

Name

Class

Tutor  
Group

# Year 10 – Personal Development

## Health and Wellbeing: Mental Health



### KEY VOCABULARY LIST

<b>Ground Rules</b>	Boundaries that a class sets at the start of a Personal Development lesson
<b>Depression</b>	A mental health problem that involves having a low mood or losing interest and enjoyment in things
<b>Anxiety</b>	A feeling of unease, such as worry or fear, that can be mild or severe
<b>Stress</b>	The body's reaction to feeling threatened or under pressure
<b>Resilience</b>	A skill that helps people to recover quickly from difficulties, change or misfortune
<b>Stereotype</b>	A fixed idea or image that many people have of a particular type of person or thing, but which is often not true in reality and may cause hurt and offence.

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# EXPECTATIONS

- Always write in black or blue pen.
- Always use a ruler for straight lines.
- If you make a mistake, cross it out with a single line.
- Always draw diagrams, tables and graphs in pencil with a ruler if necessary.
- Always mark and correct your work in red pen.
- Respond to any feedback your teacher gives you in red pen.
- Take pride in your work, make it neat!
- All tasks should be completed in silence and by yourself unless your teacher tells you otherwise.

# What is Personal Development?

In Personal Development lessons you will be taught about three key topics. These include:

- **Health and Wellbeing** (E.g. Healthy eating, mental health, puberty and self examination)
- **Relationships** (E.g. Healthy relationships, respect for others, consent and sexual harassment)
- **The Wider World** (E.g. The law, citizenship, anti-discrimination, finance and careers)

Sometimes these lessons are called **PSHE**. This stands for **Personal, Social, Health and Economic Education**.

In Personal Development, you will learn about **British Values**. These are:

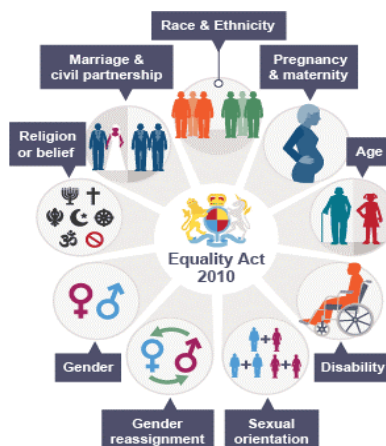


1. Democracy
2. Rule of Law
3. Tolerance of different cultures and religions
4. Mutual respect
5. Individual liberty

In Britain, our **British Values** are protected in the law. In Personal Development, you will learn to recognise **protected characteristics** which are part of the **Equality Act 2010**. This law helps to stop **discrimination** and ensure everyone is treated fairly. There are 9 protected characteristics, these are:



1. Race and ethnicity
2. Pregnancy and maternity
3. Age
4. Disability
5. Sexual orientation
6. Gender reassignment
7. Gender
8. Religion or belief
9. Marriage and civil partnership



# Personal Development – Ground Rules

Some topics in Personal Development may be challenging depending on your own experiences. Therefore, it is important that there are clear **ground rules** for every lesson. Every student will follow these in lessons so everyone feels comfortable.

**Class Task:** As a group, agree on your ground rules for Personal Development lessons and write these below. The teacher will refer to these ground rules regularly so that all scholars feel safe and able to share ideas.



## Ground Rules

1	
2	
3	
4	
5	

## Subtopic 1 – Managing Pressure

### Learning Objectives

- Consider strategies to manage challenges a student might face in Year 10/Year 11
- Understand how mental health and emotional wellbeing can change throughout life

**Baseline Activity:** Read the poem and complete the activities below.



Silent & Solo

I don't know what I expected,  
But this wasn't it at all.  
The girls just want to be skinny,  
The boys, to be fit and tall.

We've only been gone for one summer,  
But just about *everything's* changed;  
We're all starting to look a bit different,  
And everyone's acting so strange.

Kash is going out with Jena,  
Annabel fancies my mate,  
Everything's suddenly more difficult,  
Than it was in Year 9 or Year 8.

