

Lesson four: Harmful sexual behaviour

Ages 12-14

+ Lesson overview

This is the fourth of six lessons, focusing on empowering and supporting young people as they develop relationships. This lesson explores the concerns raised by harmful sexual behaviours in all its forms, including sexual harassment. It empowers young people with ways to manage, and speak up about these behaviours, including seeking help.

Learning objective

To learn about the effects of harmful sexual behaviours, including sexual harassment, and how to respond to these.

Learning outcomes

Young people will be able to:

- Explain what sexual harassment and harmful sexual behaviours are and how they may affect someone
- Describe strategies to challenge sexual harassment and harmful sexual behaviour
- Describe how to access sources of support in relation to sexual harassment and harmful sexual behaviours, and how barriers or concerns about seeking help can be managed

Resources

- Box or envelope for questions
- Resource 1: *Problem pages* (1 per pair)
- Resource 1a: *Behaviour cards* (1 per pair, as required)

Lesson summary

Activity	Description	Timing
Introduction	Introduce learning objective and outcomes, and revisit ground rules.	5 mins
Baseline assessment	Rate how much they agree with opinion statements.	5 mins
Definition: Think, pair, share	Develop shared definitions and examples of sexual harassment and harmful sexual behaviours.	5 mins
Compliment or offensive	Identify whether comments are compliments or offensive and identify why these comments are offensive.	10 mins
Problem pages	Respond to young people's concerns about sexual harassment and harmful sexual behaviours.	15 mins
Obstacles to reporting	Suggest strategies to support a character experiencing barriers to reporting an experience of sexual harassment.	10 mins
Reflection and endpoint assessment	Return to their attitude ratings and make any necessary changes to demonstrate their learning.	5 mins
Signpost support	Remind the class how to access further advice, guidance and support about relationships.	5 mins

Climate for learning

Make sure you have read the accompanying teacher guidance notes before teaching this lesson. These include guidance on ground rules, the limits of confidentiality, relevant subject knowledge, communication, and handling questions effectively, as well as additional guidance on managing disclosures.

Be mindful that it is especially important to distance learning from young people's own experiences in this lesson. Avoid asking questions or directing the class to consider how this may have affected them personally, as many young people may have lived experience of harmful / problematic sexual behaviours, including sexual harassment.

Ensure the class are directed to in-school support for reporting incidents and concerns. If any concerns are raised regarding a young person's welfare, follow your school's child protection policy.

Keywords

Sexual harassment, harmful/problematic sexual behaviour, abuse

Baseline assessment

➤ Introduction – 5 mins

Negotiate or revisit ground rules for the lesson and explain that the class can put questions in the question box, either anonymously, or with their name on if they would like to have a follow-up conversation. Introduce the learning objectives and outcomes. Explain that today's lesson will focus on sexual harassment and harmful sexual behaviour in a variety of forms. Ensure the class are made aware of in-school reporting systems before starting the lesson.

➤ Baseline assessment activity – 5 mins

Working on their own, ask the class to rate the extent to which they agree with each of the four statements on Slide 3.

They should keep their attitude ratings safe until the end of the lesson.

Circulate as the class complete this to gauge current attitudes.

Core activities

➤ Think, pair, share – 5 mins

Ask the class to define what they think constitutes 'harmful sexual behaviour' and 'sexual harassment'. This should be carried out as a 'think, pair, share' activity, where the class are invited to think quietly for themselves for one minute (or to write ideas down) then to share their thoughts with their partner for one minute, then to reach a consensus and develop a shared definition or list of behaviours as a class.

Key learning:

- The NSPCC classes 'Harmful Sexual Behaviours' as developmentally inappropriate sexual behaviour displayed by children and young people, which is harmful or abusive. Behaviours that are socially unexpected or developmentally inappropriate, but that do not have the element of victimisation or abuse, are considered Problematic Sexual Behaviours'.

- The class may suggest that sexual harassment consists of behaviours that are unwelcome or inappropriate that may be directed towards an individual, and may add to an unwelcoming or hostile environment. This includes behaviours like sexual 'jokes'; gestures, comments or noises; unwanted advances, sending unwanted nude images, lack of respect for someone's personal space; spreading sexual rumours; or taking photographs under someone's clothes, e.g. 'upskirting'. These behaviours fall on a continuum of Harmful Sexual Behaviours.

