, including online			✓		
<b>Living in the Wider World</b>					
L9. that not all information seen online is true	✓				
L10 (KS5) to understand and appreciate the importance of workplace confidentiality and security including cyber-security and data protection					✓

L19. to recognise financial exploitation in different contexts e.g. drug and money mules, online scams			✓		
L20. that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity			✓		
L20 (KS5) to set and maintain clear boundaries around personal privacy and to manage online safety in all its forms, including seeking help when appropriate					✓
L21 (KS5) to recognise forced marriage and ‘honour’ based violence; to get help for themselves or others they believe to be at immediate or future risk					✓
L22 (KS5) to understand their rights in relation to harassment (including online) and stalking, how to respond and how to access support					✓
L23. to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views			✓		
L23 (KS5) how social media can expand, limit or distort perspectives and recognise how content they create and share may contribute to, or challenge this					✓
L24. to understand how the way people present themselves online can have positive and negative impacts on them			✓		
L24 (KS5) to be a critical consumer of online information in all its forms, including recognising bias, propaganda and manipulation					✓
L25. to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them			✓		
L25 (KS5) when and how to report or access help for themselves or others in relation to extremism and radicalisation					✓
L26. how data may be used with the aim of influencing decisions, including targeted advertising and other forms of personalisation online; strategies to manage this				✓	

## Lesson Title – Internal and external influences

Key Stage: upper KS3

### PSHE Association Learning Opportunity

#### Health and wellbeing:

**H3.** the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health

**H5.** to recognise and manage internal and external influences on decisions which affect health and wellbeing

**H6.** how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary

**H12.** how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need

#### Relationships:

**R7.** how the media portrays relationships and the potential impact of this on people's expectations of relationships

**R8.** that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex

**R18.** to manage the strong feelings that relationships can cause (including sexual attraction)

**R21.** how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships

**R29.** the impact of sharing sexual images of others without consent

**R30.** how to manage any request or pressure to share an image of themselves or others, and how to get help

**R42.** to recognise peer influence and to develop strategies for managing it, including online

**R43.** the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support

**R44.** that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this

Living in the wider world:

**L21.** to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media

**L25.** to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them

**L27.** to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms

## DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education opportunity

Relationships: Respectful relationships, including friendships. Online and media.

**Physical health and mental wellbeing:** Mental wellbeing. Internet safety and harms.

### Time required

Approximately 1 hour

### Resources

- Continuum statements printed on large pieces of paper
- Marker pens or sticky dots
- Interactive whiteboard to display provided information
- The means to play the video: [www.youtube.com/watch?v=Q18zTJmH8iY](http://www.youtube.com/watch?v=Q18zTJmH8iY)
- Impact sheets, printed, one per group of four pupils

**(Reminder note for the teacher:** the primary aim of the ‘OK to ask?’ campaign is to prevent children/young people from asking peers for sexual images and to know how to respond if they are asked.

- To challenge perceptions that asking for/being asked for images is ‘expected’.
- To highlight and encourage positive behaviours between young people – how to respond if someone says no to sending an image (e.g., not sending derogatory remarks, not shaming, not coercing someone or sending an image first to change their mind), what respect looks like between young people.

This campaign is also designed to empower young people to say no if asked for an image. This will be by supporting them to develop skills to manage unwanted asks and changing the context, so they don't fear shame or rejection for not responding.)

### Key Vocabulary:

- Peer influence
- Internal and external influence
- Impact
- Resolution

### Learning Outcomes:

- To recognise internal and external influences
- To analyse and assess situations in terms of their impact
- To determine ways to respond appropriately to actions that may be regretted later
- To be able to take positive action for better emotional wellbeing and mental health

**Important:** Your PSHE Ground Rules/Learning Agreement must be in place. Give consideration to any additional pupil needs and groupings.

Some activities may be sensitive for certain pupils and thought must be given as to how to manage spontaneous issues should they arise.

