



PSHE & RSE

Year 10

Name:

Class:

PSHE *at* STRS

Year 10

You will have 1 PSHE lesson every 6 weeks delivered by a PSHE subject specialist until the completion of your RS Short Course exam, after which, all RS lessons will become PSHE delivered by your RS teacher. PSHE lessons centre around discussion and focus on personal reflection. High standards of presentation are expected in your booklet.

✓ *Green pen must be used for RTF and to add knowledge/address misconceptions*

Assessment: Self assessment tasks at the beginning of each lesson assess your prior knowledge and are returned to in order to address misconceptions and reflect on the progress you've made. Online quizzes will be set every half term to assess knowledge and help inform the curriculum.

Homework: Online assessments will be set on Satchel One. Links to support and further information in your booklet will also help to consolidate and extend your knowledge of the topics covered.

Ground rules: At the beginning of every lesson, we will revisit our ground rules which helps facilitate respectful discussion. At the end of each lesson, one student will be given a merit based on their demonstration of the following curriculum aims.:

- **Self-discipline**
- **Thinking skills**
- **Resilience**
- **Behaviours for learning**
- **Core Knowledge and understanding**

Contents

Lesson 1: Assessing Risk..... 3

 Baseline Assessment: 3

 Starting Point 3

 Which of the following increases or decreases risk? 3

 Answers to Increase or Decrease task..... 7

Lesson 2: Controlled and uncontrolled spending 11

 Starting point: 11

 Unplanned spending 13

 Which strategies do you think would be the most effective to control online spending? 13

 Rohan’s strategies to help with gambling online 13

Lesson 3: Financial Exploitation Online 13

 What’s our starting point? 13

 Case Study 2 – In pairs..... 14

 Definitions:..... 14

 Other Examples of Online Financial Exploitation: 15

 Levels of Influence: 16

 What happens next?..... 17

Lesson 4: Safely challenging misogynistic beliefs and attitudes 18

 What’s our starting point? 18

 Misogyny in different contexts 18

 Challenging misogyny 19

 Limiting the spread..... 19

Sources of Support and Information: 22

Lesson 1: Assessing Risk

1		2		3		4	
---	--	---	--	---	--	---	--

Baseline Assessment:

Starting Point:

What are the short-term effects of using substances, including alcohol and other drugs?	What are the long-term effects of using alcohol and other drugs?
What are the risks of using alcohol and other drugs for an individual?	What are the risks of using alcohol and other drugs for wider society?

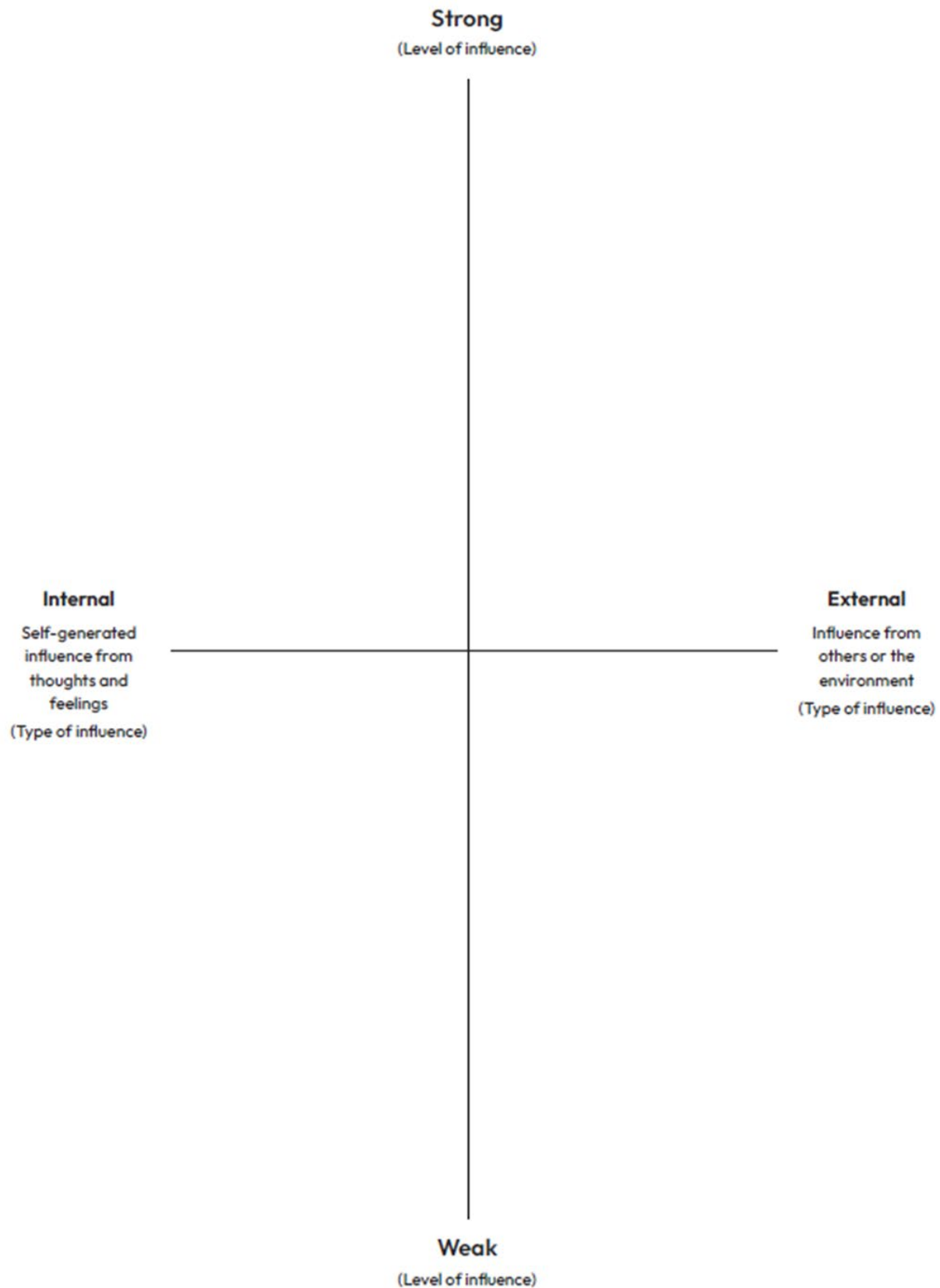
Which of the following increases or decreases risk?

