

**NSPCC**

# Hurtful behaviours

Talk Relationships

**EVERY CHILDHOOD IS WORTH FIGHTING FOR**

PSHE Association  
Quality Assured  
Resource

PSHE  
Association

# Baseline assessment

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Dear Diary

Something happened at school today. I know it wasn't right, but I don't know what to do about it. It happened with someone else in the class. They thought it was fun and funny, but I didn't. Some of the others thought it was funny too. I wanted to say 'stop'. I wasn't expecting it and it made me feel uncomfortable. I was really embarrassed. Now, I feel worried about going into school tomorrow in case it happens again.

Lex

What might have happened?

What is the problem with what has happened?

What can Lex do about it now?

# Respectful behaviours

.....

Read the incident cards and place them on the continuum according to whether you think the behaviour is respectful or disrespectful.



Respectful

Disrespectful

# Respectful behaviours

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Respectful

Disrespectful

Where did you decide to place your cards?

Where should these cards be placed?

# Respectful behaviours

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**4.** Respectful behaviours include being polite, noticing personal space, asking for consent/permission, considering other people's feelings.

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**2.** Respectful behaviour is acceptable and desirable. By treating each other with respect, we can create a fair environment for everyone.

**3.** Disrespectful behaviour is hurtful to others and the opposite of respectful behaviour.

**4.** Respectful behaviours include being polite, noticing personal space, asking for consent/permission, considering other people's feelings.

**5.** Disrespectful behaviour is unacceptable and undesirable.

**6.** Disrespectful behaviours include being impolite, doing something to someone without asking first, excluding others, not being considerate to other people's privacy or feelings, doing something which might make someone feel uncomfortable or unsafe.

# Hurtful behaviours

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## **Learning objective:**

To learn how to recognise hurtful behaviours and strategies to manage these.

## **Learning outcomes:**

- Explain what respectful behaviour is and the right everyone has to be treated with respect.
- Identify the nature of gender based hurtful behaviour.
- Explain strategies to respond to or challenge hurtful behaviours.
- Identify how to report worries and where to get support.

# Responding to hurtful behaviour

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What should someone do if they experience hurtful behaviour?

What could someone do if they saw (or heard) unacceptable behaviour happening to someone else?

# Responding to and challenging hurtful behaviour



# Responding to and challenging hurtful behaviour

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Not join in/not 'go along' with it

# Responding to and challenging hurtful behaviour

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Calmly ask the person to stop what they are saying or doing



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Not join in/not 'go along' with it

Ask someone else for help

Calmly ask the person to stop what they are saying or doing

# Responding to and challenging hurtful behaviour

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Ask someone else for help

Calmly ask the person to stop what they are saying or doing

State that the behaviour is unacceptable, say why it is wrong

# Responding to and challenging hurtful behaviour

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Not join in/not 'go along' with it

Ask someone else for help

Walk away from uncomfortable situations

Calmly ask the person to stop what they are saying or doing

State that the behaviour is unacceptable, say why it is wrong

# Responding to and challenging hurtful behaviour

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Not join in/not 'go along' with it

Ask someone else for help

Walk away from uncomfortable situations

Calmly ask the person to stop what they are saying or doing

State that the behaviour is unacceptable, say why it is wrong

Say firmly or shout at the person doing the hurtful behaviour to stop

# Responding to and challenging hurtful behaviour

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Not join in/not 'go along' with it

Ask someone else for help

Walk away from uncomfortable situations

Calmly ask the person to stop what they are saying or doing

State that the behaviour is unacceptable, say why it is wrong

Say firmly or shout at the person doing the hurtful behaviour to stop

Communicate through body language/facial expressions that certain behaviour is upsetting

# Challenging hurtful behaviour

.....  
After the incident has occurred the person should...



# Challenging hurtful behaviour

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After the incident has occurred the person should...

Inform a trusted adult such as a teacher or parent



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Inform a trusted adult such as a teacher or parent

Talk to a friend for support





# Challenging hurtful behaviour

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After the incident has occurred the person should...

Inform a trusted adult such as a teacher or parent

Talk to a friend for support

Ask for more help or advice if it is needed



# Character scenarios

.....  
Read through the character's scenario in your groups.