## Introduction and Baseline Assessment

### *Introduction:*

Begin the lesson by displaying a series of continuum statements around the room. The following statements are printed, one on each large piece of paper, with a bold line printed below each statement and the word 'Agree' at one end and the word 'Disagree' at the other end of the line.

- It's OK to ask someone your age for help with homework
- It's OK to ask someone your age about what they did at the weekend
- It's OK to ask someone your age to see each other outside of school
- It's OK to ask someone your age about their hobbies and favourite things
- It's OK to ask someone your age for their opinions

Give each pupil five sticky dots or a marker pen. Pupils visit each statement and invite them to read each statement and notice their gut reaction; without discussing it with anyone else, they put their dot or mark on the continuum line beneath each statement.

When pupils have completed the task, ask them to review the class's general trends. Do most people agree or disagree with each statement? It is likely that pupils will generally agree with these statements because of their innocuous content, so explain to pupils

that this lesson will help to determine when it is and when it isn't OK to ask someone their age about something or to do something. Ask pupils: how do you know that these things are OK to ask of someone their age? What makes these things OK? Explore their answers briefly.

## Main Activities

Share with pupils that this lesson is about digital safety and internal and external influences. Reinforce that all PSHE lessons aim to support young people to make informed decisions (i.e. they have enough information – knowledge, understanding and skills – to make a decision that is right for them) and to help develop their life skills in different areas. This lesson will help young people to make informed decisions and will also help with recognising how people can be influenced by internal and external factors.

Explain that the class is going to watch some videos about sharing images that make one or more people feel uncomfortable (teacher note: pupils may know these as 'nudes'). Remind pupils that they do not have to participate in the lesson if they feel uncomfortable (refer to the Ground Rules/Learning Agreement) and be aware of any pupils for whom this lesson might be sensitive. Also reinforce that pupils will not see any such images.

Show 'OK to ask? main campaign' video: [www.youtube.com/watch?v=Q18zTJmH8iY](https://www.youtube.com/watch?v=Q18zTJmH8iY).

Then, in pairs, invite pupils to consider these questions (think in their pair):

- What might the characters in the videos be thinking and feeling? (The main characters are called Jess, Ryan and Jacob.)
- What could have influenced each of the characters to behave in the way they did?

Invite pairs to share their ideas with the class, as long as they feel comfortable to do so. Explain that each of the characters will be experiencing a range of different emotions. These feelings could include regret, remorse, shame, embarrassment, annoyance, anxiousness, disappointment; they might be feeling guilty, hurt, or resolute, strong and supported. It is important to note that all these feelings are valid and to be expected in situations like this. Reassure pupils that more about emotions will be covered at the end of the lesson. Also, explain that this video explores only one type of scenario – where a boy asks a girl for a picture – and there may be other examples to which they can apply the same emotions and responses.

Next, highlight how some people can experience peer influence strongly while others might not; this is something to acknowledge rather than judge (that is, it is something to

note that happens and is not something for which people should be shamed or embarrassed).

Then, explore the concept of influence in more detail: explain to pupils that there are commonly two types of influence – internal and external. Show them this definition on the board:

Internal influences come from *within* a person or entity.

External influences come from *outside* of a person or entity.

Share the definitions below on the board:

- Internal influences: personal beliefs, attitudes and values, mindset.
- External influences: family, friends, media, society, environment.

Return to discussing the video and ask pupils to resume discussions in their pairs (from earlier in the lesson) and answer this question about each of the characters:

- Was the influence on Jess, Ryan and Jacob internal or external or both?

Ask for their responses and encourage them to recognise that there is often a combination of internal and external influences when people make decisions. Then explain that every decision has impact. You might like to display on the board this simple equation:

Influence -> Decision -> Impact

Try to avoid using the term ‘consequence’ here, as that might have negative connotations for some young people. Simply explain that decisions can involve influences (internal and external) and a decision will have an impact (which might be positive, negative or neither – it could be benign or neutral).

Invite two pairs of pupils to join together to make a group so all pupils are now in groups of fours. Then ask them to discuss questions **1 and 2 only** and record their answers on the prepared Impact sheet (below). Ensure pupils are clear that impact can be on self and others, it can be about feelings/emotions, and can be in the short- and longer-term.



