



Our Streets Now

Tackling Public Sexual Harassment in Schools

# Scheme of Work

“ I wouldn't report it to anyone, just speak to my friends. This happened to me around 20 times over the course of school and I never reported it. I feel they would embarrass me and take it way too seriously, I don't want that attention. ”

Let's end  
Public Sexual  
Harassment



# Scheme of Work

## PSHEE topics where Public Sexual Harassment can be incorporated into teaching

These are some ideas of how you can incorporate a lesson or half a lesson on public sexual harassment within the existing PSHEE curriculum (not limited to RSE). We hope you use these ideas as a springboard for your own lesson planning, however some resources have been signposted to help you. The list of resources is by no means comprehensive - we'd love it if you'd share your lesson resources and teaching materials with us at [OSNschools@outlook.com](mailto:OSNschools@outlook.com)

The master deck slides can be found here:

<https://docs.google.com/presentation/d/1Be9PfGAChp5ydXsuRAkxwb9Lt6HB3ht4xb-8Hg0HZkk/edit?usp=sharing>



Topic	KS2 approaches	KS3 approaches	KS4/5 approaches	Resources/ ideas
Identity (race, sexuality, gender, ability, age, religion etc.)	What different types of people are there? What can we see about people and what can we not see?	What parts of our identity can someone in the street see? What parts can they not see? Has anyone ever judged you in public unfairly? What parts of their identity might someone feel they have to hide?	How does unwanted attention in public affect our perceptions of our identity? Public harassment of people with protected characteristics.	Master deck slides 5 and 6 <a href="#">Statistics in Our Streets Now resource pack</a> <a href="#">Learning for Justice on teaching about intersectionality (ages 4-18)</a>
Consent	Why do we need to see if someone likes something before we do it?  How do you feel when things happen that you weren't expecting?  Why is it important for people to have the choice to say no?	When someone interacts with us in public briefly and we can't see them, can we give consent?  Including PSH when discussing non-consensual sexual behaviour as it is likely that students have seen / experienced this.	How are experiences of public sexual harassment and intimate sexual harassment similar and different?  Slut-shaming/victim blaming: why do some people see certain outfits/lifestyle choices as indications of consent?	Master deck slides 4 and 13 <a href="#">Planned Parenthood FRIES acronym on consent</a> <a href="#">Durex RSE lesson on consent</a> <a href="#">Bish UK on the intricacies of consent</a>
Communication	What can you say to a friend if they tell you they are sad and something bad happened to them?  Who else should you talk to if a friend tells you something serious?  How can you tell an adult if something bad happens to you?	How can we talk to a friend who has gone through something difficult like PSH?  How do we bring up difficult topics with trusted friends and adults, such as experiences of sexual harassment?  How do we know when we are out of our depth when talking to someone?	When we talk to other people about our experiences, how can we be sensitive to what they might have experienced too?  If we don't have the skills or ability to help someone, how can we tell them and still make sure they get help?	Master deck slides 15 and 16 <a href="#">RAINN tips for talking to survivors</a>

Topic	KS2 approaches	KS3 approaches	KS4/5 approaches	Resources/ ideas
Dealing with emotions	When someone scares you, who can you talk to that will make you feel better?  What different things can we do to feel better after a bad day?	How does PSH affect our experiences of the following emotions: happiness, anger, guilt, sadness, confusion, empathy, fear?  Acknowledgement that traumatic events can lead to a series of contradictory emotions.	How can we deal with feeling differently about something after some time?  How can we deal with our feelings changing over time (e.g. initially ignoring PSH but then feeling upset/triggered by it)?  What are healthy ways of processing events that can be traumatic and bring up intense emotions, such as PSH?	Master deck slide 16  <a href="#">PSHE association lessons on managing emotional wellbeing</a>  <a href="#">Emotions after sexual assault</a>
Communicating boundaries	How can you practice telling someone no?  If you think someone is not happy with how they are being treated, how can you support them?	Bystander safety: what are different ways we can respond to a situation where our boundaries are crossed? Why would we not always react in the same way?  How does it feel when our boundaries are not respected in cases of PSH?	Bystander safety: how can we decide when is it right to articulate a boundary in a case of PSH and when is it better to act online when removed from the situation?  Why do different people have their boundaries in different places?	Master deck slides 7, 8, 9 and 12  <a href="#">NSPCC relationships education resources</a>  <a href="#">Hollaback! Bystander intervention resources</a>
Online safety	How can you keep safe online so that you do not interact with people you don't know?	What should you do if you are harassed online?  What steps can you take to make yourself safer online?	Why is online public sexual harassment just as hurtful as PSH in real life?  Why do you think people feel like they can say whatever they want online?	Master deck slide 8  <a href="#">Know About CSE resources for school</a>  <a href="#">NSPCC resources on online safety</a>