1. Drinking a glass of water between alcoholic drink
2. Mixing alcohol and other drugs
3. Sleeping it off after binge drinking too much alcohol
4. Taking drugs or drinking alcohol with strangers
5. Having a plan for getting home from a party / night out
6. Accepting alcohol or drugs from a friend
7. Buying drugs online or via a social media app
8. Drinking alcohol or taking other drugs in a public place, e.g. a park.
9. Eating a meal before drinking alcohol
10. Drinking lots of water to 'flush' drugs out of the body

	Increase, decrease, it depends?
1. Drinking a glass of water between alcoholic drinks	• Decrease – drinking water or a non-alcoholic drink between alcoholic drinks can help a person to pace themselves, so they do not consume alcohol as quickly. • Alcohol is a diuretic so drinking water can reduce some of the unpleasant effects such as headaches and fatigue. • However, blood alcohol content is what determines how drunk someone is, so water won't make them less drunk if they still drink lots of alcohol, nor will it protect their organs – particularly the liver.
2. Mixing alcohol and other drugs	• Increase – when alcohol and other drugs are mixed, their effects are exaggerated, which can result in effects ranging from nausea to heart failure. • Alcohol is a depressant, so when combined with a stimulant the two will compete with each other. The depressant drug tries to slow the brain/central nervous system down, while the stimulant tries to speed it up, putting the brain/central nervous system under strain. • Combining alcohol with another depressant drug, e.g. prescription medications such as benzodiazepine (also known as benzos e.g. Xanax) slows the central nervous system even more than alcohol alone which can have potentially fatal consequences. Fake versions of these substances can also be sold online, but the contents are unknown and taking them can have serious consequences.
3. 'Sleeping it off' after binge drinking too much alcohol	• Increase – depending on a person's weight, it takes the body about an hour to process one unit of alcohol (a small glass of wine is about 1.5 units, a pint of lager is about 2 units). • If a person is at risk of alcohol poisoning due to binge drinking, they can be at serious risk if they are left to sleep unattended as their breathing can be affected. • It is important not to try to make the person vomit because they could choke on it. To prevent choking, they should be put in the recovery position, or turned onto their side with their head to the side and a cushion behind them, so they cannot roll onto their back. • It's important to seek help from an adult and/or emergency medical help if alcohol poisoning is suspected.
4. Taking drugs or drinking alcohol with strangers	• Increase – drinking and/or drug use impairs a person's judgment, which could lead to them making decisions they might not normally make, such as having unprotected sex, or damaging property. • Some drugs can lower inhibitions and increase libido which can also impact a person's decision-making. • Additionally, using drugs or alcohol can make a person more vulnerable to personal attacks – be clear, though, that this does not excuse criminal behaviour, such as sexual assault. Taking drugs/drinking alcohol with strangers can also increase risk in relation to someone's personal safety as they do not know how strangers might behave when under the influence of drugs/alcohol. • In addition, while friends might look out for one another when using substances, strangers are less likely to feel any responsibility for getting someone home or checking their safety or wellbeing.
5. Having a plan for getting home from a party/night out	• Decrease – it's always a good idea for people to plan ahead, so that they are not left in a vulnerable situation when the night ends or having to make a decision about getting home when their decision-making is impaired. • Having a way to get home (such as a pre-booked taxi, arranged pick-up with parents, route and time planned with friends) helps to ensure a person's safety. • Similarly, it is important someone always let's friends or family know where they are.