## Impact sheet

1. What might be the impact of asking for images for the people in the video?

Jess – Influence -> Decision -> **Impact:**

Ryan - Influence -> Decision -> **Impact:**

Jacob: Influence -> Decision -> **Impact:**

2. Once Ryan realised that he acted in a way that he might later regret, what could he have done to resolve the situation in a positive way?
3. What positive action could the other characters take to help ensure more positive emotional wellbeing and mental health?

Ask for feedback from the groups for questions 1 and 2 and ensure pupils keep their responses distanced (so they focus on the characters, not what they as individuals think).

Explain to pupils that when people make a mistake, they can often feel regret, remorse, embarrassment and other uncomfortable feelings – and that this is natural; how people manage emotions is a really important part of being a human and it is important to find ways to manage emotions well. Invite pupils to think of one way that each of the characters could manage their emotions well in this situation and to share this in a pair. Pairs might like to share some of their ideas, which can be recorded on the board; if

time allows, pupils might like to create a graffiti wall or ideas board with their suggestions, and this could be displayed in the classroom. Encourage them to notice how feelings about lots of situations can be managed in similar ways. Finally, ask pupils to answer question 3 on the Impact sheet, to highlight how positive actions can have a positive effect on people's emotional wellbeing and mental health, and share their ideas.

End this part of the lesson by sharing information about where to find help and support if it is needed. Remind pupils of specifically who can help in school, in the local area and nationally (see below) if they have more questions or have concerns.

**Signposting:** if any pupil is concerned about an image that might have been shared online, ensure they are aware of these sources of support:







- a. [Report Remove](#), the Internet Watch Foundation and Childline's tool, to report images that have been shared or might be shared online.
- b. [Take It Down](#), a tool provided by the National Center for Missing and Exploited Children, to help them remove or stop the online sharing of images across participating online platforms.
- c. Report directly to the platform or app on which the incident has occurred. See [Internet Matters](#) for advice on where to report online issues on major social media platforms.

Share this information with pupils before the end of the lesson, and display it in appropriate places in school. It may be appropriate to include this information on the school website and in wider school communications.

### Plenary (Including summative assessment opportunity)

Invite the pupils to discuss with their talk partner how well they think they have met this lesson's learning outcomes and what else they would like to be able to develop or learn about in future. Invite two or three pairs to share their ideas with the class.

Individually, pupils consider the extent to which they have met the learning outcomes and record this on the pupil self-assessment sheet; invite them to make a comment about next steps or additional considerations, where appropriate. They might like to consider what else they would like to know or explore.

Upper KS3		Pupil self-assessment			Teacher assessment		
Lesson name	Learning outcomes						
	<ul style="list-style-type: none"> <li>To recognise internal and external influences</li> </ul>						
	<ul style="list-style-type: none"> <li>To analyse and assess situations in terms of their impact</li> </ul>						
	<ul style="list-style-type: none"> <li>To determine ways to respond appropriately to actions that may be regretted later</li> </ul>						
	<ul style="list-style-type: none"> <li>To be able to take positive action for better emotional wellbeing and mental health</li> </ul>						
<b>Comments</b>							

## Lesson Title – Identifying and implementing skills

Key Stage: KS4

### PSHE Association Learning Opportunity

#### Health and wellbeing:

**H2.** how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this

**H4.** strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing

**H22.** ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online

#### Relationships:

**R3.** to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary

**R7.** strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed

**R11.** strategies to manage the strong emotions associated with the different stages of relationships

**R14.** the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks

**R22.** to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences

**R28.** to recognise when others are using manipulation, persuasion or coercion and how to respond

**R35.** to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online

#### Living in the wider world:

**L12.** strategies to manage their online presence and its impact on career opportunities

**L22.** that there are positive and safe ways to create and share content online and the opportunities this offers

**L23.** strategies for protecting and enhancing their personal and professional reputation online

## DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education opportunity

Relationships: Respectful relationships, including friendships. Online and media.