“ I was walking home from school one day in my school uniform when a group of men started harassing me. When I told them I was 13, they said age did not matter to them. ”

Topic	KS2 approaches	KS3 approaches	KS4/5 approaches	Resources/ ideas
Unwanted attention	How can you identify when someone is being friendly and when they are giving you unwanted sexual attention?  Who can you talk to when you are receiving unwanted attention?	What social factors lead to people getting unwanted attention?  Drawing attention to gendered aspects of unwanted attention including the pressure on marginalised people to be safe rather than on perpetrator prevention.	How does receiving unwanted attention in public change depending on individual identities?  Bystander safety: if you see someone else receiving unwanted attention, what can you do in the moment and afterwards?	Master deck slides 7, 9 and 12  <a href="#">Hollaback! Bystander intervention resources</a>  <a href="#">Alice Ruggles lessons on unhealthy relationships and stalking</a>  <a href="#">Inappropriate sexualised behaviour lesson (PSHE association)</a>
Democracy and the law	Why have people fought to change the law in history?  Why is it important that everyone gets a say in who makes decisions?	Is everything that should be illegal already in the law, or are there changes we still need to make?  What does the example of upskirting show us about how attitudes change laws?  Why should young people be involved in democracy and lawmaking?	Why would there be campaigns to change the law, and is it always fit for purpose?  If we want to change the law, how can we do it?  Do you think young people should have a clear platform where they can make their political views heard?	Master deck slides 4, 10 and 11  <a href="#">Our Streets Now #CrimeNotCompliment campaign</a>  <a href="#">Our Streets Now petition</a>  <a href="#">Government petitions page</a>
Society and social changes	How do different people feel when there are big changes in society?  Emphasising that societal change is gradual but big events can cause shifts.	Has society always been the same, and has it always had the same attitudes towards women?  Why do we sometimes need societal changes and how can these be achieved?	Why is PSH seen by some as one of the last remaining “acceptable” forms of sexual violence?  What are the best strategies for changing society and shifting people's attitudes?	Master deck slides 7, 10 and 11

“ They definitely talked about not engaging with strangers, but there was no explanation of what sexual harassment is, more just advice about staying safe. ”





## Some agencies/organisations for help with planning:

1. [Amaze](#) - PSHEE videos by topic (link is for personal safety)
2. [Amaze Jr](#) - Primary level RSE videos and planning ideas
3. [PSHEE association framework](#) for planning RSE with SEND learners in mind
4. [Sex Education Forum brochure](#) on delivering RSE to pupils with SEND
5. [Think U Know](#) - educational game and resources helping young people understand online safety

## Some agencies/organisations for signposting:

1. [Kooth](#) - chat forum allowing young people to discuss mental health and wellbeing with trained professionals
2. [Rape Crisis England and Wales](#) - help and support after sexual assault
3. [Imkaan](#) - UK-based organisation addressing violence against BAME women and girls
4. [Hollaback](#) - organisation offering training and tips on being an active bystander to harassment and violence
5. [Stop Street Harassment](#) - global campaign documenting and campaigning to end gender-based street harassment
6. [Glitch](#) - charity raising awareness around online abuse, particularly online abuse of women and girls
7. [The Survivor's Trust](#) - helpline and referral organisation for survivors of sexual assault and harassment
8. [Stay Safe East](#) - (London only) organisation supporting disabled survivors of sexual violence and domestic violence
9. [Victim Support](#) - helpline and chat service for victims of crimes, you do not have to have spoken to the police to report an incident to them
10. [Tell MAMA](#) - organisation supporting those who have experienced Anti-Muslim abuse
11. [Survivors UK](#) - organisation for male/non-binary survivors of sexual assault
12. [Safeline](#) - helpline for men and boys in England and Wales affected by rape or sexual abuse and those that support them such as friends and family.
13. [The Proud Trust](#) - help and support for young people struggling with their sexuality

Have you heard about

# Public Sexual Harassment

Public Sexual Harassment is the most common form of violence against women and girls.