The teachers keep giving us homework,  
And nagging me about grades,  
My family are no better,  
Summer memories rapidly fade.

But there are some things I like a bit more now,  
We got to pick subjects to drop,  
I'm doing more maths (which I love) now,  
But art (which I hate) has now stopped.

And I like that we get some more freedom,  
Time to learn in a way that we choose,  
But it's all a great big shift from last term,  
And it's making me slightly confused.

1. Annotate the poem with details about:

- How the author of the poem is feeling?
- What is the author worrying about?
- What other issues they might be worried about?

**Task 1:** Write down some of the changes that occur for young people when moving into Key Stage 4. (E.g. social, physical or emotional changes)

Positive Changes	Negative Changes



**Turn and Talk:** Why is change an important part of life?

**Stop and Jot:** Write down why you think change is important?

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Change can be scary, but it's a necessary part of life that we all have to go through. We all react differently to changes in our lives. Changes are inevitable; nothing stays the same. Some changes are harder to cope with than others. What is important is that when we are struggling with how we are feeling, we need to be able to ask for help and talk to someone. Asking for help can help you to deal positively with your problem.



**Task 2:** Look at the challenging scenarios below and write back to the character, giving them advice about what they could do to successfully manage their challenging circumstance.

	Scenario	Your advice
I do	I've just started my GCSEs and I'm worried because I'm finding it so much harder than in Year 9. I feel lost in lessons and everyone else seems to get it! I've just done my first assessment and my grades were bad. I'm not sure I can do GCSEs and I think I will fail.	<hr/> <hr/> <hr/>
We do	I feel distant from my friends. We've been friends since primary school and for the last 3 years, it's been great! But now we are in lots of different classes and we don't see each other as much. We don't have much in common anymore; we're into different music and films. I don't want to upset anyone but I don't find it fun to be with them anymore.	<hr/> <hr/> <hr/>

Scenario		Your advice
You do	Social media is getting me down. People are much more beautiful than me and having more fun. I used social media to express myself, but the more negative comments I get, the less I want to share. My phone buzzes constantly and I feel I must reply immediately. But the more I look, the more depressed I feel. Is it just me?	<hr/> <hr/> <hr/> <hr/>
You do	I'm having huge arguments with my parents about dating. We've always got along well but I feel they are treating me like a baby. I want more independence and to date who I want, but they expect me to do family things and tell me I'm too young to be alone in my room with my date. My curfew is too early and they watch everything I do. How do I tell them I'm becoming an adult!?	<hr/> <hr/> <hr/> <hr/>

Everyone experiences challenges in their lives and even as adults, times of change can be difficult to manage. On p8-9, there are four stories about people who have experienced and overcome mental health concerns at various times in their lives.

<b>Task 3:</b> Read the stories on p8, then select <b>one</b> story and answer the questions which follow.
1. What mental health concern did this person experience and how did it affect their lives?
<hr/> <hr/> <hr/>
2. What contributed to them developing a mental health concern?
<hr/> <hr/>
3. What helped them to overcome or manage their mental health concern?
<hr/> <hr/>
4. What can we learn from these people's experiences?
<hr/> <hr/> <hr/>



**Prince Harry**

Prince Harry has opened up about his mental health issues, explaining that he found it very difficult to come to terms with his mother's death when he was 12 years old. He has said that for twenty years he "shut down all emotions" and struggled with anxiety during royal public engagements. He explained that his brother, Prince William, tried to persuade him to seek help for a long time before he went to counselling. He also took up boxing, which taught him how to help control his emotions. Prince Harry has now set up the 'Head Together' charity to help support others with mental health concerns and encourage other people to talk.



**Chrissy Teigen**

Chrissy Teigen developed postpartum depression (PPD) after giving birth to her daughter, Luna, in 2016. Chrissy has explained that it took her a long time to realise she had a mental health concerns, because she had a wonderful husband of 10 years, a very supportive workplace and everything she wanted in life, but she still felt incredibly sad. She lost her appetite, felt tired all the time and quickly lost her temper with other people. She went to the doctor who diagnosed her with PPD. Chrissy was prescribed medication and therapy, which have helped her recovery. She describes how much her family have helped her accept herself. She feels it's important to raise awareness about mental health concerns.