**Physical health and mental wellbeing:** Mental wellbeing. Internet safety and harms.

### Time required

Approximately 1 hour

### Resources

- Interactive whiteboard
- The means to play videos: [www.youtube.com/watch?v=Q18zTJmH8iY](http://www.youtube.com/watch?v=Q18zTJmH8iY);
  - Jess [www.youtube.com/watch?v=7JE04wcavTM](http://www.youtube.com/watch?v=7JE04wcavTM)
  - Ryan [www.youtube.com/watch?v=Ydv68QhZFrM](http://www.youtube.com/watch?v=Ydv68QhZFrM)
  - Jacob [www.youtube.com/watch?v=IWZQhDLeuuc](http://www.youtube.com/watch?v=IWZQhDLeuuc)
- Skills/attributes cards, printed, one pack per group
- Materials for write/draw final task

**(Reminder note for the teacher:** the aim of the ‘OK to ask?’ campaign is to prevent children/young people from asking peers for sexual images and to know how to respond if they are asked.

- To challenge perceptions that asking for/being asked for images is ‘expected’.
- To highlight and encourage positive behaviours between young people – how to respond if someone says no to sending an image (e.g., not sending derogatory remarks, not shaming, not coercing someone or sending an image first to change their mind), what respect looks like between young people.

This campaign is also designed to empower young people to say no if asked for an image. This will be by giving them tools to manage unwanted asks and changing the context, so they don’t fear shame or rejection for not responding.)

### Key Vocabulary:

- Discernment
- Resilience
- Impact
- Positive resolution

## Learning Outcomes:

- To recognise skills and attributes involved in a range of situations
- To analyse and assess situations in terms of their impact on self and others
- To determine ways to resolve situations positively
- To be able to take positive action for better emotional wellbeing and mental health

**Important:** Your PSHE Ground Rules/Learning Agreement must be in place. Give consideration to any additional pupil needs and groupings.

Some activities may be sensitive for certain pupils and thought must be given as to how to manage spontaneous issues should they arise.

## Introduction and Baseline Assessment

### *Introduction:*

Explain that, in our day-to-day lives, we make many different decisions. Some of these happen every day and can be led by instinct or immediate reaction while others will require more thought to help us make responsible choices.

Play a whole class game of 'The Power of Pause: A or B'. Agree on an action for each choice, like moving to the left of the room for "A" and to the right for "B."

Read out each "Would you rather..." statement (below), initially asking pupils to choose based on their first instinct. Then, for the next round, offer more time for them to think about their decision, considering the impact it may have. Ensure the phrasing 'impact' is used rather than 'consequence', as it helps pupils to think more critically about how their choices affect themselves and others, without adding unnecessary emotional weight.

### **'Would you rather' statements:**

A: always be ten minutes late? or B: always be twenty minutes early?

A: live on an island? or B: live in a city?

A: never have to do homework again? or B: never have to take an exam again?

A: be able to teleport anywhere? or B: be able to time travel but only to the past?

A: have the ability to read minds? or B: have the ability to turn invisible at will?

After the activity, discuss how pausing affected their choices and consider the positive or negative impact of making decisions with or without a pause. Ask the pupils to think about what could be learnt from this activity and applied to real-life situations.

Emphasise how making decisions can play an important role in our lives and that all decisions have an impact.

## Main Activities

Share with pupils that this lesson is about identifying and implementing skills in a range of tricky situations. Reinforce that all PSHE lessons aim to support young people to make informed decisions and help develop their life skills in different areas. This lesson will help young people make informed decisions and recognise how people their age can implement skills and attributes in difficult situations.

Explain that the class is going to watch some videos about sharing images; ensure pupils understand that they are not going to see any images. Remind pupils that they do not have to participate in the lesson if they feel uncomfortable (refer to the Ground Rules/Learning Agreement) and be aware of any pupils for whom this lesson might be sensitive.