**Saima**



**Hanna**



**Estelle**



**Jack**



**Daniel**

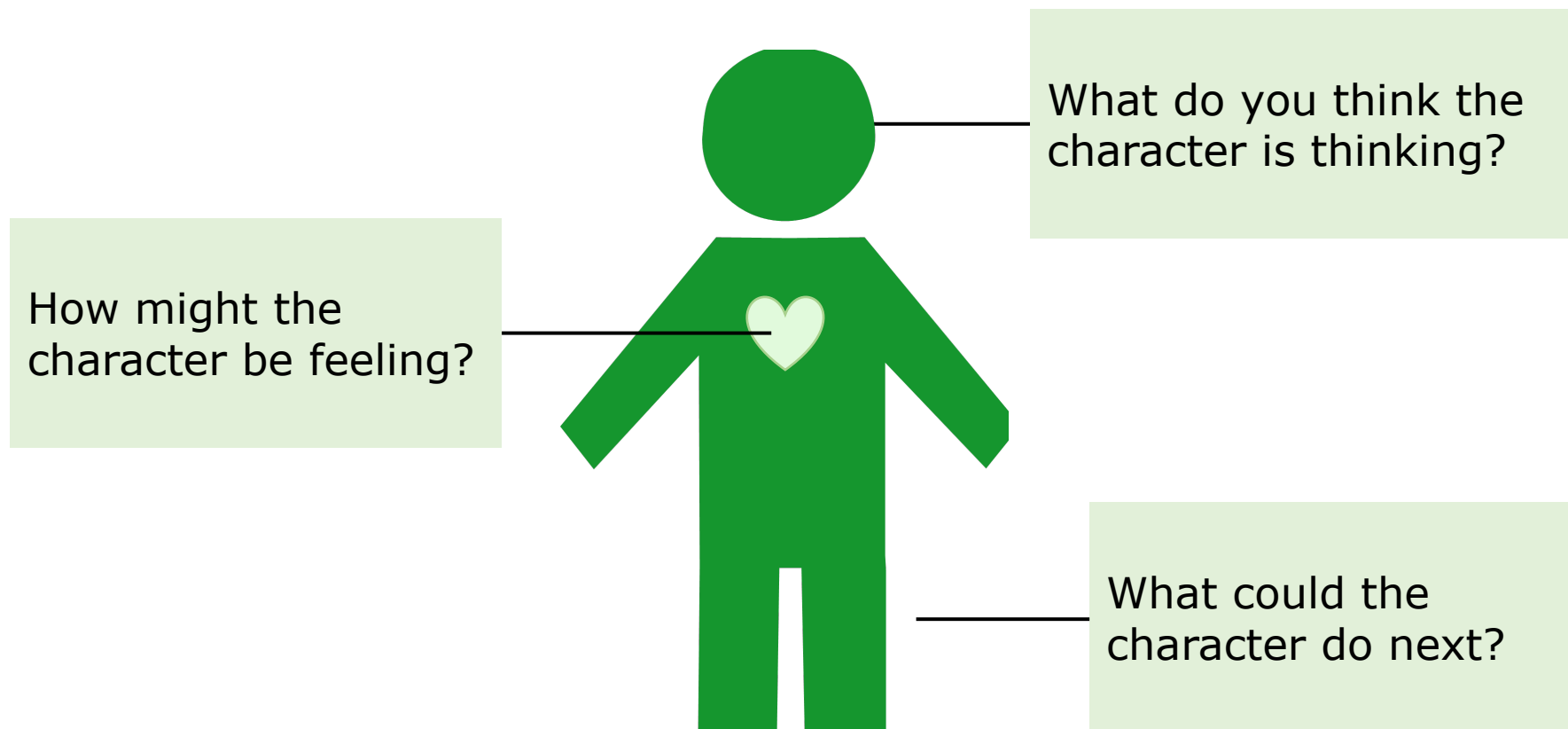


**Kiri**

# Head, heart, hands

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The scenarios that you have been given are about a character who has experienced unacceptable sexualised behaviour.



# Reflection & endpoint assessment

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	Dear Diary
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	Lex

Let's return to Lex's diary entry from the start of the lesson.

Using a different coloured pen or pencil add to or amend your original ideas.

# Reflection & endpoint assessment

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	Lex

Let's return to Lex's diary entry from the start of the lesson.

Using a different coloured pen or pencil add to or amend your original ideas.

