

**NSPCC**

# **Sexual harassment**

**Talk Relationships**

**EVERY CHILDHOOD IS WORTH FIGHTING FOR**

# Sexual harassment

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## **Learning objective:**

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

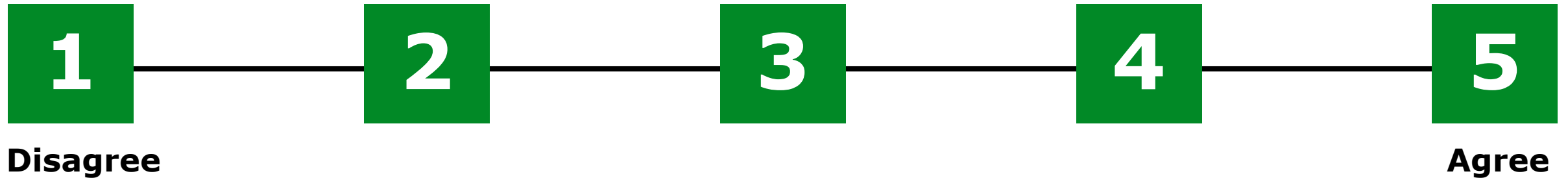
## **Learning outcomes:**

- 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.

# Baseline assessment - attitude continuum

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Indicate from 1 to 5 how much you agree with each statement:



**A** The way someone looks can suggest that they are flirty and want attention

**B** It's always nice to get attention, no matter what kind of attention or who it is from

**C** Adults get worried about some teenage behaviours that are just normal flirting

**D** If someone annoys or teases another person, they probably like them

# Think, pair, share

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## **Think**

Think about this alone



## **Pair**

Share your ideas in a pair



## **Share**

Discuss and decide as a class

**What is 'sexual harassment'?**

**What is 'harmful sexual behaviour'?**

# Compliment or offensive?

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Which of these are compliments and which are offensive?

**A**

Someone's partner says: "I like you better when you're naked"

**B**

Someone's partner says: "I love spending time with you – you really make me laugh"

**C**

Someone's partner says: "You look really pretty/handsome today"

**D**

Someone's friend says: "You're cute, how are you still single?"

**E**

A stranger shouts: "You make me horny"

**F**

Someone's friend says: "Congratulations on getting the top grade in that last essay!"

**G**

A comment online says: "You're so much fitter than your mates"

**H**

Someone in school says: "Hey, great drama performance earlier, do you want to hang out at lunch?"

**I**

Someone's partner says: "It's good you're not like other girls, they can be really slutty"

**J**

A message from a stranger says: "Those pictures are so hot, want to see a nude?"

# Problem pages

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**After reading each of the online posts to a problem page forum:**

Identify the barrier that each character is facing, which is stopping them reporting their concerns.

Discuss what advice should be given to each character.



# Obstacles to reporting

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**How could the people below help the person experiencing sexual harassment to overcome obstacles to reporting their concerns?**

The person in this scenario

The person's friends

Staff at the school

I got really sexual messages from this person from school. They keep making suggestive noises at me in the corridors and making comments about my body under their breath.

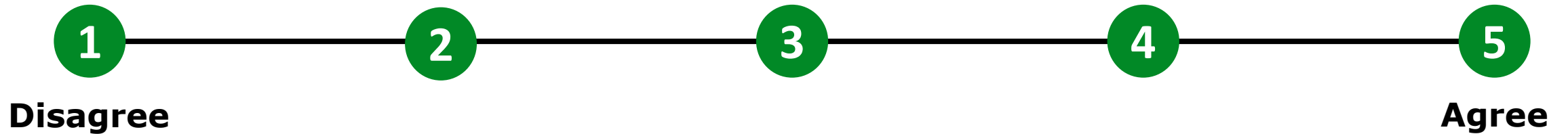
I want them to stop but I'm worried about saying anything to a teacher. My friends might think it's my fault, or pick sides and then I'd lose friends.

I feel awkward about saying what happened out loud to someone so much older than me, and what if they don't believe me?

# Endpoint assessment

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Return to your attitude ratings from the start of the lesson. Using a different coloured pen, mark any changes in how you feel about each statement:



**A** The way someone looks can suggest that they are flirty and want attention.

**B** It's always nice to get attention, no matter what kind of attention or who it is from.

**C** Adults get worried about some teenage behaviours that are just normal flirting.

**D** If someone annoys or teases another person, they probably like them.



# Reflection

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Pick one of the statements and explain your view in more detail. Include whether, why and how your view has changed since the start of the lesson.