Show 'OK to ask? main campaign' video: [www.youtube.com/watch?v=Q18zTJmH8iY](http://www.youtube.com/watch?v=Q18zTJmH8iY). Then show it again so pupils can take notes: ask pupils to work in a pair and write down their reactions to the video. They might like to categorise their reactions into 'thoughts' and 'feelings' (i.e. what do they think? What do they feel?). They do not need to share these reactions with the class.

Then invite pupils to work in the same pair and continue their discussions, this time talking about 'turning points' and how actions have an impact on others. Display these questions on the board:

- What was the crucial point for each character when things changed?
- How did each character's actions affect others (impact of actions)?

They can note down their ideas and share them with the class if they like; or, move onto the next task if pupils do not want to share.

Explain that you will show videos from each of the characters' perspectives, and the pupils' task will be to decide on what skills and attributes each of the characters displayed. To prepare for the coming task, pupils might like to make notes while watching the videos below:

Jess [www.youtube.com/watch?v=7JE04wcavTM](http://www.youtube.com/watch?v=7JE04wcavTM)

Ryan [www.youtube.com/watch?v=Ydv68QhZFrM](http://www.youtube.com/watch?v=Ydv68QhZFrM)

Jacob [www.youtube.com/watch?v=IWZQhDLeuuc](http://www.youtube.com/watch?v=IWZQhDLeuuc)

It is important to recognise that all the characters showed some skills/attributes – for example, both Jess and Ryan questioned what was being asked of them as they felt unsure, and Jacob encouraged Ryan to do the right thing. Encourage pupils to notice that the characters could have benefited from implementing some other skills – which the next task will ask them to determine.

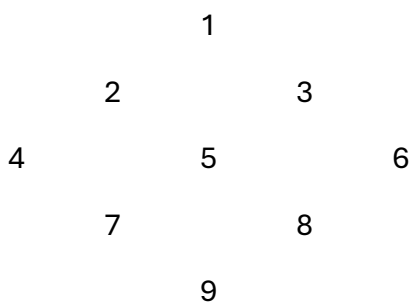
Assign pupils to groups of three or four pupils. Each group will need to be assigned one character (Jess, Ryan or Jacob). There can be more than one group focusing on each character.

Write this question on the board:

- What skills/attributes would have been helpful for each of the characters?

Give each group a set of skills/attributes cards (below) and ask them to rank them into a Diamond-9 formation (example below), with the most important skill/attribute at the top (1) and the least at the bottom (9). There are more than nine skills/attributes, so the groups will have to agree which to include and which to discard before ranking. Ensure there are some blank cards too, so pupils can add their own ideas if they prefer. Explain what the words mean if pupils are unsure, or ask them to find out for themselves.

Diamond-9 formation:



### Skills/attributes cards

Discernment	Empathy	Self-worth	Forgiveness
Reflection	Self-confidence	Resilience	Kindness
Confidence	Reconciliation	Trustworthy	Compassion

(Note for the teacher: adapt these cards to an appropriate size, etc. to suit your pupils.)

Once groups have completed the ranking exercise, ask the groups that had Jess as their character to share their ranked skills and compare their choices. Then do the same for the groups who had Ryan and who had Jacob. What do the pupils notice about the skills/attributes they chose that would have been helpful for each character? Encourage discussion about how the characters could learn and practise these skills. Reinforce for pupils that many of these skills are developed over time, with practice in different



situations, so they needn't be overly harsh on any of the characters (who are still children and are still developing their maturity and skills).

Finally, working in small groups of three or more, pupils write/draw a positive ending to the story for each character. This could be in the form of a script, a cartoon strip or they could act it out. Encourage pupils to think of all the benefits of a positive ending to the story for each character – what the impact would be for each of them in the short- and longer-term. Maintain positivity throughout so pupils recognise that situations can be resolved even when they may feel awful and too big or embarrassing to manage. Offer time for pupils to share their creations with the rest of the class, if they would like.

You might like to debrief the lesson by offering pupils a chance to reflect individually on what they have learnt about, how this fits in with their current knowledge, and how this might help them in the future. They are not required to share their thoughts.