**Ariana Grande**

After the 2017 Manchester terrorist attack at Ariana’s concert, she experienced PTSD – Post Traumatic Stress Disorder. This is a mental health concern that affects people who have been through an extreme or traumatic event. Ariana has spoken out about the mental health concerns she has struggled with and has performed concerts to raise funds for the families of the victims. She has said ‘Music is...comfort. It is fun. It is expression. It is happiness’. To help her manage her mental health, Ariana has decided to take time away from the public eye so she can work on her music without deadlines or expectations to perform. She has chosen to go home and spend time with her loved ones.



**Zayn Malik**

In Zayn Malik’s autobiography, he explains how he developed anxiety and an eating disorder. Malik had to cancel several performances due to his anxiety and says that his eating disorder was a reaction to needing control in his life, after he struggled to cope with the pressures of being famous. Zayn is determined to break the stigma around mental health, particularly for men, saying anxiety is nothing to be ashamed of”. He has found that being open with his friends and family, as well as fans, has helped him to manage anxiety and to avoid social situations that he finds difficult to manage. Zayn found that focusing on other aspects of his life, such as his career and music, helped him with his recovery.

**Reflection:** Return to your baseline task on p5. In another colour pen, write down 3 pieces of advice you would give this person.

## Subtopic 2 –Recognising when to seek help

### Learning Objectives

- Explain and recognise different mental health conditions such as anxiety and depression
- Know where to access support for mental health

### Do Now:

1. What is mental health?

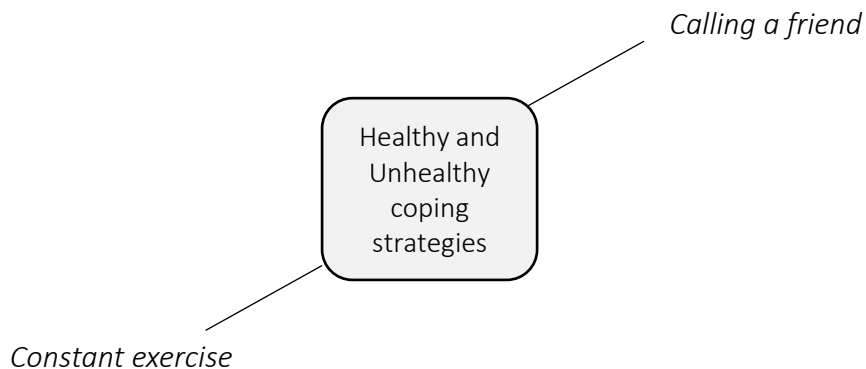
2. Why do some people not talk about their mental health?

3. What is a stigma?

4. Where could you access help for mental health?

5. Name 3 ways you can look after your mental health?

**Baseline Activity:** Based on your knowledge of mental health, complete the mind map below:



Silent & Solo



**Turn and Talk:** People only need help with their mental health when they tell people they need help. Do you agree?

**Stop and Jot:** Write down what you have discussed about the safety of vapes.

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**Task 1:** Watch 3 short film clips around mental health and complete the table below

Topic	Signs that might mean someone had this mental health issue	Strategies and treatments	Ways others can help
Depression	<hr style="border-top: 1px dotted black;"/>	<hr style="border-top: 1px dotted black;"/>	<hr style="border-top: 1px dotted black;"/>
	<hr style="border-top: 1px dotted black;"/>	<hr style="border-top: 1px dotted black;"/>	<hr style="border-top: 1px dotted black;"/>
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Anxiety	<hr style="border-top: 1px dotted black;"/>	<hr style="border-top: 1px dotted black;"/>	<hr style="border-top: 1px dotted black;"/>
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	<hr style="border-top: 1px dotted black;"/>	<hr style="border-top: 1px dotted black;"/>	<hr style="border-top: 1px dotted black;"/>
Stress	<hr style="border-top: 1px dotted black;"/>	<hr style="border-top: 1px dotted black;"/>	<hr style="border-top: 1px dotted black;"/>
	<hr style="border-top: 1px dotted black;"/>	<hr style="border-top: 1px dotted black;"/>	<hr style="border-top: 1px dotted black;"/>
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**Depression:** A mental health problem that involves having a low mood or losing interest and enjoyment in things

