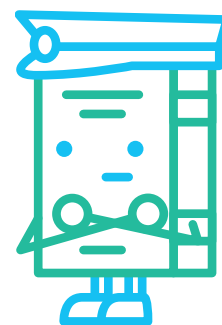


SPHE Resource



Lockers

The *Be in Ctrl* resource focuses on the online sexual coercion and extortion of children by adults but this behaviour can also exist in a peers' environment.

Lockers is an SPHE resource developed by Webwise to engage second and third year students on the topic of the sharing of explicit self-generated images and non-consensual image sharing. The resource includes information for school leaders and two short high-quality animations that accompany six lesson plans.

The *Be in Ctrl* resource complements Lockers and both resources focus on educating pupils on appropriate online behaviour and developing a culture of reporting concerns while fostering empathy, respect and resilience. It is recommended Lockers is used in the SPHE class before the *Be in Ctrl* resource.

Lockers can be ordered and downloaded from www.webwise.ie/lockers

Garda Schools Programme

A possible precursor to this programme is to have the Gardaí deliver lesson one, the *Be in Ctrl* talk, as part of the Garda Schools Programme.

The Garda Schools Programme provides information to young people on substance use, personal safety and cyber safety, and achieves this through Gardaí visiting the classroom and engaging in discussion with the students. The Garda Schools Programme is an integrated part of the SPHE programme.

Lesson one of this resource can be used by the SPHE teacher in the classroom. However, it is also designed to be delivered by Gardaí visiting junior cycle students in the SPHE class. The centrepiece of this lesson is the *Say No!* film produced by Europol depicting the stories of two teenagers subjected to online sexual coercion and extortion by adults. The lesson provides opportunities for reflection and discussion and aims to inform students that the online sexual coercion and extortion of children is a crime, raise awareness of safe online behaviour and promote help seeking and reporting.

Accessing the Garda Schools *Be in Ctrl* Talks

For information on how to access this talk, contact your local Garda station or Garda Schools Programme, Garda Bureau of Community Engagement, Harcourt Square, Dublin 2.

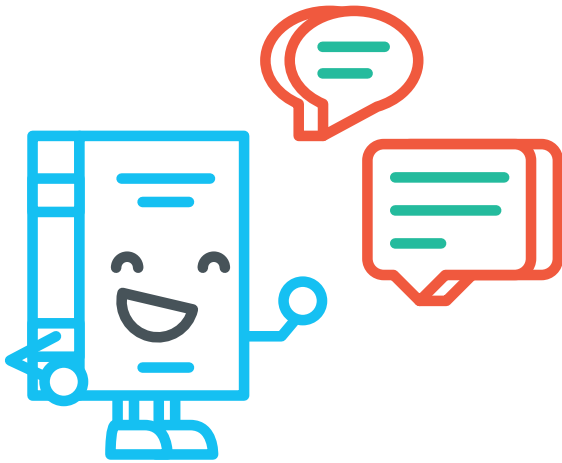
Get in touch: 01 6663891 — schoolsprogramme@garda.ie

Curriculum Integration

The online sexual coercion and extortion of children is best addressed in the context of the SPHE classroom, and more specifically in the lessons that deal with the topic of Relationships and Sexuality Education (RSE) and/or Personal Safety.

While the SPHE curriculum, and a range of other resources, are available to promote specific issues, there is an ongoing need for up-to-date resources that respond to prevailing threats to students' safety. This resource addresses online sexual coercion and extortion. It is mapped to the junior cycle SPHE curriculum and is intended for use with second and third year students. However, this curriculum mapping shouldn't be limiting. It is expected that this resource could be adapted for use with senior cycle students.

From September 2017 a new area of learning called Wellbeing is part of the junior cycle curriculum. It includes learning opportunities to enhance the physical, mental, emotional and social wellbeing of students. It enables students to build life skills and develop a strong sense of connectedness to their school and their community. The four areas of Wellbeing at junior cycle are Social, Personal and Health Education (SPHE), Civic, Social and Political Education (CSPE), Physical Education (PE) and Guidance.