End this part of the lesson by sharing information about where to find help and support if it is needed. Remind pupils of specifically who can help in school, in the local area and nationally (see below) if they have more questions or are concerned.

**Signposting:** if any pupil is concerned about an image that might have been shared online, ensure they are aware of these sources of support:







- d. [Report Remove](#), the Internet Watch Foundation and Childline's tool, to report images that have been shared or might be shared online.
- e. [Take It Down](#), a tool provided by the National Center for Missing and Exploited Children, to help them remove or stop the online sharing of images across participating online platforms.
- f. Report directly to the platform or app on which the incident has occurred. See [Internet Matters](#) for advice on where to report online issues on major social media platforms.

Share this information with pupils before the end of the lesson, and display it in appropriate places in school. It may be appropriate to include this information on the school website and in wider school communications.

### Plenary (Including summative assessment opportunity)

Invite the pupils to discuss with their talk partner how well they think they have met this lesson's learning outcomes and what else they would like to be able to develop or learn about in future. Invite two or three pairs to share their ideas with the class.

Individually, pupils consider the extent to which they have met the learning outcomes and record this on the pupil self-assessment sheet; invite them to make a comment about next steps or additional considerations, where appropriate. They might like to consider what else they would like to know or explore.

KS4		Pupil self-assessment			Teacher assessment		
Lesson name	Learning outcomes						
	<ul style="list-style-type: none"> <li>To recognise skills and attributes involved in a range of situations</li> </ul>						
	<ul style="list-style-type: none"> <li>To analyse and assess situations in terms of their impact on self and others</li> </ul>						
	<ul style="list-style-type: none"> <li>To determine ways to resolve situations positively</li> </ul>						
	<ul style="list-style-type: none"> <li>To be able to take positive action for better emotional wellbeing and mental health</li> </ul>						
<b>Comments</b>							

## Lesson Title – Ethics, rights and values

Key Stage: KS5

### PSHE Association Learning Opportunity

#### Health and wellbeing:

**H14.** to assess and manage risk and personal safety in a wide range of contexts, including online

#### Relationships:

**R1.** how to articulate their relationship values and to apply them in different types of relationships

**R8.** to use constructive dialogue to support relationships and negotiate difficulties

**R11.** to understand the moral and legal responsibilities that someone seeking consent has, and the importance of respecting and protecting people's right to give, not give, or withdraw their consent (in all contexts, including online)

**R19.** to recognise and manage negative influence, manipulation and persuasion in a variety of contexts, including online

#### Living in the wider world:

**L20.** to set and maintain clear boundaries around personal privacy and to manage online safety in all its forms, including seeking help when appropriate

**L21.** to effectively challenge online content that adversely affects their personal or professional reputation

**L22.** to build and maintain a positive professional online presence, using a range of technologies

### DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education opportunity

Relationships: Respectful relationships, including friendships. Online and media.

**Physical health and mental wellbeing:** Mental wellbeing. Internet safety and harms.

(Note: currently, there are no KS5 learning opportunities in the DfE statutory guidance.)

## Time required

Approximately 1 hour

## Resources

- Interactive whiteboard
- The means to play videos:
  - Main campaign video [www.youtube.com/watch?v=Q18zTJmH8iY](http://www.youtube.com/watch?v=Q18zTJmH8iY);
  - Campaign video reactions [www.youtube.com/watch?v=2qt3cRPmW9g](http://www.youtube.com/watch?v=2qt3cRPmW9g)
  - Jess [www.youtube.com/watch?v=7JE04wcavTM](http://www.youtube.com/watch?v=7JE04wcavTM);
  - Ryan [www.youtube.com/watch?v=Ydv68QhZFrM](http://www.youtube.com/watch?v=Ydv68QhZFrM)
  - Jacob [www.youtube.com/watch?v=IWZQhDLeuuc](http://www.youtube.com/watch?v=IWZQhDLeuuc)
- Six pieces of flipchart paper and four different-coloured marker pens
- Positive actions sheet, printed, one per pupil

**(Reminder note for the teacher:** the aim of the ‘OK to ask?’ campaign is to prevent children/young people from asking peers for sexual images and to know how to respond if they are asked.

