

Fantasy vs Reality

A relationships and sex education resource
for Key Stages 3 and 4
second edition



Promoting young people's skills in reviewing
the impact and influence of the media and
pornography and to help them keep safe.

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Aims and Objectives

PSHE education teachers in Brighton & Hove and more widely welcomed the first edition of 'Fantasy Vs Reality'. This updated second edition has been funded by Public Health in Brighton & Hove City Council and developed by Brighton & Hove City Council's Standards and Achievement Team in partnership with independent consultant Liz Dean, Brighton & Hove PSHE education teachers and Brighton & Hove young people. This update includes new research, policy and changes to the law. This teaching resource aims to enrich existing relationships and sex education (RSE) provision in schools by:

- Supporting trained teachers to confidently deliver lessons that explore the influence and impact of the media, the internet and pornography on sexual attitudes and behaviour of young people
- Develop teaching and learning approaches with an emphasis on skill development that will improve young people's ability to feel safe, develop healthy relationships and feel good about themselves

The resource aims to support young people to:

- Increase their critical consciousness and thinking skills in separating fact and fiction related to the media and pornography
- Separate fantasy and bias from reality in terms of expectations of relationships, sex, sexual activity and body image
- Consider definitions and categories of pornography and the law as it relates to sex and pornography
- Develop skills that will raise self-esteem and assertiveness to resist pressure and coercion in relation to sex and sexual acts. Also, building on internet safety awareness and skills to stay safe on and offline and in using mobile technology
- Promote a positive view of relationships and sex based on equality, mutual respect between consenting partners, shared pleasure and the importance of negotiating safer sex

Author and Acknowledgements

About the author

Liz Dean has been directly involved in sex education and sexual health promotion work with young people for 15 years. She has a background in public health, youth work and teaching. Liz has an MA in European Health Promotion from Brighton University where she conducted a piece of qualitative research exploring the influence of pornography on young men's sexual health - their attitudes, sexual development and behaviour.

Liz is currently working as a freelance educator for various organisations across health, education, youth and community work and social care including delivering relationships and sex education (and all the issues covered in this resource) to young people across a variety of settings. Liz has also been working as an associate trainer for the FPA for 6 years delivering the course 'Fantasy Vs Reality: The impact and influence of pornography on young people' to practitioners across the UK. www.lizdeanconsultancy.co.uk

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Introduction

Introduction to the second edition

The sexualised content of today's media, including the access that young people have to pornography, continues to be discussed and debated. This complex social issue crosses the political, health, education and academic sectors with issues being raised by parents, carers, health practitioners, school staff and young people themselves. Issues raised include health and emotional well-being consequences in relation to attitudes and values to sex, gender and equality, sexual expectations, safer sex, relationships, body image, self-esteem and internet use and safety.

Since the first edition of *Fantasy vs Reality* (published in 2010) the issues have risen in profile and justify serious attention. Much has been written and discussed on the best way to tackle this sensitive subject. This revised edition builds on the good practice of the first with additional emphasis on related issues of equal, positive relationships, consent; social media use, sexting and ensuring inclusiveness in RSE. These are all issues highlighted as essential in *Sex and Relationships Education for the 21st Century – supplementary advice to the Sex and Relationship Education Guidance DfEE* produced by Brook; PSHE Association and the Sex Education Forum (2014). The revised content for this edition is taken from evaluation with local PSHE leads; national and local policy and practice and a review of the current national and international literature on the subject.

Additions in the new version include:

- Clear core messages that underpin any work delivered in this area (see page 16)
- Increased analysis of issues
- Cross-referencing to related issues such as gender equality, stereotyping, domestic violence and sexism
- An increased focus on raising media-critical questioning skills. This supports the notion that notwithstanding the need to promote safety features in online access, the filters ultimately need to be built 'inside the heads' of our young people
- Learning outcomes that support the delivery of a new 'Personal, Social, Health and Economic Education Programme of Study Key Stages 1-4 for Brighton & Hove Schools 2014.'

Rationale

The need to justify why the issues around sexualisation of the media should be raised in educational settings is no longer as challenging as it was. Many academics, teaching lead professionals and organisations advocate that it be brought to the classroom. These include the PSHE Association, The Children's Commissioner, The Sex Education Forum, the TES and Ofsted – as well as parents and young people themselves. In a report by NSPCC 72% of young people said that porn should be talked about in sex education classes (NSPCC, 2013). 83% of parents of secondary school students want to see issues around pornography addressed in school SRE (NAHT 2013).

By creating time to critically reflect on these issues young people are more likely to be able to act confidently and resist pressures to engage in behaviours they later regret or which cause emotional upset. We know that some young people are viewing pornography from an increasingly young age – sometimes before receiving any objective and accurate relationships and sex education (RSE). Placing this subject sensitively within the curriculum allows for misinformation to be corrected and for anxieties to be addressed.