‘SPHE provides opportunities for teaching and learning directly related to health and wellbeing. Through the use of experiential methodologies, including group work, SPHE aims to develop students’ positive sense of themselves and their physical, social, emotional and spiritual health and wellbeing. It also aims to build the student’s capacity to develop and maintain healthy relationships. Through studying aspects of SPHE, students have time to focus on developing personal and social skills including self-management, communication, coping and problem solving’ (Junior Cycle Wellbeing Guidelines, NCCA, 2017: 46).

Relationships and Sexuality Education (RSE) is an integral part of junior cycle SPHE and aims to help young people ‘acquire a knowledge and understanding of human relationships and sexuality through processes which will enable them to form values and establish behaviours within a more, spiritual and social framework’ (NCCA, 2017: 47).

‘At this age, students are exposed to a lot of information about sex, sexuality and relationships from a variety of sources. RSE provides the context within which students can learn about the physical, social, emotional and moral issues related to relationships, sexual health, sexuality and gender identity including where to source reliable information’ (NCCA, 2017: 47).

Schools are required to teach RSE as part of SPHE in each year of the junior cycle SPHE programme (Circular 0037/2010 and Circular 0015/2017).

Schools decide how to implement SPHE as part of junior cycle Wellbeing. The options available include:

- 70 hours spread across first, second and third year based on the current junior cycle SPHE Framework
- 100 hours spread across first, second and third year based on the SPHE Short Course
- School-developed short courses in SPHE for a minimum of 70 hours
- Shorter units based on learning outcomes selected from the NCCA short course, for a minimum of 70 hours

Curriculum Mapping

This resource is relevant to the content of the SPHE curriculum. The school is afforded flexibility in when and how to use the *Be in Ctrl* resource. It is expected that the resource could be adapted for use with Senior Cycle students. Work undertaken in the following areas is complemented and consolidated by the implementation of this resource:

Junior Cycle SPHE Framework

Relationships and Sexuality Education: Year Two

- 3 – Peer pressure and other influences
- 4 – Managing relationships
- 5 – Making responsible decisions
- 6 – Health and personal safety

Personal Safety: Year Two

- 2 – Feeling threatened

Relationships and Sexuality Education: Year Three

- 3 – Relationships – what’s important
- 4 – The three Rs: respect, rights and responsibilities
- 5 – Conflict

Personal Safety: Year Three

- 1 – Recognising unsafe situations
- 3 – Help agencies





SPHE Short Course

Strand 3: Team Up

The Relationship Spectrum

3.4 – Explain the different influences on relationships and levels of intimacy

3.5 – Analyse relationship difficulties experienced by young people

Sexuality, Gender Identity and Sexual Health

3.8 – Demonstrate assertive communication skills in support of responsible, informed decision-making about relationships and sexual health that are age and developmentally appropriate

Students with Special Educational Needs (SEN) may need additional support in accessing this resource (see Appendix 3). They should be enabled to understand and use language appropriate to particular situations and given every opportunity to place learning in its functional context.

Special consideration should be given when working with very vulnerable young people, some of whom may have been victims of extreme sexual abuse. For these children a different approach or response is required and should be done by a person with suitable qualifications.

In the National Education Psychology Service continuum of support model this resource is in the 'Support For All' category. Unfortunately, hurt and fragile young people exist in too many schools around the country; teachers must be mindful of this when addressing the online sexual coercion and extortion of children.

Best-practice guidelines

These lessons deal with sensitive issues that can impact on the wellbeing of students in your class. For this reason, it is advisable that teachers have completed the Professional Development Service for Teachers (PDST) Introduction to SPHE and Junior Cycle RSE training courses before delivering these lessons.