	Increase, decrease, it depends?
6. Accepting alcohol or other drugs from a friend	• It depends – while accepting a drink from a friend might be safer than from a stranger, the source of the drugs/alcohol should still be questioned. • Additionally, the friend will still not know the make-up of the drugs, so the risks associated with not knowing what is in any street drug are still present. • Some events, such as festivals, have drug testing services – while this can help to ensure someone knows what they are consuming, it does not negate the risks involved in using drugs.
7. Buying drugs online or via a social media app	• It depends – buying drugs online often means that the source is unknown, and substances could contain a whole host of dangerous contents. • Drugs or alcohol may also be out-of-date, diluted, fake, or synthetic (made in a laboratory to mimic a drug, often with more harmful effects), causing great risk to the buyer. • Someone might think they have bought one kind of drug but are sent something else, which may cause greater harm. • Social media can also be very influential in marketing and promoting products to followers, or adding people to their accounts. As their goal is to make a profit, they may make claims about substances that are not true. • However, there are all kinds of risks wherever a person purchases drugs, regardless of whether this is online or in person. Even prescribed medication should be taken as instructed by a medical professional and can be dangerous if used incorrectly.
8. Drinking alcohol or taking drugs in a public place, e.g. a park, a high street	• It depends – while drinking/taking other drugs in a public space can make an individual more vulnerable, as their surroundings are not necessarily safe, it does mean that if things go wrong or somebody needs medical attention, there may be a higher likelihood of them getting help. • If an individual uses alcohol or other drugs they may act in a way that may pose more of a risk to those around them. • Councils can restrict the consumption of alcohol in a public space where it is associated with anti-social behaviour. In a controlled drinking area, it is an offence to refuse to stop drinking or surrender alcohol. • Being drunk and disorderly in a public place is also an offence, which can have criminal consequences.
9. Eating a meal before drinking alcohol	• Decrease – a meal will delay the rate of alcohol absorption which reduces the feeling of drunkenness as the body can break down the alcohol over a longer period. • But if someone goes on to drink heavily, they will still get drunk; drinking on a full stomach will delay alcohol getting into someone's system, not prevent it.
10. Drinking lots of water to 'flush' drugs out of the body	• Increase – it is a myth that drinking water will 'flush out' or remove some drugs from a person's body and drinking too much (including water) when using some drugs can be dangerous. • Although it is important to drink enough water for the level of activity a person is engaged in (e.g. dancing), drugs such as ecstasy cause the body to release a hormone which stops it making urine. Although this can cause an urge to drink more water, if someone drinks too quickly it might affect the body's salt balance, which can be as dangerous as not drinking enough water.

Answers to Increase or Decrease task:



	Key learning
The drug is bought and sold on the streets of the UK.	a) Some drugs are sold on the streets, while others are sold online. Many people say they get drugs via friends, but this is still classed as supplying drugs and their friend will still have had to obtain the drug from an illegal source. Some gangs and organised criminal networks exploit children and vulnerable adults to move (and store) drugs and money from the sale of those drugs. Often this involves a person travelling to other parts of the country, which increases the risks to the person transporting such goods (often known as county lines drug transportation). Gangs often use coercion, intimidation, violence (including sexual violence) and weapons, to get people to transport drugs for them.¹ This enables offenders to maximise their profits yet reduce the risk of their criminal activity as it distances them from the supply transaction – it is usually the person transporting the drugs who gets caught.² Remind students of the legal consequences associated with being charged with possession, supply or intent to supply an illegal drug, which often include an unlimited fine and/or a prison sentence. For more information, see the Year 10–11 Knowledge Organiser. b) Damage can be caused to the reputations of communities in which the drugs are sold, and this illegal activity can make these communities feel like less safe places to live. c) Individuals should try to avoid becoming involved in gang activity, or if already involved should access support from the police, support services such as Childline, friends/family/personal support networks, specialist local gangs support groups etc. See Gangs: Managing risks and staying safe lesson pack for further guidance.
An individual in the UK takes the drug.	a)/ b) The impact on the individual might include harms to their health, relationships, job, finances, safety etc., as explored in other lessons in this scheme. It is important to note that harms to an individual can occur, but the worst consequences will only happen to a minority of people who use drugs. The likelihood of serious harm depends on other factors. However, everyone is at risk from legal consequences, and the effects of many drugs are unpredictable, so it is impossible to know whether a person is likely to have a serious adverse reaction to a substance. Therefore, the healthiest and safest option is to not use substances. c) If an individual's drug use develops to become more frequent or problematic, it is likely to have wider impacts on their friends, family and even local services such as police and hospitals.

