

Making Sense of Relationships

Lesson 4:

Inappropriate sexualised behaviour

Key stage 3

NSPCC

In partnership with

PSHE
Association



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3

Context

This is the fourth in a series of six lessons that focus on both empowering and supporting young people as they develop relationships. This lesson explores the concerns raised by sexual bullying, in all its forms and empowers pupils with ways to manage, resist or challenge it.

While PSHE education lessons should be pacy, of course you want to meet the needs of your pupils. Since the activities take one hour to complete, this lesson is planned as a minimum one-hour lesson. But pupils can gain

more from a longer in depth exploration of an activity, so long as you are comfortable leading the discussion and you feel pupils are progressing towards the objectives. If you want to do this, you might want to extend the time to two lessons.

Note:

None of the lessons are designed to be taught in isolation. They should always form part of a planned, developmental PSHE education programme.

Learning objectives

- We are learning about sexual bullying and why it occurs
- We are learning about the impact of inappropriate sexual behaviour and how to challenge or resist it

Intended learning outcomes

- ✓ I can explain what sexual bullying is and suggest reasons why it occurs
- ✓ I can explain and demonstrate techniques for challenging inappropriate sexual behaviour and explain why it is unacceptable
- ✓ I can explain when and how to access support around sexual bullying for myself and others

Resources required

- Box or envelope for anonymous questions
- Resource 1: *Four attitudes baseline assessment*
- Resource 2: *Social media responses*
- Resource 3: *Problem pages*
- Resource 4: *(optional) Sentence starters for extended writing*

Climate for learning

Before teaching this lesson make sure you have read the accompanying Resource Guidance. It has guidance on establishing ground rules, the limits of confidentiality, communication and handling questions effectively.

Key words

Inappropriate sexual behaviour, sexual bullying, peer influence, harassment

Baseline activity

Introduction 5 min

Revisit ground rules and remind pupils of the importance of keeping personal stories private. Draw attention to the anonymous question box and remind them that they can submit questions at any time, whether during or after the lesson.

Baseline assessment 10 min

Ask pupils to reflect on their personal views in relation to four statements about different behaviours. In order to do this effectively, provide pupils with resource 1, containing four opinion statements and ask them to respond to each, explaining whether they agree or disagree and their reasons why. These statements are intended as quiet, personal reflection in the first instance.

While pupils are working, circulate around the group and gauge their existing beliefs and attitudes, but don't take feedback at this stage. Ask pupils to put their sheets to one side as they will be coming back to them later.

Definition: Think, Pair, Share 5 min

Share the learning objectives and outcomes with pupils. Explain that today they will be thinking about what we mean by sexual bullying, and exploring how we can challenge or resist bullying in all its forms.

Ask pupils to define what they think the term sexual bullying means. This should be carried out as a think, pair, share activity, where pupils are invited to think quietly for themselves for one minute (or to write an idea down) then to share their definition with their partner for one minute, then to reach a consensus and share their definition with the class.

The NSPCC defines sexual bullying as:

“Any bullying behaviour, whether physical or non-physical, that is based on a person’s sexuality or gender. It is when sexuality or gender is used as a weapon by any gender towards another person”

Emphasise to pupils that sexual bullying can happen to people of any gender, but that it is more commonly directed towards girls and women. As with other forms of bullying, sexual bullying may be carried out face-to-face, behind a person's back or through the use of technology.

Core activities

Social media responses 10 min

Hand pupils the *Social Media Responses* resource and ask them to imagine that each of these conversations is happening between people at a school just like theirs. In each case, ask them to answer these questions:

- Why do you think each of the characters posted what they did?
- Do you think this is typical of the way people speak on social media?
- Does anything about the language make you feel uncomfortable?
- How would you advise Carla and George to respond? Why?

Take some feedback from the class, and encourage pupils to reflect on the fact that using social media often leads to people saying something online that they wouldn't say to a person's face, even though receiving these comments can be equally as hurtful. These comments often contain casual sexism and homophobia, and they occur every day online. Encourage young people to see the online world and social media as a community which needs people to stick up for and support one another, just as we would if this was happening face to face.

NB: These resources introduce some sexual language that is inappropriate in any context. If it doesn't come out in discussion, emphasise the total unacceptability of terms such as slut and poof. You may at this point wish to refer to the school's anti-bullying and equality policies to reinforce this message.

Problem pages 15 min

As a group, read the online posts to a problem-page forum. Pupils should then discuss in pairs or on their tables 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 pupils begin writing.

Pupils then choose one of the four characters and write a response to the person's problem, explaining what the person should do next and where they could seek help.

NB: At this stage it is important to signpost places young people can seek support for themselves or a friend. For example: people in school (the pastoral team, school counsellor, peer mentor) and places beyond school (online services, NSPCC, Childline, beatbullying).