- To challenge perceptions that asking for/being asked for images is ‘expected’.
- To highlight and encourage positive behaviours between young people – how to respond if someone says no to sending an image (e.g., not sending derogatory remarks, not shaming, not coercing someone or sending an image first to change their mind), what respect looks like between young people.

This campaign is also designed to empower young people to say no if asked for an image. This will be by giving them tools to manage unwanted asks and changing the context, so they don’t fear shame or rejection for not responding.)

## Key Vocabulary:

- Ethics
- Rights/responsibilities
- Values
- Privacy
- Boundaries
- Positive resolution

## Learning Outcomes:

- To recognise the rights and responsibilities of self and others
- To compare ethical viewpoints and values
- To determine ways to recognise and counter negative influence, manipulation and persuasion

- To be able to take positive action to establish and maintain privacy and boundaries

**Important:** Your PSHE Ground Rules/Learning Agreement must be in place. Give consideration to any additional pupil needs and groupings.

Some activities may be sensitive for certain pupils and thought must be given as to how to manage spontaneous issues should they arise.

## Introduction and Baseline Assessment

### *Introduction:*

Begin the lesson by asking pupils to work in pairs to match the definition to the concept (which you can display on the board or make into a paper-based activity), using the information below:

### **Concepts**

1. Ethics
2. Rights
3. Responsibilities
4. Values
5. Privacy
6. Boundaries

### **Definitions**

- a. What all humans are entitled to, such as food, water, education, healthcare, liberty, privacy, a standard of living, and freedom of expression.
- b. A state of being unobserved or undisturbed by others, being free from public attention.
- c. A system of moral principles that guide people's decisions and lives.
- d. A set of principles, standards or qualities that guide a person's behaviour and help them make decisions.
- e. The ability to be accountable for actions, make good choices, and be dependable.
- f. Personal limits that define what a person is willing to accept and what they are not.

Reveal the answers:

1c, 2a, 3e, 4d, 5b, 6f.

Pupils can share their results and thoughts with their partner if they wish. Each of the concepts will be examined in this lesson, so ensure the definitions are easily accessible throughout.

## Main Activities

Share with pupils that this lesson is about the ethics, rights and values of online content, and decision-making skills for positive resolution. Reinforce that all PSHE lessons aim to support young people to make informed decisions and to help develop their life skills in different areas. This lesson will assist young people to make informed decisions and will also help with identifying how people their age can recognise ethics and values.

Explain that the class is going to watch some videos about sharing images. Remind pupils that they do not have to participate in the lesson if they feel uncomfortable (refer to the Ground Rules/Learning Agreement) and be aware of any pupils for whom this lesson might be sensitive.

Show 'OK to ask? main campaign' video: [www.youtube.com/watch?v=Q18zTJmH8iY](http://www.youtube.com/watch?v=Q18zTJmH8iY).

Ask pupils to share one thought and one feeling about seeing the video (pupils can pass if they do not want to contribute).

Next, explain that you will show videos from each of the characters' perspectives, and the pupils' task will be to decide on what rights and responsibilities each of the characters displayed. Suggest that they might find it helpful to make notes while watching the videos below:

Jess [www.youtube.com/watch?v=7JE04wcavTM](http://www.youtube.com/watch?v=7JE04wcavTM)

Ryan [www.youtube.com/watch?v=Ydv68QhZFrM](http://www.youtube.com/watch?v=Ydv68QhZFrM)

Jacob [www.youtube.com/watch?v=IWZQhDLeuuc](http://www.youtube.com/watch?v=IWZQhDLeuuc)

Pupils work in pairs to consider each character's story from different viewpoints to help them determine their rights and responsibilities. Invite pupils to share their ideas and record their thoughts on the board. Tease out from them that for every right, there is usually a responsibility; and maintain that everyone has rights – even when they make questionable decisions.