5 <https://www.nationalcrimeagency.gov.uk/what-we-do/crime-threats/drug-trafficking/county-lines>

6 <https://www.nationalcrimeagency.gov.uk/who-we-are/publications/257-county-lines-drug-supply-vulnerability-and-harm-2018/file>

	Key learning
Drugs are often produced abroad.	a)/ b)/ c) Those involved in producing the drug may be mistreated and poorly paid. Most of the demand for substances comes from countries outside those where the drugs are produced, and much of the drug-related income is made in those destination countries.¹ As a result of the COVID-19 pandemic, more farmers may increase or take up illicit crop cultivation, either because State authorities may be less able to exert control or because more people may have to resort to illicit activities due to the economic crisis.² There are UK sources for some drugs – production of these also has an impact on environment, e.g. light and heat required for growing cannabis, as well as legal impacts etc. There has also been an increase in the production of synthetic substances – these are substances that are made in a laboratory to mimic a drug. They are not controlled or checked for safety and some have much higher levels of psychoactive content than the drug they mimic, increasing the potential risks. d) People could support other economic development in developing countries, for example by purchasing other legal produce and supporting schemes like Fairtrade. They could also try to raise awareness of worldwide issues within their local communities/schools.
The drug is imported into the UK through organised criminal gangs or drug mules.	a) People who are in a position of socio-economic disadvantage may become involved in transporting drugs to make a living (the economic difficulties caused by the COVID-19 crisis may exacerbate this).³ People may also be recruited into drug trafficking organisations or be sold to drug traffickers and forced to transport drugs (trafficking in human beings is linked to drug trafficking in many countries).⁴ b) There are environmental impacts from transporting drugs, including the damage caused by all forms of travel by land, air and maritime routes. c) Criminal gangs gain financially from transporting drugs, and using 'drug mules' reduces the risk of them being personally caught by authorities. Gangs will also gain greater power in certain areas due to the financial and social power drug trafficking may bring. d) If people are approached to become a drug mule, they should contact the police. Individuals should try to avoid becoming involved in gang activity, or if already involved, access support from the police, support services such as Childline, friends/family/personal support networks, specialist local gangs support groups etc. See Gangs: Managing risks and staying safe lesson pack for further guidance.

1 <https://www.unodc.org/documents/data-and-analysis/covid/Covid-19-and-drug-supply-chain-Mai2020.pdf>

2 <https://www.unodc.org/documents/data-and-analysis/covid/Covid-19-and-drug-supply-chain-Mai2020.pdf>

3 <https://www.unodc.org/documents/data-and-analysis/covid/Covid-19-and-drug-supply-chain-Mai2020.pdf>

4 https://www.emcdda.europa.eu/system/files/publications/12078/20192630_TD0319332ENN_PDF.pdf

Can be contacted about anything – they are there to support young people and help them find ways to cope.

In addition to information and advice on a range of topics, they offer the following services:

- Anyone can call Childline free on 0800 1111 – it's confidential and the caller does not have to give their name if they don't want to.
- They offer a 1-2-1 online counsellor chat.
- An email can be sent to them – they will try to reply within 24 hours.
- A person can get help from other young people on their message boards.

- The National Association for Children of Alcoholics (www.nacoa.org.uk) provides information, advice and support for everyone affected by a parent's drinking.
- They can be contacted via their free confidential helpline (0800 358 3456), or via email, for information and ongoing support for all ages.
- Additionally, their online message boards enable young people to share and discuss experiences with others.

www.nhs.uk/better-health/quit-smoking



Provides free support for young people who feel that their alcohol or other drug use is becoming a problem, and those who have queries about substances.