Before starting these lessons teachers should:

- Check the student's emotional state before and after each lesson. This could be done by asking students how they feel about the topic about to be explored before the lesson and by then asking if their feelings have changed at the end of the lesson. You could also use an ice-breaker game to check the student's emotional state.
- Be well informed of the school's Child Safeguarding Statement and follow the Child Protection Procedures in cases where students make disclosures. Students must be aware of the limits of confidentiality.
- Know your students well and be aware of any possible issues they may have before teaching each lesson. Be aware of all the supports available to you and to the students in your school.
- Inform your students of the supports available to them and highlight how each support can be accessed. Distribute the list of supports included in Appendix 4 and draw students' attention to these resources.
- Liaise with the guidance counsellor, pastoral care team or class tutor before using these lessons.
- Leave time for debriefing at the end of the lessons. The suggested activities may sometimes take longer than indicated. Feel free to alter and omit activities to ensure that you address the specific needs of your class.
- Discuss the content of these lessons with the SPHE team in your school. They may not all be trained in how to deliver these lessons or in how to teach SPHE.



- Ensure that the Principal and parents are aware of the lessons and the RSE programme and when it will be taught in school. Parents have a right to request that a student does not attend lessons on the basis that they disagree with the content. A sample letter to parents is included in the Appendix 7.
- Establish ground rules around classroom behaviour and etiquette before attempting to introduce the sensitive topics addressed in these lessons. See Appendix 1 for sample ground rules.
- Give students time to develop the level of emotional literacy needed to access all content. It is advised that this topic not be introduced until after students have developed their emotional literacy skills in the Emotional Health module in the Junior Cycle SPHE Framework and Strand 1: Who am I? In the SPHE Short Course.
- Promote strong home/school links. Due to the amount of time young people spend online in the home environment, it is important to gain parents support in reinforcing appropriate behaviour online. Webwise provide additional supports to help parents talk with confidence to their children about the benefits and risks of the online environment, including *Parent's Guide to A Better Internet* available to download at www.webwise.ie/parents

Best-practice guidelines for students with SEN

- To ensure these lessons are accessible to all students it is advisable for the SPHE teacher to consult and collaborate with the SEN department. They may provide advice pertaining to students with SEN in terms of differentiation, thus ensuring that the students can access the material, participate in the lessons and benefit from a full understanding. This is essential as students with SEN can be particularly vulnerable.
- Due consideration should be given to planning for differentiation prior to the lessons being delivered. Vocabulary may need to be pre-taught to students with SEN to ensure that there is a full understanding of the content. A vocabulary list of recommended words to aid clarification and accessibility for SEN students is provided. All worksheets in this resource have been developed to allow for differentiation.
- Teachers should be familiar with the SPHE guidelines for students with general learning disabilities at: www.sphe.ie/downloads/pdst_resources/PP_SPHE.pdf. 'SPHE also explores growth, change, and personal and safety issues. This is important to students with mild general learning disabilities, since their inability to cue into social situations can often leave them more vulnerable to abuse and exploitation. The development of personal care skills is fundamental in the presentation of self to others. Much work is required in this area for these students, and careful planning for this section, in the context of RSE, is recommended'.
- The Special Education Support Service (SESS) course, Puberty, Relationships and Sexuality for Students with Autism, may be relevant training for some teachers.
- Consultation with parents of students with SEN may need to occur before the lessons take place. If the student has access to an SNA, the role and responsibility of the SNA will need to be very clearly defined.



- When establishing classroom ground rules with students with SEN, it's a good idea to represent these ground rules visually. Rather than develop a list of rules, it might be best to have students create pictures to show the expected behaviour.
- It is very important to follow through on how to get help, particularly if students have poor social and communication skills. Remember that students with SEN might not have the emotional literacy of their peers making them particularly vulnerable to exploitation and therefore follow through is essential.
- Additional teaching resources recommended to support students individual learning needs should be deployed in accordance with the guidelines provided in the DES Circular No 0014/2017 available at www.sess.ie/sites/default/files/inline-files/cl0014_2017.pdf