1 in 3 girls experience unwanted sexual attention whilst wearing their school uniform.<sup>(1)</sup>  
64% of pupils never talked about it at their school.<sup>(2)</sup>

**WHAT** Unwelcome and unwanted attention, sexual advances, intimidating behaviour by strangers in public spaces.

**HOW** Verbal, visual, physical, and/or psychological form e.g. name-calling, comments, sexual advances, sexual jokes, rape threats, staring, being followed, being groped.

**WHERE** Any space that is accessible to the public e.g. transportation, schools, parks, streets, restaurants, bars, gym, cinemas, the internet

**WHO** Most commonly directed towards women and girls, marginalised genders, the L (G)B+ community, people of colour, and people with disabilities. People can experience PSH based on their religion, sexuality, race, and other social categories.

**WHY** PSH is always about power oppression and control.

**LEARN, SUPPORT, CHANGE**  
Let's end Public Sexual Harassment together!

Our Streets Now  
(1) 100% National Equality Agency (2) Our Streets Now  
Find out more at [www.ourstreetsnow.org](http://www.ourstreetsnow.org)

We need to tackle

# Public Sexual Harassment

Have you experienced Public Sexual Harassment (PSH) or seen someone experiencing it? Here are a few tips on ways to act.

**PERSONAL RESPONSE**  
**Your safety is a priority.** Do what makes you feel safe.  
**Share your experience.** Find something that works for you in order to look after your own mental wellbeing. Share the story with a trusted friend, talk to someone on the phone until you get home, reach out for professional support.

**CLAIM THE SPACE.** Some people find it useful to document what is happening through a phone, or talking to the perpetrator directly (e.g. stop harassing me), or engage bystanders.

**BYSTANDER INTERVENTION**  
**Support** those who experienced PSH and check if they are okay.  
**Listen** to their experience and remind them that it wasn't their fault.  
**Change** needs to be cultural and to involve all.

**Check out Hollaback Bystander Resources for more.**

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If you experience PSH, you should know that it is never your fault! Seek help if you need it. Find support at [www.ourstreetsnow.org/support](http://www.ourstreetsnow.org/support)

**PSH PREVALENCE**  
Public sexual harassment makes me feel anxious. It affects my behaviour and mobility.  
Testimony provided for Our Streets Now

1 in 3 girls aged 14-21 have experienced unwanted sexual attention or harassment in a public place.\*

1 in 10 of 14-21-year-olds reported having been followed, harassed or groped by a young woman or colour.\*

1 in 10 of trans people avoid certain streets because they don't feel safe. (Shawwal)

\* Plan International UK

**PSH IMPACTS**  
PSH can have a profound impact on wellbeing and everyday activities.  
PSHs impacts are cumulative - they build up over time.  
People are impacted differently. Race, sexuality, disability, and other categories directly influence someone's experience of PSH and, consequently, its impacts.

Impacts include feeling anxious or unsafe, changing routes, avoiding public transport and public spaces, changing the route home, etc.  
PSH affects self-image, social interaction and behaviour.

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Do you want to change the culture surrounding

# Public Sexual Harassment

**Join Our Schools Now!**  
**Raise awareness of public sexual harassment (PSH)**  
**Express your voice**  
**Demand actions**

**WE WANT TO:**  
Include PSH within school's mandatory PSHE/RSE curriculum.  
Prevent boys from ever becoming perpetrators of PSH.  
Provide bystander intervention.  
Reduce shame and stigma for those that experienced PSH.  
Take steps to ensure victim-blaming.

**WHAT YOU CAN DO:**  
Educate yourself on PSH, its cultural roots and impacts. Help those around you to do the same.  
Acknowledge stereotypes that you might have concerning PSH and the ways you can undo them.  
Engage with institutions that are doing work on PSH and other forms of gender-based violence by supporting them and reading their material.  
Demand more from your government and institutions on committing to the end of PSH.  
Propose points of action that you think your school should take. Present them to your governors and administration.  
Engage your peers, teachers and parents.  
Do assemblies at your school.

**WE KNOW:**  
When pupils receive lessons on healthy and unhealthy relationships, they are more likely to report abuse.  
Men and boys should consider the impact on victims to be able to listen and validate experiences.  
PSH is often considered threat despite being the most common form of violence against women and girls.  
It is important that pupils engage with PSH and are included in the process of change within the school. Teachers must listen to their experiences, address their concerns and implement their ideas.

You should be able to feel comfortable and safe in public spaces without the fear of being harassed.

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