Turning Point offers young people:

- ✓ meetings where they feel comfortable
- ✓ advice and information about drugs and alcohol
- ✓ support with the changes the young person wants to make
- ✓ the chance to learn new ways to cope
- ✓ help to cut down, quit and gain control



NHS Stop Smoking Services

- Local stop smoking services are free, friendly and can massively boost a person's chances of quitting for good.
- These services, staffed by expert advisers, provide a range of proven methods to help people quit. They'll give accurate information and advice, as well as professional support, during the first few months of an individual stopping smoking.
- An individual will normally be offered a one-to-one appointment with an adviser, but many areas also offer group and drop-in services as well.
- Depending on where the person lives, the venue could be a local GP surgery, pharmacy, high-street shop, or even a mobile bus clinic.
- GPs can refer people, or they can phone their local stop smoking service themselves to make an appointment with an adviser.

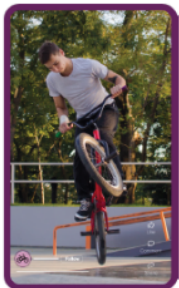
[Better Health – Quit Smoking](#)

Lesson 2: Controlled and uncontrolled spending

Starting point:

1. What is controlled spending?
2. What is uncontrolled spending?
3. What methods might be used on online games, gambling websites and shopping websites to encourage spending?
4. What support is available for someone concerned about their online spending?

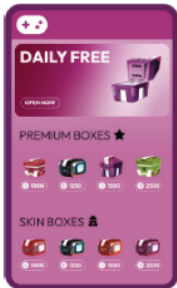
Profile 1: Age: 16



Watched a video of someone doing tricks on a bike.



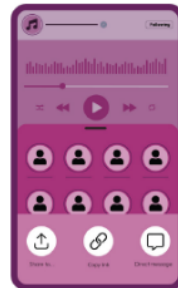
Liked a post about their football team winning last night.



Clicked on a link to a gaming site showing a loot box.



Bought a new football game for their device from an advert they clicked on.

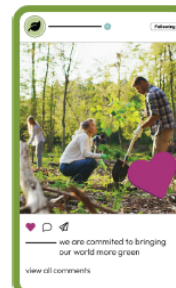


Shared a post about a new song they love.

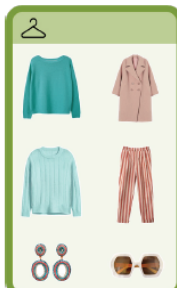
Profile 2: Age: 14



Watched a video of a mix of songs by their favourite band.



Liked a post about an environmental # campaign.



Clicked on a link to an online clothes site and scrolled through some new outfits.



Bought a download of a new e-book from an advert they clicked on.

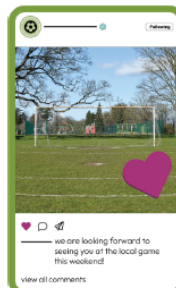


Shared a post about their favourite band's new song.

Profile 5: Age: 16



Watched a video of an influencer they like in their new car, saying they had just won big.



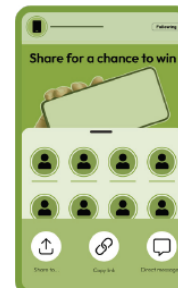
Liked a post about a football match they are playing in.



Clicked on a link to an online gaming site offering loot boxes.



Bought a new top from an advert they clicked on from a well-known online shop.



Shared a post which was a competition to win a new phone – you had to share the post to have a chance.

Unplanned spending

Which strategies do you think would be the most effective to control online spending?

1. Set a budget and keep track of spending
2. Only buy things on a list and avoid unplanned purchases.
3. Avoid engaging with online adverts to reduce the likelihood of seeing them repeatedly
4. Avoid impulse buying – log off and think about it.
5. Compare prices and reviews of companies
6. Reduce the amount of time spent on social media if it creates pressure to spend money
7. Avoid saving card details in apps or on online accounts to create an extra step when thinking about buying something.
8. Update settings in apps to reduce the number of adverts seen.
9. Unsubscribe from mailing lists that send unwanted adverts

Rohan's strategies to help with gambling online

- Speak to a trusted person; a parent or friend.
- Access support from a help group, such as GambleAware.
- Set up self-exclusions from gambling sites, apps and companies (when someone opts to prevent themselves being able to access gambling sites).
- Change advert settings on search engines and social media accounts to limit gambling adverts.
- Unfollow influencer accounts that show glamorous lifestyles claiming to be a result of gambling.

Lesson 3: Financial Exploitation Online

What's our starting point?

1. What does 'financial exploitation' mean?
2. How might someone be financially exploited online?
3. What signs might there be that someone is being financially exploited online?
4. How could someone who is concerned about online exploitation or crime online get help; what support is available, and when should they seek it?