During RSE lessons young people regularly express opinions, observations and concerns about pornography and want an opportunity to discuss it further in a safe and supportive learning environment with confident and well trained teachers.

RSE traditionally focused on preventing unintended pregnancies and sexually transmitted infections. Whereas one of the perceived attractions of pornography for some is that it reframes sex in terms of pleasure. Introducing the notion of sex as pleasure; within the context of responsibility, respect and equality can be argued as providing a more meaningful framework for RSE for young people (*Limmer, 2009*).

Ofsted also concluded in their review of PSHE education 'Not yet good enough' (2012) that relationships and sex education required improvement in over a third of schools. It states that 'In secondary schools.....too much emphasis was placed on 'the mechanics' of reproduction and too little on relationships, sexuality, the influence of pornography on students' understanding of healthy sexual relationships, dealing with emotions and staying safe'.

Whatever our opinions as individuals about pornography, it can be argued that mass censorship, denial or judgemental condemnation are neither obtainable nor effective tactics in dealing with this issue. Whether we personally approve of pornography or not, many young people will be coming across it in one form or another. For some it will be to feed a natural curiosity about sex, for others because it is what their peers are doing and for a minority it may become regular, obsessional and even addictive.

When raising this subject in schools with Key Stage 3 (11-13 year olds) and Key Stage 4 (14-16 year olds) we should not assume that all young people will have a reference point for pornography or have seen it. We need to deal sensitively with this issue and make it clear that it is not the norm for 11-16 year olds to have viewed pornography. We suggest that in the classroom we make this point at the outset of every lesson and encourage discussion to

be about the general sexualisation of the media as opposed to be purely about pornography, ensuring a sensitive, appropriate and inclusive approach is taken.

Any work in relation to pornography will undoubtedly touch on whether it is 'right or wrong'. The role of the PSHE teacher is to facilitate a discussion, within the parameters of school values and policy, covering all sides of the debate and to encourage young people to recognise a range of perspectives, i.e from parents, teachers, the law, religious teachings, or the 'agenda' of a moral, theoretical or political ideology.

Not all young people watch pornography, but many do, and attitudes and values associated with pornography are becoming 'normalised' and therefore potentially impact across all groups of children and young people.

This resource does not condone pornography, neither does it explicitly condemn legal pornography, but it does encourage young people to adopt a critical view of pornography and more generally the media representation of 'ideal' body shapes and sexuality.

Context

The issues explored in this resource need to be set in the wider context of the UK's high teenage pregnancy rates, poor sexual health and, growing but still limited, integration into the education curriculum of open dialogue regarding pornography and the sexualised context of today's culture; alongside related topics such as gender stereotyping, equality and media-critical thinking.

Sexualisation of children and young people According to The Oxford Dictionary definition to 'sexualise' is to '*make sexual; attribute sex or a sex role to*'. Children and young people are exposed currently to an unprecedented range of media content, a significant proportion of which is sexual and pornographic. The premature sexualisation of children is an issue that concerns parents, politicians and policy makers alike. These concerns are reported in terms of young people's health and emotional well-being; attitudes to and values and sex, attitudes to others, to sexual expectations, safer sex, relationships, body image, self-esteem, internet safety and the extent to which sexualisation drives abuse or other harm to children.

Mainstream advertising and magazine content share a dominant theme with the need for girls and women to present themselves as sexually desirable in order to attract male attention. In the case of boys and men, 'lads' mags' contain a high degree of sexualised images of women that blur the lines between pornography and the mainstream media. The predominant messages for boys are to be sexually dominant and to objectify the female body. Therefore all genders are impacted by sexualisation. With this crossing over into the mainstream comes normalisation and desensitisation with examples such as young people's social conversations and networking pages containing sexually explicit images of themselves often accompanied with sexist, derogatory and demeaning language. This resource seeks to address this by developing student skills in being critical of the media.

Pornography

Definitions of pornography The English Dictionary defines pornography as

'Printed or visual material containing the explicit description or display of sexual organs or activity intended to stimulate sexual excitement'.

Defining pornography is very subjective however and there is a wide continuum of understanding of the term from mildly erotic to 'soft' through to 'hard-core' and exploitative images of abuse involving, for example, children and animals. Defining pornography will be influenced by age, experience, values and beliefs.

There is at present no statutory agreed definition of pornography in UK law. Regulatory organisations such as Ofcom and the British Board of Film Classification make assessments and classifications on a case by case basis.

This lack of clarity and agreed definition is thought to contribute to confusion about what material is educational but explicit, what material is pornographic but legal and what material

is illegal making it a challenge when approaching the subject. It is important to allow time to explore definitions at the outset of any work in this area.