**Anxiety:** Feeling of unease, such as worry or fear, that can be mild or severe

**Stress:** The body's reaction to feeling threatened or under pressure



**Show Me:** What might stop someone from accessing support for mental ill-health?

When people have mental ill health, it can be scary accessing support. It is important to remember:

- Sometimes people need to access a number of different sources of help to find the right one;
- Online support can be less scary to contact initially so is a good place to start but sometimes people need something more individualised which often means contacting a person via phone or in person – friends can help with doing this;
- Different people are best to approach for different types of support but most people can help find someone else to go to if they don't know how to help themselves – the key thing is to talk to someone early on to get help.



**Task 2:** There are different people who you can talk to about mental health. Complete the table below to explain benefits, potential challenges and what it is appropriate to speak about.

	Benefits of talking to them	Potential challenges of talking with them	Topics appropriate to speak to them about
a. Friends			
b. Family e.g. parents or siblings			
c. Staff in school			
e. Other organisation E.g. Childline			
f. Medical professional e.g. doctor			

**Reflection:** Return to the **Turn and Talk** task on p12. In the space below, write a response that aims to change this opinion.

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## Subtopic 3 – Change, loss and grief

### Learning Objectives

- Understand the effects of change, loss and grief
- Explain and signpost strategies for managing these feelings and accessing support

<b>Do Now:</b>		
1. Give 3 examples of mental ill health		
2. Give 3 examples of people you can talk to about mental health		
3. Name 2 positive coping strategies for mental health		
4. Give 2 negative coping strategies for mental health		
5. When should you talk to a doctor about mental health?		

	<b>Silent &amp; Solo</b>	<b>Baseline Activity:</b> What do change, loss, bereavement and grief mean?	
Change			
Loss			
Bereavement			
Grief			
What might someone feel?		How might someone behave?	
Where or how might some get help for this?			



**Show me:** Reasons why someone might not talk about change, loss, bereavement and grief

- Loss:** When something is taken away or someone has less of something
- Bereavement:** Being deprived of someone or something, usually through a death
- Grief:** A natural response to loss, grief can cause someone to experience a wide range of feelings, emotions or physical reactions. Although grief is often in response to a bereavement, it can occur as a response to other losses too.

**Task 1:** Read the scenarios and highlight the change, loss or bereavement that each person has experienced and the impact on each character. Then complete the two lists that follow:



**Kaidee**

Kaidee's aunty died unexpectedly last month. It happened in the middle of Kaidee's mock exams, but she didn't want any of her teachers to know, so she went into school as usual and sat the papers. However, she's been getting exam results all week and she hasn't done well at all – her teacher last lesson said that she was disappointed that Kaidee hadn't revised more. Kadiee spent lunchtime upset – she thinks she'll fail her real exams now too.



**Sophie**

Sophie's mum and dad told her they were going to separate last week. Sophie hadn't noticed any problems between her parents at home and doesn't understand where this has come from. They keep trying to talk to her about what is going to happen next, but every time they do, Sophie refuses to listen and goes in her room instead. She thinks that if they just have some more time to properly think things through, nothing will have to change.



**Farid**

Farid and his family moved to the UK recently, leaving everything from their old lives behind. Farid has made some good friends and gets on well with everyone at school. But when Farid is alone, all he can think about is the friends he used to have. He just wants to curl in a ball and not speak to anyone, but his parents gave up so much to come here that he thinks he has to be happy all the time.