Case Study 2 – In pairs

Terry was playing a game online. He often uses the chat rooms to share tips or codes to improve the game experience. Some of the people in these chat rooms are friends from school, others are from all over the world. Someone he didn't know with the username 'Ma5ter' requested to send him a private message.

Terry was in the middle of playing so just accepted it to get back to the game quickly.

Ma5ter's message said, 'Hey how did you get that score?'

Terry replied explaining he'd downloaded a bonus room and got loads of extrapoints in there.

Ma5ter replied, 'Awesome. I'll try to find that.'

Then, 'Where R U playing from?'

Terry answered, 'UK. You?'

Ma5ter said, 'Same. Hey, I've paid for you to join this game I'm playing so we can play it together.'

Terry sent a thumbs up and said, 'Nice. Thanks for that.'

Over the next week or so, Terry and Ma5ter chatted most nights when they played. Terry thought Ma5ter seemed cool. He had all the latest tech and content for the game, and had mentioned other cool stuff he has, like trainers, watches, clothes, despite only being as old as Terry.

Ma5ter sent Terry a message. 'Realised I keep talking about all this stuff I buy. You seem cool so I can tell you how I do it.'

Terry replied, 'Yeah please!'

Ma5ter said, 'It's really easy, a bit like trading. I get paid each week into my account and then just send some of it on to another account. I get to keep some of the money each time. No brainer. But you have to do it soon if you're interested.'

Terry asked, 'Don't you have to do anything else?'

Ma5ter, 'No. Nothing. It's so easy. I can set you up.'

'Is this allowed?' asked Terry.

Definitions:

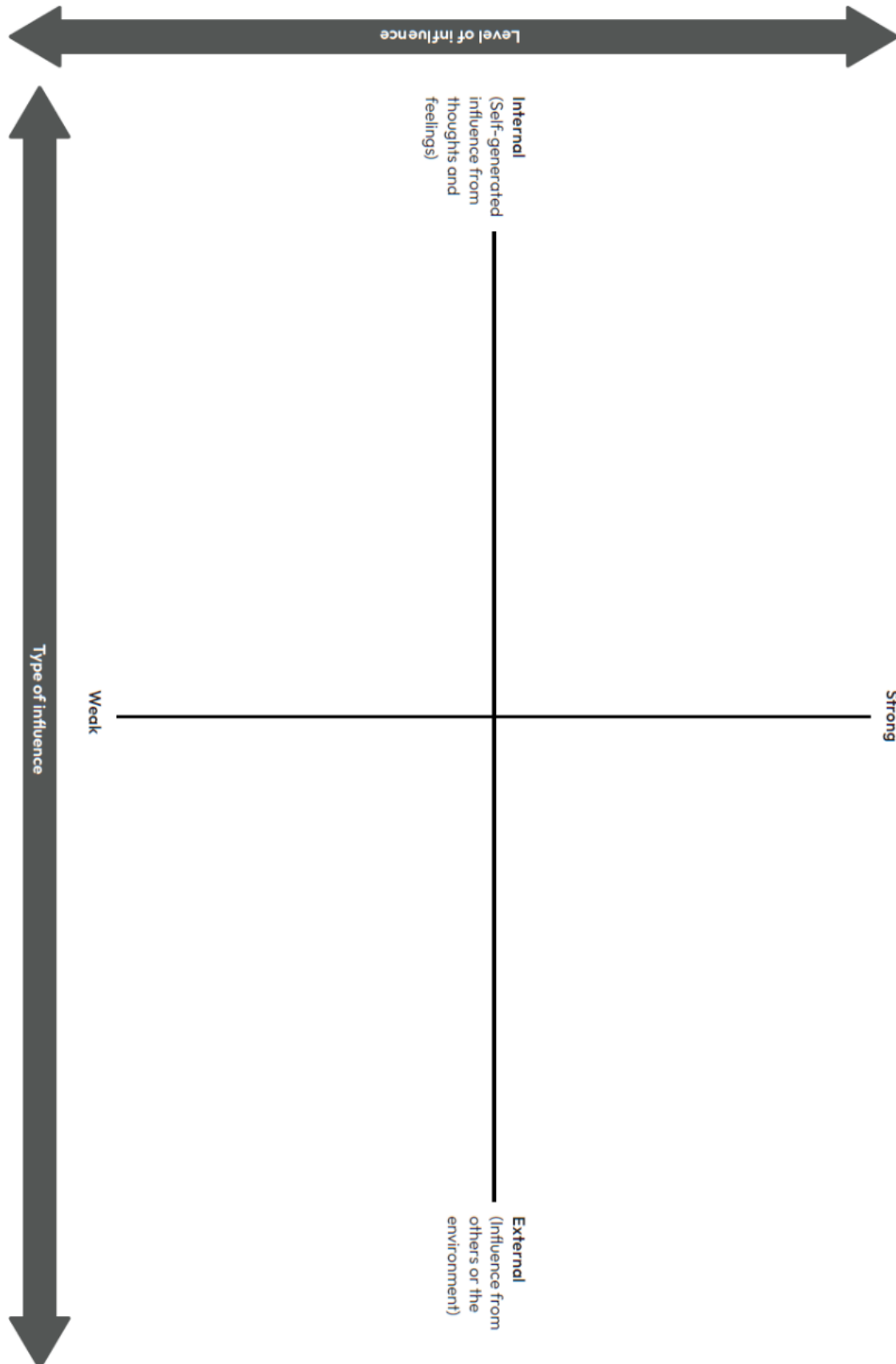
1. Organised Crime

2. Online Financial Exploitation

Other Examples of Online Financial Exploitation:

1. **dating site or 'romance' financial scams;** where someone is manipulated or groomed to give another person money because they believe they're in a romantic relationship .
2. **sexually coerced extortion** (sometimes referred to as 'sextortion'), is a form of blackmail where someone threatens to distribute intimate images or videos of another person, unless they agree to certain demands, such as sending them money or more images.
3. **catfishing and blackmail ;** where someone creates a fake profile to deceive others – this can be done with the aim of financial exploitation.
4. **doxing and blackmail;** 'doxing' is short for 'document tracing' and means publicly revealing private information about a person or organisation without their consent. This is often done with the aim of exploiting someone.

Levels of Influence:



What happens next?

Terry gets a load of other messages from Ma5ter that night. One says that they don't tell everyone about this because otherwise everyone will want to do it. 'It's such a great way to make lots of money really quickly. You hardly have to do anything. All I need is your account name, number and sort code. I send you the money and then give you account details to send some of the money to.'

'How do you think I got those game codes I sent you? I can get hold of loads of information online. Including about you. If you don't do it, I'm going to get your deets and share them with a load of hackers.' Terry is now really worried...

'What is your account?' asks Ma5ter.

'The name?' asks Ma5ter.

'Account name? Last chance before I dox you,' says Ma5ter.

Terry sends his details, and the money is in his account straight away. Ma5ter sends the details of where to send the money and Terry does it. He barely sleeps that night. The next day at school Terry feels really anxious. He stays behind at the end of registration and tells his form tutor about the transfer. His tutor listens, writes down some of what Terry has said, and explains what will happen next. In the end, Terry was asked to speak to the police, because what Ma5ter had persuaded him to do was money laundering and against the law. Terry was really shocked. Terry is able to show the police the chat messages. The police explain that they are going to investigate and find Ma5ter.

Can you identify the strategies Terry uses to seek support?

What else could they do?

Lesson 4: Safely challenging misogynistic beliefs and attitudes

What's our starting point?

1. Are there any instances where it might be more difficult to challenge misogyny?
 2. Are there any other ways to challenge misogyny?
 3. Are there any other ways to limit the spread of harmful narratives?
- Misogyny in different contexts

Misogyny in different contexts

Scenario	How the character(s) might feel	What the inaccurate misogynistic idea or belief being promoted or reinforced is.
1		
2		
3		
4		
5		
6		

In which of the scenarios might the characters find it easier, or feel safer, to challenge the misogynistic comment or behaviour, and when might they feel less so? Why?

Challenging misogyny

What strategies might be helpful for a victim, witness or bystander?

Limiting the spread

Assigned group:

Brainstorm what your assigned group might do to help limit the spread of misogynistic narratives and promote respectful relationships.

1. During PE, Jay gets hit in the face with a ball and his eyes start to water. His friends laugh and one says, "Don't be soft, mate. You crying? You're such a girl." A few others join in, but one looks uncomfortable.

2. On a group chat, someone shares a photo of a popular female gamer. The comments underneath include, "She only gets followers because she's fit" and, "Bet she can't actually play". Some people in the chat send laughing reactions; others don't respond.

3. During training, Ryan notices a teammate getting teased for missing a shot. He tells the others to give it a rest, but one of the coaches laughs and says, "They're just messing about - it's what lads do. You've got to be able to take a joke if you're on the team."

4. A girls' football team post photos celebrating a tournament win. When Sam is looking through the comments, they see one that says, "Stick to netball, love - football's for the lads" - it has a lot of likes.

5. A group of boys shout to girls on the bus, "Smile, ladies! You'd look prettier if you smiled!" When one girl ignores them, a boy says, "Someone's got an attitude... time of the month, is it?"