Next, watch the video about young people's reactions to the scenario [www.youtube.com/watch?v=2qt3cRPmW9g](http://www.youtube.com/watch?v=2qt3cRPmW9g). Ask pupils if they agree or disagree with the points made in the video, and if they have any other points they would like to add. Suggest that pupils make notes as this will help them to contribute during the following activities.

Have prepared six pieces of flipchart paper, each with one of the titles below.

1. The ethics of image-sharing
2. The rights of those involved in the scenario
3. The responsibilities of those involved in the scenario

4. The values of those involved in the scenario
5. The privacy of those involved in the scenario
6. The boundaries of those involved in the scenario

Pupils are split into six groups and each group starts with one piece of flipchart paper. On the paper, they write/draw their thoughts in response to the title of the paper. They have six minutes for this first round.

Then, each group passes their paper to another group, who continues to add their thoughts in words or images – and they have five minutes to do so. The process continues (four minutes for the next round, and so on, with one minute for the final round) until all groups have had a chance to contribute to all piece of paper. You may decide to cut the time down for each group to suit your class needs.

Ask each group to share the top three most important or stand-out aspects that have been written/drawn on the paper. Display these on tables or on the wall so everyone in the class can access them during the lesson. Ask pupils for their conclusions on the activity, what they have reflected on and learned, what they may take away from the activity, and how they will apply their ideas to other situations that they may encounter in life.

Finally, invite pupils to consider how the scenario for each of the characters could be resolved in a positive way. Pupils work in small groups or pairs and are given a 'Positive actions' (below) sheet to complete (or they can use it just to guide their discussions; they might also want to respond creatively and design a story board or draw images/cartoons to show responses):

## Positive actions

**Complete the stem sentences with your ideas about what the characters in the scenario feel and what they could do next to find a positive resolution.**

Jess feels...

To establish and maintain her privacy and boundaries, Jess can...

If Jess would like some support, she could...

Ryan feels...

Ryan would like some support with privacy and boundaries. He could try...

Jacob feels...

If Jacob would like some support, he could...

Once pupils have completed the task, invite them to share their suggestions for a positive resolution for each character. Maintain positivity throughout so pupils recognise that situations can be resolved even when they feel awful and too big or embarrassing to manage.

End this part of the lesson by sharing information about where to find help and support if it is needed. Remind pupils of specifically who can help in school, in the local area and nationally (see below) if they have more questions or are concerned.



**Signposting:** if any pupil is concerned about an image that might have been shared online, ensure they are aware of these sources of support:







- g. [Report Remove](#), the Internet Watch Foundation and Childline’s tool, to report images that have been shared or might be shared online.
- h. [Take It Down](#), a tool provided by the National Center for Missing and Exploited Children, to help them remove or stop the online sharing of images across participating online platforms.
- i. Report directly to the platform or app on which the incident has occurred. See [Internet Matters](#) for advice on where to report online issues on major social media platforms.

Share this information with pupils before the end of the lesson, and display it in appropriate places in school. It may be appropriate to include this information on the school website and in wider school communications.

### Plenary (Including summative assessment opportunity)

Invite the pupils to discuss with their talk partner how well they think they have met this lesson’s learning outcomes and what else they would like to be able to develop or learn about in future. Invite two or three pairs to share their ideas with the class.

Individually, pupils consider the extent to which they have met the learning outcomes and record this on the pupil self-assessment sheet; invite them to make a comment about next steps or additional considerations, where appropriate. They might like to consider what else they would like to know or explore.

KS5		Pupil self-assessment			Teacher assessment		
Lesson name	Learning outcomes						
	<ul style="list-style-type: none"> <li>To recognise the rights and responsibilities of self and others</li> </ul>						
	<ul style="list-style-type: none"> <li>To compare ethical viewpoints and values</li> </ul>						
	<ul style="list-style-type: none"> <li>To determine ways to recognise and counter negative influence, manipulation and persuasion</li> </ul>						
	<ul style="list-style-type: none"> <li>To be able to take positive action to establish and maintain privacy and boundaries</li> </ul>						
<b>Comments</b>							

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