➤ **Compliment or offensive – 10 mins**

Ask the class to read the comments on Slide 5. In small groups of three to four, decide which of the comments are paying someone a compliment, and which are someone saying something about a person that is offensive or insulting. They should record this in their books or on a piece of paper.

Ask the class to share their answers and once the class have identified which are insults or offensive, ask them to explain what these comments have in common.

Key learning:

- Comments likely to be identified as compliments include: B, C, F, H
- Comments likely to be identified as offensive include: A, E, G, I, J
- There may be some mixed views about D. Some might consider this a compliment about someone's looks; however it implies looks are the only thing that matter in a relationship. Sometimes comments that sound like compliments can also undermine someone's confidence, for example reinforcing the fact they are single. So, whether this is considered a compliment or offensive may depend on the context.
- Through discussion, help young people to recognise that offensive comments are often objectifying - treating a person as a sexual object rather than an individual with thoughts, feelings, and interests. They can also be comments that draw comparisons, i.e. 'you're fitter than them...' which serve to rank people by their attractiveness. Comments are also more likely to be offensive when they come from a stranger, or when they are asking for something, as these can be intimidating or put pressure on the person receiving them.

➤ **Problem pages - 15 mins**

As a group, read the online posts to a problem-page forum in Resource 1: *Problem pages*. In small groups, the class should identify what barrier each character might be facing to reporting their concern and discuss what appropriate advice might be for

each character. If required, these ideas could be fed back as a class and listed on the board before beginning writing.

The class should then choose one of the six characters and write a response to the person's situation, explaining what they should do next and where they could seek help.

Key learning:

It is important that through discussion young people recognise the value of reporting issues despite the challenges the characters they might face. Emphasise that the characters have the right for these behaviours to stop and to feel safe at school/work. The purpose of telling someone is primarily:

- to stop what's happening to them
- to ensure they get any support they need

but also:

- to prevent it happening to someone else
- to change the perpetrator's behaviour
- to change the culture in the school/workplace by showing that this behaviour is not tolerated here

Support: Hand out Resource 1a: *Behaviour cards* and match the harmful behaviour cards to each scenario. Identify someone each character could speak to about what they are experiencing, or somewhere they could access support.

Challenge: Create a pledge that outlines the school community's response to sexual harassment.

➤ Obstacles to reporting – 10 mins

In pairs, ask the class to read the statement on Slide 7.

Ask them to suggest as many ways as they can for the person to be helped to overcome the barriers preventing them from reporting sexual harassment. They should consider strategies for the individual person, things a friend could do, and actions a school could take to help.

To take feedback, ask the class to share their suggestions and create a class list of strategies for individuals, friends, and schools.

Key learning:

- Individual: remember why reporting is important, plan out what they want to say, practise telling someone else first (in front of the mirror, using a Childline

counsellor, or trusted friend), organise a time to speak to someone in advance (e.g. 'can I speak to you at break / lunch / after school?').

- Friend: listen to them and encourage them to report, offer to go with them, avoid taking sides, avoid talking about the issue with anyone else (it's not their business!), report on their behalf as a witness.
- School: Make anonymous reporting available, have a designated member of staff to respond to the issue of harassment, teachers must challenge every incident when it is witnessed, consistently respond to issues when they happen, raise awareness through PSHE lessons or assemblies about the help available.

Plenary/assessment for end of learning

➤ Reflection and endpoint assessment – 5 mins

Ask the class to return to their attitude ratings from the start of the lesson.

In a different colour pen, they should indicate any changes regarding how they feel about each statement. Ask the class to pick one of the four statements and explain their view in more detail, including whether, why, and how their view has changed from the beginning of the lesson.

➤ Signposting support – 5 mins

If young people need advice on what they have discussed in the lesson or have concerns, signpost them to support at home or in school (such as tutors and head of year).

Childline www.childline.org.uk 0800 1111

Extension activity

➤ Extension one

Design a leaflet to raise awareness about the support services available to people experiencing sexual harassment, including in-school support, website links and phone numbers. This activity could be turned into a competition where the winning entries are copied and placed around school.

Websites that could be shared include:

- www.childline.org.uk
- www.nspcc.org.uk
- www.youngminds.org.uk/find-help/feelings-and-symptoms/bullying

- www.anti-bullyingalliance.org.uk
- www.childnet.com/young-people