**Callum**

Callum’s hockey coach Al was recently diagnosed with a terminal illness. Callum is really close to Al – he supported Callum a lot when his parents split up and is always really encouraging of Callum to work hard and succeed in all aspects of life. Callum keeps feeling angry with Al – he can’t believe Al is going to abandon him! When he reminds himself that it isn’t Al’s fault that he’s ill, he feels even worse about himself.

What feelings or emotions are these people experiencing?	What behaviours are these people demonstrating?

### Coping with grief

It can be extremely difficult when you lose someone or something important to you. Whether you’ve lost a family member, a friend, a pet, or any other significant person in your life, you may feel a whole range of emotions. Grief is an emotional response to this loss. It is a process rather than an event and it can affect how you feel physically, mentally and socially.

There’s no right or wrong way to grieve and everyone grieves in different ways. You might feel angry, sad, depressed, guilty, relieved, or any other number of emotions. Or you might be numb and not feel anything at all. However you’re feeling is okay and is a normal reaction to losing someone.

Because we all grieve differently, how you react might be different to how other people around you react. For example, the way you grieve might be influenced by your culture, beliefs, or how your family and community understand loss. Your grief might also be influenced by what you feel others expect of you, but it’s important to remember that however you’re feeling is valid – there’s nothing wrong with you if you don’t react to loss the way others do.

While it’s important to look after yourself when grieving, it’s also important to be sensitive to how other people are grieving and accept that everyone’s experience is unique.



People tend to believe that grief shrinks over time



What really happens is that we grow around our grief





**Turn and Talk:** If someone is grieving, it is best not to talk to someone about it?

**Stop and Jot:** Write down what you have discussed about talking to someone grieving?

.....

**Task 2:** Consider each strategy for managing grief and complete any blank spaces in the table:

Strategy	Positives	Negatives
a. Talk to a family member or friend	Can provide emotional support; can refer someone to other support services; can take steps to support someone in school	Someone might not know how to explain their feelings in words or how to start the conversation; they might not want to draw attention to themselves
b. Ignore feelings and emotions	..... .....	Feelings can't be ignored forever
c. Find people who have a similar experience through support groups	..... .....	Some people might feel uncomfortable talking in a group, it might be difficult to find groups locally
d. Establish and stick to a routine (e.g. eat, sleep, go to school, exercise)	Allows the body and mind time to reset and can help someone feel a return to normality	..... .....
e. Create a memory box, scrap book or similar	..... .....	Some people might find this too painful to do soon after a loss
f. Spend time with friends or family socially (e.g. got to the cinema, park, eat out)	Friends and family can listen and can provide a positive distraction and feelings of normality	..... .....
g. Seek professional help and support, such as counselling	..... .....	Someone might not know how to access this support or they might have to wait for it; some people might be nervous about talking to a stranger

Grief doesn't have a timeline. Just take one step at a time. There isn't a guidebook on how to grieve and what emotions to feel. You may feel many emotions, you may feel a few emotions or you may feel none at all. If you feel a whirlwind of emotions it's completely natural. **Erin, 16**



**Reflection 1 :** Return to your baseline task on p14 and add any new information you have learnt in this subtopic.

**Reflection 2:** In the space below, write down how you might support someone who is grieving. What might you say? Do?

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## Subtopic 4– Re-framing negative thinking

### Learning Objectives

- Describe different negative thinking patterns
- Consider and explain the potential impact of negative thinking on wellbeing
- Identify ways to reframe negative thinking and how to learn from setbacks

### Do Now:

1. What is grief?

2. What 3 feelings might someone who has experienced grief feel?

3. Name 3 people you can talk to about mental health concerns?

4. How might someone who is struggling with anxiety behave?

5. What is stress?



**Silent & Solo**

**Baseline Activity:** Read through the statements below and indicate how much you agree or disagree by drawing a triangle.