The legal classification of pornography can assist in a discussion in relation to definitions:

A summary of the classification of the law as it relates to pornography

Illegal	Legal
<ul style="list-style-type: none">- Abusive images of children (under 18's) including computer generated images- Owning 'extreme' pornography (pornography that is grossly offensive, disgusting or otherwise of an obscene character) and portrays any of following:<ul style="list-style-type: none">• acts that threaten a person's life or are likely to result in serious injury• necrophilia• bestiality.	<p>Pornography showing explicit depictions of intercourse, oral sex, anal sex as long as it is not extreme and those involved are over 18.</p>

The law in relation to the classification of pornography is complex. Advice has been sought from the Metropolitan Police, specifically from Inspector Andrew Shortland in compiling the sections in relation to the law for this resource.

See appendix 2 and the law quizzes within this teaching pack for more detailed information in relation to the law as it relates to pornography.

Indecent images of children

'Child pornography' is often used as a term to define sexual images of children (under 18's) however the use of this term could suggest an acceptable genre. For the purposes of discussing this subject with colleagues or young people it may be necessary to use it as a starting point however the terms 'abusive', 'obscene' or 'indecent' images of children are more appropriate given the severity of the issue. The term 'indecent' will be used in this resource.

Films or photography involving under 18's in sexual poses or engaging in sexual activity fall within this category – this applies even if the activity is consensual.

While the Police may not pursue investigations into the activities of young people of similar ages taking pictures of one another where this is consensual, it is nonetheless illegal. It is crucial to discuss these issues with young people to highlight that offences associated with indecent images of children relate to young people up to the age of 18 and that what they might consider normal flirting on social networking sites or via webcams could be classified as a sexual offence.

Revenge Pornography

A new criminal offence to tackle 'Revenge Pornography' has been introduced in England and Wales as part of the Criminal Justice and Courts Bill (February 2015).

Revenge Pornography or 'non-consensual pornography' is the sharing of private, sexual materials, either photos or videos, of another person without their consent and with the purpose of causing embarrassment or distress. The images are sometimes accompanied by personal information about the subject, including their full name, address and links to their social media profiles. The offence applies both online and offline and to images which are shared electronically or in a more traditional way so includes the uploading of images on the internet, sharing by text and e-mail, or showing someone a physical or electronic image.

Those found guilty of the crime could face a sentence of up to two years in prison. More information can be found at: www.gov.uk/government/publications/revenge-porn and www.revengepornhelpline.org.uk

Pornography discourses

'Pornography is underpinned by consistent discourses that resonate with young people because they are an exaggeration of some of the social norms in relation to sex.' Limmer, M (2009). The six key themes, explicitly or implicitly found in almost all pornography and which Limmer outlines in his work, are:

1. Sex is a purely physical activity taking place within an emotional vacuum.
2. Heterosexuality is compulsory, for men at least.
3. Male pleasure is paramount - the encounter is complete on male ejaculation and women's pleasure is conceptualised as evidence of male artistry and expertise.
4. Men should take the lead, be the experts and not refuse a sexual opportunity.
5. Women are always willing to have sex – even though sometimes they 'pretend' that they are reluctant.
6. Sex is consequence-free. Issues of infection and conception are absent.

The impact of these themes can be significant, particularly for those young men who do not have access to alternative frames of reference provided by family, wider social networks and institutions. It is the young men who do not have positive sexual role models, who are alienated from parents and family and who rely on their peer group to define appropriate attitudes that are particularly vulnerable to the impact of pornography (Limmer, 2009).

In this second edition of *Fantasy vs. Reality* we propose a series of core messages which take into account these discourses which should be considered when addressing these issues with young people. See Page 16-18.

What is the impact of pornography?

From a theoretical perspective, learning and developmental theories (for example Bandura) demonstrate that there is a body of evidence to suggest that children and young people learn by imitation and observation and that viewing distorted messages or images can have a profound effect. Resulting attitudes and behaviours, including violence and aggression, may be affected (see Theoretical Perspectives Appendix 4).

Pornography can potentially shape young people's sexual knowledge and behaviour, especially if pornography is used as a sex educator without alternative objective and holistic forms of relationships and sex education. Level of education, critical thinking skills and broader protective factors are all likely to determine the extent of the influence or impact material has on a young person.

Young people's access to pornography

Research findings expose the scale of child access to pornography on adult websites, particularly operated from outside the UK. The Government are using this research as part of ongoing dialogue in how to respond to issues of regulation and censorship of internet access to pornography and will aim to strike the balance between freedom to express sexuality and ensure the safeguarding and protection of children. Ultimately however, as stated by the Danish Minister for Equality,

"We can put an abundance of filters on computers to remove porn, but this won't make any difference. The filters must be inside children's and young people's heads."

