

Pressure online

Year: Y6

Subjects and Issues

💎Bullying 💎Peer pressure 💎Respect 💎Risk taking
💎Safeguarding 💎Social norms 💎Trust
💎Internet safety 💎Peer influence 💎Consent 💎Privacy
💎Decision making 💎Sexting 💎Online safety

Introduction

Sitting in a circle for this discussion can help children to feel involved and more likely to join in.

First set up a safe environment first explaining that you are going to be discussing some things that about risky situations. During the discussions children may want to share stories, but that it's very important that no names are mentioned. Ask children instead to say 'a person' or 'a friend'.

You can refer to the *Creating a safe environment* guidance for more details of setting ground rules/class agreement etc.

Begin by explaining that there may be times when we are put under pressure to behave in a certain way and do something that is risky, unhealthy, or makes us feel uncomfortable.

Make a verbal list of all the pressures we can think of [e.g. media, friends, classmates]. NB: remind children not to name names but to say "a friend" instead.

Go over the school policy about Bullying and what a person could do if these things were happening to them? Depersonalise the language here using 'person' or 'someone' rather than 'you'.

Ask who is there to help in these situations [teachers or other adults at school, parents]

Activity

Show some photographs. Explain that you are going to share them. They are passed around the class, collected up and put away.

Ask:

- What was in the photographs?
- Can anyone share them? [No]
- Why? [don't have copies of them]

Ask for a show of hands from anyone who has ever shared a photograph online, either by email, instagram, on phone, snapchat etc.

Ask:

- If we share photographs in this way, what might the consequences be? [they could be shared by others, including with people we don't know - strangers]
- Has anyone ever felt under pressure to share a photo online?
- Without mentioning anyone's name, where might this pressure to share when we don't want to come from? [NB - this could be friends, or children might just feel pressure to conform coming from within themselves. This is a key behaviour of social norms theory**]

Explain that sometimes because 'everyone is doing it' we feel we have to join in too. Can you think of any times you joined in with something you didn't really want to? What made you do it? [Remind children that they only need to share what they are comfortable with, and not to mention any names of people involved.]

Introduce the NSPCC film [Lucy and the Boy](#)* (NB: this film is hosted on Youtube. Please ensure that film plays or adjust your computer settings to enable it in advance of the lesson and also cue up the film before the lesson, to avoid possible adverts at the start).

Ask:

- Were there any parts up until the end of Lucy's school day where you felt a bit uneasy or uncomfortable about who she might meet?

- Were there any clues that the boy was not who he said he was?
- What could be the consequences of sharing a photograph online? Ask children to discuss in groups, then feedback their ideas. [e.g. could be photoshopped to make it something else, make a person look silly, add music, pass it on to lots of unknown people, etc.]

Summing up

If someone is putting pressure on you to do something you don't want to do, whether it's face-to-face or online, what can you do? Who can you get help from? What can you do to make yourself feel safer?

If appropriate and as time allows, you may want to review the NSPCC underwear rule to conclude the lesson:

P - Privates are private

A - Always remember your body belongs to you

N - No means no

T - Talk about secrets that upset you

S - Speak up, someone can help

For more information visit [NSPCC website](#).

* With kind permission from NSPCC

** For more information about the theory of Social Norms and how it influences behaviour watch this [short film by Professor Wesley Perkins](#).

Adapting lessons for learners with additional needs

Our additional [Signposting and Support page](#) provides further guidance on adapting SCARF lessons to meet the needs of learners with additional needs.

Learning Outcomes

Children will be able to:

- Understand the risks of sharing images online and how these are hard to control, once shared;
- Understand that people can feel pressured to behave in a certain way because of the influence of the peer group;
- Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.

Key Vocabulary

peer pressure
right to privacy
sharing online
online safety

Resources needed

You will need a copy of your school's policy on bullying for this lesson. If this is not available, use your classroom rules that deal with bullying or similar resource.

A selection of photographs - these can be real photographs or pictures cut from magazines

DfE Relationships Education and Health Education statutory requirements

- **Relationships Education** **Online relationships** 1. That people sometimes behave differently online, including by pretending to be someone they are not.
- **Relationships Education** **Online relationships** 3. The rules and principles for keeping safe online, how to recognise risks,

harmful content and contact, and how to report them.

- **Relationships Education** **Online relationships** 4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- **Relationships Education** **Online relationships** 5. How information and data is shared and used online.
- **Relationships Education** **Being safe** 1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- **Relationships Education** **Being safe** 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- **Relationships Education** **Being safe** 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- **Relationships Education** **Being safe** 5. How to recognise and report feelings of being unsafe or feeling bad about any adult.

PSHE Association Learning Opportunities

- R23 . About why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns.
- R24 . How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.
- R25 . Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.
- R28 . How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.