It is also important to unpick the differences between flattering attention and unwanted attention. Young people often think that inappropriate attention is better than no attention at all. They do not see how it can reinforce negative gender stereotypes and unhealthy behaviours.

It is also important to emphasise the total unacceptability of sexual harassment in the workplace. The abuse of power between an employer and employee is illegal. Link this with the concept of self-esteem, and knowing that validation from others should not come at the price of feeling respected.

Also, ask the group to consider how finding other ways to compliment people will raise everyone's self-confidence, without the negative effects of harassment and sexist behaviour. You may wish to ask pupils how they could genuinely compliment people in healthy and appropriate way.

For pupils who may need support:

As well as presenting the class's ideas on the board, you could provide sentence starters during extended writing activities (see optional resource 3).

For pupils who need a challenge:

Pupils could create a pledge that outlines the school community's response to inappropriate sexualised language and behaviour.

Challenging sexual bullying 10 min

Ask pupils to choose another of the four scenarios and reflect on the role of the character's social group. They should work in pairs to discuss and then write their responses to the following questions:

- Which of the people identified in the scenario could be described as bystanders and upstanders (people who see something happening and take action)?
- What could the other people do to support the main character better or to resolve the situation?
- Why is it important to challenge inappropriate sexual behaviour, language or harassment?

Assessment for and of learning

Assessing (demonstrating) progress 5 min

Return to the baseline assessment (resource 1) from the start of the lesson. Ask pupils to reflect on whether their views have changed at all since the start of the lesson, or if they feel more strongly and more able to explain their view now. They should choose one of the four statements where their view has changed the most and add to their initial ideas using a different coloured pen.

At this stage, take feedback from the class, and draw out the key learning that there are lots of different forms of attention and that these may be interpreted differently by the person receiving them. Although receiving attention from someone can be pleasant, unwanted attention (from a particular person, in a particular way, or at a particular time) is intimidating, and could be perceived as sexual bullying or harassment. It is unacceptable to use sexually intimidating language or behaviour in any context, and as with any other form of bullying, the community has a responsibility to stand up against it. Lessons like this are intended to help young people develop for themselves a sense of where the line is, so that they can act appropriately in our communities.

Extension activities and home learning

Extension Activity 1:

Ask pupils to reflect on the support services available for someone who is a target of sexual bullying, or the support services that their friends might choose to access. You could encourage pupils to carry out research into trusted organisations:

childline.org.uk

nspcc.org.uk

youngstonewall.org.uk

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

anti-bullyingalliance.org.uk

childnet.com/young-people

Pupils then design a poster to raise awareness about the support services available, including website links and phone numbers. This activity could be turned into a competition where the winning entries are copied and placed around school.

Extension Activity 2:

Encourage pupils to think about the difference between paying someone a compliment and saying something about a person that is offensive or insulting. Give pupils a range of examples and ask them to first decide if what has been said is a compliment or an insult. Ask them to focus on the statements they have decided are offensive and suggest how to rephrase them to create a compliment:

- *Someone's partner says: "I like you better when you're naked"*
- *Someone's partner says: "You look really pretty/handsome today"*
- *A stranger shouts: "You make me horny"*
- *Someone's partner says: "You're so much fitter than your mates"*
- *Someone's partner says: "I love spending time with you – you really make me laugh"*
- *Someone's friend says: "You're cute, how are you still single?"*
- *Someone's friend says: "Congratulations on getting the top grade in that last essay!"*
- *Someone says in the school corridor: "Hey babe – sexy ass"*

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Resource 1

Four attitudes baseline assessment

Display images on the board sequentially, asking learners to rate in each case how close or far we are from the statement.

People who wear revealing clothing and are really flirty are just asking for attention