1. Making mistakes is embarrassing so it's best to be sure of the answer before contributing

Disagree    ←.....→    Agree

2. If someone must try very hard at something, it's because they don't have natural talent and they are wasting their time

Disagree    ←.....→    Agree

3. People can improve at anything if they work hard enough at it

Disagree    ←.....→    Agree

4. Most successful people have created their own luck

Disagree    ←.....→    Agree

<b>Resilience:</b>	A skill that helps people to recover quickly from difficulties, change or misfortune
<b>Negative thinking patterns/loops:</b>	Habitual thought process which can affect our perceptions
<b>Reframing:</b>	A process of thinking about something differently, often in a more positive way

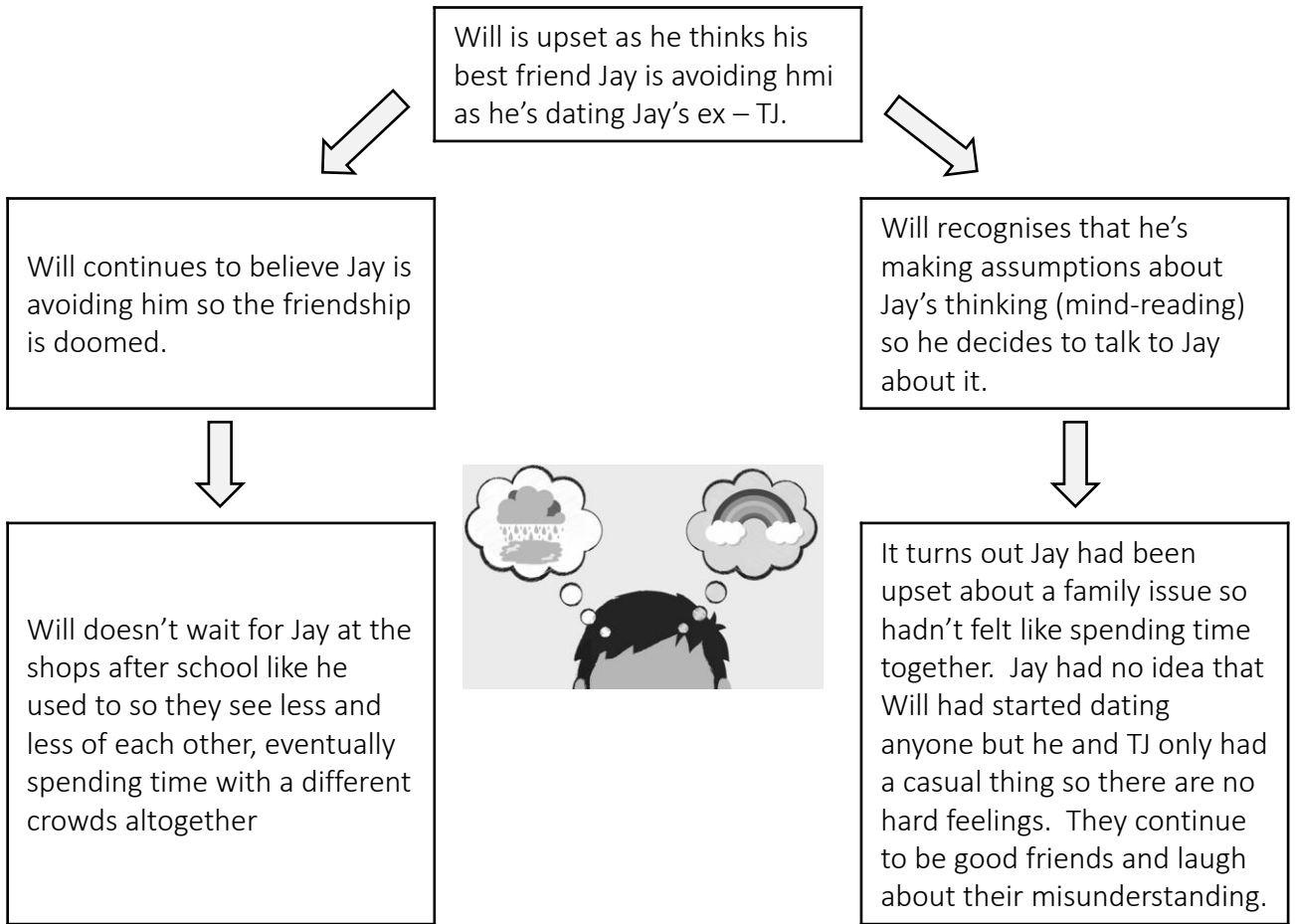
**Task 1:** Draw a line to match the label to the definition and to an example.