**A** The way someone looks can suggest that they are flirty and want attention.

**B** It's always nice to get attention, no matter what kind of attention or who it is from.

**C** Adults get worried about some teenage behaviours that are just normal flirting.

**D** If someone annoys or teases another person, they probably like them.

# Signposting support

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



## **In school**

- Teacher
- Tutor
- 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:

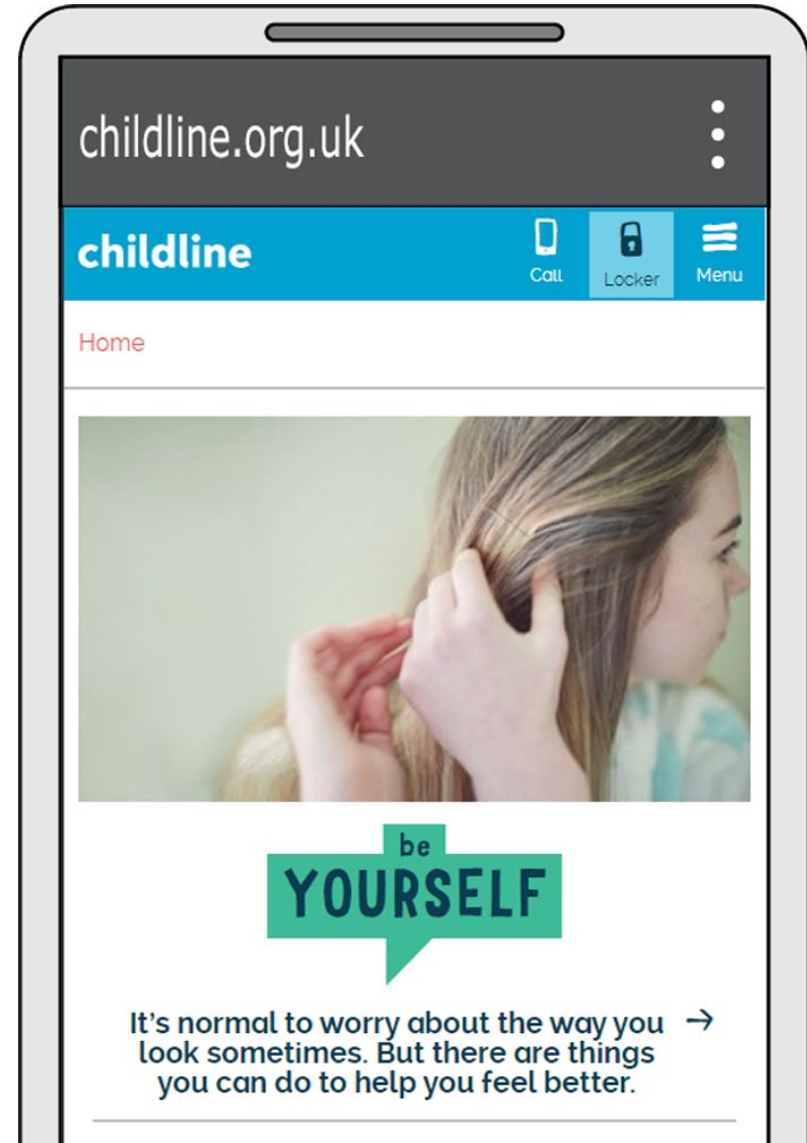


**childline.org.uk**



**0800 1111**

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



# Extension activity

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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.

Websites that could be shared include:

Childline

- [www.childline.org.uk](http://www.childline.org.uk)

NSPCC

- [www.nspcc.org.uk](http://www.nspcc.org.uk)

Young minds

- [www.youngminds.org.uk/find-help/feelings-and-symptoms/bullying](http://www.youngminds.org.uk/find-help/feelings-and-symptoms/bullying)

Anti-bullying alliance

- [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

Childnet

- [www.childnet.com/young-people](http://www.childnet.com/young-people)

# Questions?

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Photography by Tom Hull. The children and adults pictured are models.  
Photography includes Childline counsellor Omar Mason and real life NSPCC practitioner Reena Uddin. J20211217.