What is the problem with what has happened?

# Reflection & endpoint assessment

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	Lex

Let's return to Lex's diary entry from the start of the lesson.

Using a different coloured pen or pencil add to or amend your original ideas.

What is the problem with what has happened?

What can Lex do about it now?

# Reflection & endpoint assessment

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	Lex

Let's return to Lex's diary entry from the start of the lesson.

Using a different coloured pen or pencil add to or amend your original ideas.

What is the problem with what has happened?

What can Lex do about it now?

Can you think of any other strategies for managing the situation?

# Signposting support

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If you need support or advice, or have concerns, seek help:



## **In school**

- Class teacher/Form tutor
- Support assistants
- Head of Year



## **At home**

- Parents or carers
- Other family members





# Childline

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If you need support or advice, or have concerns, seek help:

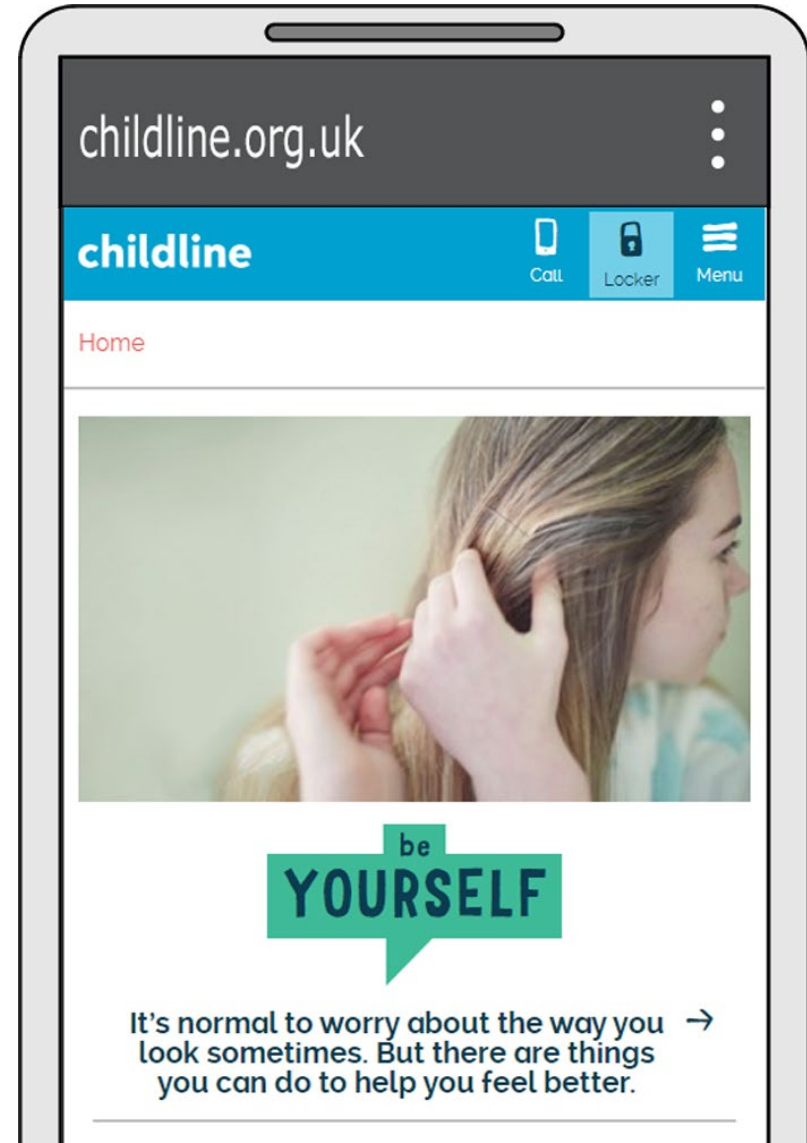


**childline.org.uk**



**0800 1111**

Childline is a free 24/7 service for children and young people.



# Extension activity 1

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Imagine Lex has asked you for advice about the situation.

Write a message, email or short letter to Lex, explaining:

What Lex could do next

Why it is important for Lex to report what happened

How to report the incident



# Extension activity 2

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Work independently to create a slogan which promotes respect for all.

The slogan must:

- Be catchy
- Use vocabulary that is easy to understand

e.g. **"We deserve respect, no matter who we are!"**



# Questions?