Definition
<b>Personalising</b>
<b>Mind reading</b>
<b>Labelling</b>
<b>Fortune-telling</b>
<b>Catastrophising</b>
<b>Overgeneralising</b>
<b>All-or-nothing thinking</b>
<b>Should statements</b>
<b>Filtering</b>

Explanation
1. Giving yourself a negative name or quality
2. Seeing things in 'black or white' terms – success or failure, good or bad.
3. Making big judgments based on small, one-off's
4. Thinking you know what someone is thinking
5. Only focusing on the negatives and missing the good that came out of it.
6. Assuming something is your fault
7. Assuming the worst possible outcome.
8. Telling yourself how you 'should', 'must' or 'ought' to be/feel/act.
9. Assuming you know how things will turn out.

Example
a. If they say 'no', everyone will think I'm 'undateable' and I'll be alone forever.
b. I shouldn't do that or people won't like me.
c. I've failed my spelling vocab today – I'm bound to fail my GCSE.
d. Suzie blanked me this morning – I must have done something wrong.
e. I had loads of people at my party but my best friend didn't come so it was ruined.
f. I'm so useless!
g. I've been saving money by walking but I had to take the bus – I might as well not bother saving as I'll never save enough.
h. I never score a goal so there's no point even trying!
i. I bet they all think I'm a complete idiot for failing that test.

Some people often fall into negative thinking, it might have even happened to you! It can mean that people don't share how they are feeling and this can impact on someone's wellbeing or their relationships. Have a look at the example of negative thinking and then re-framing negative thinking below:



**Task 2:** Read the script below and finish the sentences to show how Aleema might recognise her negative thinking and challenge herself to thinking differently which leads to a different outcome.

Aleema was upset because she had a row with her friend Dina.	She started to worry that their friendship was ruined and Dina would never talk to her again	Aleema realised that she was using a negative thinking pattern called:
		1.

Aleema decided to:	Dina said that:	In the end:
2.	3.	4.

**Reflection 1:** Revisit your responses to the baseline task on p19. By drawing a circle this time, indicate whether your opinion has changed.

**Reflection 2:** Select an example from p20 and reframe what they are saying to be more positive in the space below.


## Learning Objectives

- To understand what is meant by the word **tolerance**
- To apply this to what you have learnt throughout this subtopic

### Do Now:

1. Can you name the 5 British Values?

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2. What is mental health?

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3. Give 3 healthy coping strategies for supporting mental health

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4. Explain the term bereavement

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5. What is resilience?

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**Baseline Activity:** Think about the word **tolerance**. What ideas come to mind? Can you give some examples?

Tolerance



How might tolerance apply to our subtopic of mental health?


## Tolerance

Tolerance means understanding that we all don't share the same beliefs and values. Respecting the values, ideas and beliefs of others whilst not imposing our own others.

One of the ways we can develop and deepen our respect and tolerance for other people is through empathy. When we empathise with someone, we can understand the way they feel or think. We may not necessarily agree, but we can at least understand and see the world through their eyes.

- Democracy
- Rule of Law
- Tolerance
- Mutual respect
- Individual liberty



**Task 1:** What is empathy?

**Stereotype:** a fixed idea or image that many people have of a particular type of person or thing, but which is often not true in reality and may cause hurt and offence.

### Tolerance and men's mental health

Society's expectations and traditional gender roles mean that men are less likely to discuss or seek help for their mental health problems. We know that gender stereotypes about women – the idea they should behave or look a certain way, for example – can be damaging to them. But stereotypes and expectations can also damage men.