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

What adults describe as sexual bullying is just how teenagers flirt

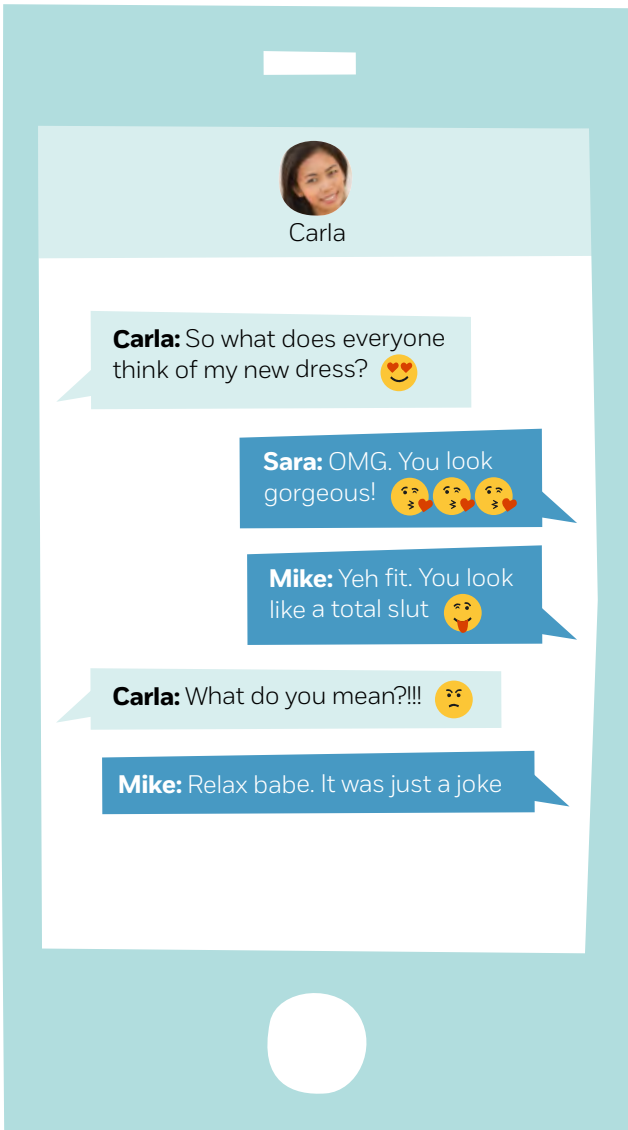
If someone spends time annoying or teasing you, it's probably because they like you

Resource 2

Social media responses

Scenario 1

Carla updated her profile picture.



Scenario 2

George has shared an article:



George has deleted a recent post.

Resource 3

Problem pages

Please help!



So, recently something weird has been happening to me at school. There's this girl who every time she sees me in the corridor tries to pinch or slap my bum. She's a really popular girl and whenever she does it my mates cheer and laugh. Most of them think she's doing it because she fancies me. But we never speak and the rest of the time she doesn't even seem to notice I exist. It makes me feel really uncomfortable and self-conscious. And I hate that everyone else just thinks it's funny. I tried to tell one of my friends it creeped me out but he just told me to man up and said I should enjoy it. Am I over-reacting? What should I do?

Thanks,

Noah

Who do I believe?

There's this boy in my class I really like and we've been flirting for a while now. He tells me all the time that he thinks I'm fit and in the lunch hall he wants me to sit on his lap. We make out sometimes but we're not officially boyfriend and girlfriend yet. He hangs out with quite a big group and all the girls he's friends with have started saying I am easy and that he's only interested in me because everyone knows I'm a slag. I feel like they're always giving me nasty looks and giggling behind my back. When I tried to talk to him about it, he laughed it off and said they were jealous. I really like him but I don't know who to believe?

In need of advice,

Vestina



Should I be offended?

The boys at my school are always making comments about my breasts. I was one of the first to hit puberty and my boobs are already way bigger than anyone else's. When I walk around in school I feel like the boys are literally staring at my chest and often wolf whistle when I go past. My name is Kitty and sometimes I'm sure they are deliberately saying Titty instead. I've always liked my body and sometimes it feels great to be noticed, but other days I wish people would just leave me alone. My friend was shocked when she heard what they were saying and told me I should be really offended. I'm not sure how I feel about it now – are they bullying me or just paying me a compliment?

Unsure and confused,

Kitty



Extension Scenario: Should I quit?

I recently got a job in a local shop. The interview was a bit weird because I thought the woman who interviewed me was flirting, but I was really pleased I got the job so I decided to just ignore it. She's now my supervisor and makes me feel really uncomfortable when we're in the shop together; she is always staring at me and she makes jokes about me being handsome. This week she said she'd made sure we were working together on all next month's shifts so we can get to know each other better, then winked at me. I'm not interested in her, particularly as she is so much older than me, but I am worried about losing my job if I don't play along?

Hoping for an out,

Aleem



Resource 4

Sentence starters for extended writing



Dear...

This is a problem because...

Sexual bullying means...

It is never acceptable to...

Have you considered...

I would suggest that you...

Your friends could/should...

To get more help, you could speak to...

Together we can help children who've been abused to rebuild their lives. Together we can protect children at risk. And, together, we can find the best ways of preventing child abuse from ever happening.

We change the law. We visit schools across the country, helping children understand what abuse is. And, through our Childline service, we give young people a voice when no one else will listen.

But all this is only possible with your support. Every pound you raise, every petition you sign, every minute of your time, will help make sure we can fight for every childhood.

[nspcc.org.uk](https://www.nspcc.org.uk)

Personal, social, health and economic (PSHE) education is a school subject that supports pupils to be healthy, safe and prepared for modern life. The PSHE education curriculum covers a range of pressing issues facing children and young people today, including those relating to relationships, mental and physical health, staying safe and aware online, financial literacy and careers.

The PSHE Association is the national body for PSHE education. A charity and membership organisation, the Association works to improve PSHE education standards by supporting over 20,000 teachers and schools with advice, training and support. Find out more at **[pshe-association.org.uk](https://www.pshe-association.org.uk)**