6. During her first week at her new part-time job, Tia is chatting with a group of colleagues. One of them smiles and says, "It's great having a girl in the office again - finally someone who can make a decent cup of tea!"

Year 10-11 Drug education knowledge organiser

©PSHE Association 2025

Subject-specific vocabulary

Substance	This generic term includes alcohol and other drugs that may be legal or illegal.
Substance use disorder or 'addiction'	Substance use disorder is the clinical term used to describe what is sometimes referred to as 'addiction'. It features a cluster of symptoms including the strong internal drive to use substances or impaired ability to control substance use.
Dependency	A state in which a person relies upon a substance to feel or function as normal. This can be physical and/or psychological.
Problematic use	This describes use of a substance in which a person is dependent or they use the substance recreationally in a way that increases the risk of harm.
Trafficking	The criminal act of trading illegal drugs. Discussion around this topic may raise discussion of exploitation.
Cessation	The process of reducing and stopping the use of a substance. This may be done independently or with the support of a cessation service, such as through the NHS.

Influences on decision making

Internal	Influences that come from the person themselves such as: • own perceptions, attitudes and beliefs • whether actions fit with one's own values or goals • trying to cope with, or forget about, other issues – often making these challenges worse
External	Influences that come from a person's surroundings such as: • actions/attitudes of friends or celebrities • culture, school ethos or family beliefs/expectations • media influences, such as being influenced by someone on social media

Managing risk and influence

Self-regulation	• pacing drinking to reduce overall alcohol consumption • considering healthy coping strategies • choosing not to use substances
Social strategies	• assertive 'no thanks' to offers • establishing expectations with friends • staying in pairs in independent situations • assertive explanation of reasons for not using substances
Locate support	• locating first aid services • contacting law enforcement services • discussing support with parents/family • contacting young people's support services/organisations • knowing about testing facilities at events such as festivals

The drug trade

Production	• poor working conditions or pay for individuals in the production process, constituting exploitation • environmental impacts including the energy required for cultivation
Importation	• exploitation of vulnerable individuals • environmental impacts of transportation
Supply	• exploitation of vulnerable individuals • damage to the reputation of communities in which substances are sold • links to other criminal activity
Use	• harm to health and wellbeing, finances and employment, relationships and safety • legal consequences • increased pressures on health services and the legal system

External support services

FRANK	talktofrank.com 03001236600 Information, help and advice about drugs including information on local support services
Better Health – Quit Smoking	https://www.nhs.uk/better-health/quit-smoking/ NHS smoking cessation support service
Nacoo	nacoo.org.uk 08003583456 Information and support for anyone affected by a parent's drinking
Childline	childline.org.uk 0800 1111 Confidential support service CALLS DO NOT APPEAR ON PHONE BILL

Sources of Support and Information:

To access further advice, guidance and support, you can:

- speak to a parent/carer, tutor, pastoral lead, or other trusted adult
- contact Childline: www.childline.org.uk, 0800 1111

Substance misuse:

- www.nhs.uk/live-well/alcohol-support
- visit www.talktofrank.com,
0300 1236600
- Money Helper: www.moneyhelper.org.uk/en
- GambleAware: www.gambleaware.org

Organisations that help with fake news and misinformation:

Searching >extremism".or>fake.news".in.your.internet.browser.will.bring.up.helpful.resources.and.guide.you.
with.the.first.step.in.finding.support;

- **Report It** (report online hate crime) - report-it.org.uk
- **UK Government** (report online extremism/terrorism) - gov.uk/report-terrorism
- **Full Fact** (UK fact checking website) – fullfact.org
- **ThinkUKnow** (advice related to being online) - thinkuknow.co.uk/11_18
- **NSPCC** (online safety) - nspcc.org.uk/keeping-children-safe/online-safety
- **Snopes** (fact checking website) – snopes.com
- **Fact Check** (US fact checking website) – factcheck.org
- **PolitiFact** (US politics fact checking website) – politifact.com
- **Tackling Hate** (advice about hate and extremism) – tacklinghate.org
- **Childnet** (online safety advice) - childnet.com/help-and-advice/11-18-year-olds
- **Child Helpline International** (global support for young people) - childhelplineinternational.org

Financial exploitation online:

- To share non-urgent information about exploitation, contact the police via Crimestoppers:
www.crimestoppers-uk.org or call 0800 555 111
- The Children's Society: www.childrenssociety.org.uk/information/young-people
- CEOP: www.ceopeducation.co.uk
- UK Finance: Take 5 to stop fraud: www.takefive-stopfraud.org.uk