**Show me:** What stereotypes exist about men and women?

Men are often expected to earn the most money and to be strong and in control, rather than allowing their emotions to get the better of them. This can make it harder for men to reach out for help and open up.

Some research also suggests that men who can't speak openly about their emotions may be less able to recognise symptoms of mental health problems in themselves and less likely to reach out for support.

Men may also be more likely to use potentially harmful coping methods such as drugs or alcohol and less likely to talk to family or friends about their mental health. However, research suggests men will get the help that meets their preferences and is easy to access, meaningful and engaging.





**Task 2:** How can we be more **tolerant** towards men who might be struggling with their mental health?

Why is it important to tackle the stigma that exists around men's mental health?

b. What advice would you give a man who might be struggling with his mental health?

**Task 3:** Read the extract Dwayne Johnson and answer the questions which follow:



'I found that with depression, one of the most important things you could realise is that you're not alone. You're not the first to go through it; you're not going to be the last to go through it'

**Dwayne Johnson aka 'The Rock' – Ex-wrestler and film star**

What is Dwyane Johnson's message about mental health?

Why does Dwayne Johnson talking about mental health help to break the stigma and make people more tolerant of the struggles men face?

Reflection: Return to your baseline task on p23 and add any new learning around tolerance

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A large rectangular area with a solid black border and horizontal dotted lines, resembling a writing template or a page for notes. The dotted lines are evenly spaced and run horizontally across the entire width of the page, providing a guide for writing.

# ASSESSMENT

What is mental health?

1.

Give 3 examples of mental ill health

2.

3.

4.

Give 3 examples of healthy coping strategies

5.

6.

7.

Give 3 examples of unhealthy coping strategies

8.

9.

10.

Give an example of 2 stigmas that exist around mental health

12.

13.

What is depression

14.

Give 5 different people or organisations that you can talk to about mental health

15.

16.

17.

18.

19.

<b>Give 3 reasons why someone might not talk about their mental health</b>
19.
20.
21.
<b>What is a bereavement?</b>
23.
<b>What is grief?</b>
24.
<b>What 3 feelings might someone experience who has had a loss?</b>
25.
26.
27.
<b>What 3 different behaviours might someone exhibit who has experienced a loss?</b>
29.
30.
31.
<b>What might effect the way you grieve?</b>
32.
33.
34.
<b>Who might be able to support someone who is grieving?</b>
35.
36.
37.
38.
39.

Give 5 things someone can do to help manage grief

40.

41.

42.

43

44.

What is resilience?

45.

What are the 5 British Values?

46.

47.

48.

49.

50.

Total

%

# Where can you find support?

Remember, if you are concerned or have questions, there is always someone you can speak to

- At Longsands Academy, we are a Telling School. If you are experiencing any issues or problems either in or out of school, you can speak to your tutor, head of year or other trusted member of staff, write down the details and drop our note in one of the black postboxes or email: [tellus@astrea-Longsands.org](mailto:tellus@astrea-Longsands.org)
- For accurate, reliable health information, visit [www.nhs.uk](http://www.nhs.uk)
- For support around mental health, visit Young Minds at [www.youngminds.org.uk](http://www.youngminds.org.uk) For help, text SHOUT to 85258 or call
- For advice on drugs, their effects and the law, visit [talktofrank.com](http://talktofrank.com)
- For advice on a range of issues from bullying, mental health, relationships and more contact Childline [www.childline.org.uk](http://www.childline.org.uk) 0800 1111
- If you are worried about online abuse or the way someone is communicating, you can contact CEOP: <https://www.ceop.police.uk/Safety-Centre/>
- If you want to report a crime anonymously you can contact Crimestoppers on 0800 555 111
- You can also report concerns directly to the police by calling 101 or 999 in the case of an emergency



ONLINE, ON THE PHONE, ANYTIME  
[childline.org.uk](http://childline.org.uk) | 0800 1111



**CrimeStoppers.**

**0800 555 111**

100% anonymous. Always.