Source: Quoted in Sex Education Forum Supplement: The Pornography Issue, 2013

Delivering 'Fantasy Vs Reality'

Delivering 'Fantasy Vs Reality' within a PSHE Education Curriculum

Brighton & Hove Schools should ensure that they are familiar with the BHCC *Relationships and Sex Education Guidance for Schools; 2015* prior to delivery of lessons in this resource and that they are working within their schools' Relationships and Sex Education policy.

Policy framework and good PSHE Education practice – a brief overview

The National Curriculum 2014 states that:

'All schools should make provision for personal, social, health and economic education (PSHE) drawing on good practice.'

State secondary schools must provide relationships and sex education.

The Department for Education Guidance for PSHE 2013 made clear the expectation on schools to provide a PSHE education programme that reflects the needs of their pupils: '....we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions'.

Teaching delivered by a well-trained specialist team is recommended. Schools unable to provide delivery through a specialist team should ensure all staff have access to regular training across all aspects of PSHE education delivery and carefully consider the appropriateness of non-specialists delivering the lessons in this resource.

The most effective method of PSHE education delivery is the use of active-learning methods including practical work, opportunities for discussions and exploring attitudes as well as distanced learning techniques such as role-play, scenarios and the use of photographs/pictures.

Schools should ensure that the resources used are both up-to-date, age appropriate and representative of the school community. Regular evaluations should be undertaken with students in order to ensure the resources are still relevant and well received.

A consultation process should be developed in all schools in order to ensure that students have a regular opportunity to influence curriculum and policy development and the delivery of relationships and sex education. Needs assessment activities should be used prior to the delivery of the lessons in this resource and the delivery of lessons systematically evaluated and used to inform delivery. Teachers are reminded of the importance of using assessment for learning techniques to review and develop the progress of students' knowledge, understanding and skills.

Relationships and Sex Education, E-safety and Safeguarding Policies should be reviewed in partnership with the whole school community to ensure they reference the illegal use of

pornography. For example the whole school community should be aware that the distribution of certain images between students' mobile phones is illegal and such actions should not occur within school.

Creating a safe learning environment

Some of the activities in this resource involve the need for frank and honest discussions regarding aspects of relationships and sex. Distanced learning techniques whereby students are asked to discuss sensitive topics through the use of scenarios, role-play, and pictures are used. Students should be actively discouraged from discussion of their experiences and be reminded of the limits of teacher confidentiality. In the same way teachers should not be drawn into sharing anecdotes about their personal lives, experiences and personal opinions.

A safe learning environment should be established through the use of ground rules and an agreed language. The negotiation and setting of ground rules or a working agreement should create a positive and safe climate so that young people feel able to discuss relevant issues appropriately and feel valued and respected by teachers and peers. The ground rules should include agreements about acceptable and unacceptable language and behaviour; equalities and inclusiveness; the right to personal privacy and appropriate confidentiality.

Young people will want to ask questions and teachers may prepare for this by using a 'question box' and other techniques to allow for delaying responses until there has been time for further reflection or consultation. Teachers also need to be prepared for dealing with unexpected or inappropriate questions and skilled to respond to questions that may be too personal, too difficult to answer or outside the teacher's expertise, too explicit or inappropriate for the whole class or raise issues about the risk of child abuse.

Inclusive relationships and sex education

As with all relationships and sex education, teachers should ensure that resources and scenarios used reflect the diversity of the school community and wider, so that students see themselves recognised within the programme. For example scenarios should use names which represent a range of ethnicities or backgrounds relevant to your school community and pictures used should include people with disabilities. Teachers should avoid assuming that all students are or will be heterosexual or cisgender (someone who identifies with the gender they were assigned at birth) and so use inclusive language such as 'partners' and 'all genders'. Issues such as e-safety may affect some groups of young people more than others. For example, it is harder for some lesbian, gay, bisexual and trans (someone who identifies as the opposite to their birth gender) young people to find a partner and so they may turn to internet sites for this purpose.

The activities and language used in this resource may need adapting to meet the needs of some students with special educational needs.

Parents and carers

Parents and carers have the right to withdraw their children from relationships and sex education other than that delivered as part of national curriculum science and should be reminded of this right. Prior to delivery of this resource, thought will need to be given to concerns that might be raised by parents, carers and students and in particular those from faith and religious backgrounds. Schools will need to communicate with parents and carers the key messages contained within the context of this resource with parents and carers and why the lessons contained will support their children in staying safe. It would be good practice to provide some support in talking to their children about e-safety.

Schools will want to work to engage students and parents and carers from a range of faith backgrounds to consult with them about the content of the resource and in particular about the viewing of images of body parts. Some concerns of this kind may be allayed by the appropriate use of single gender groups. If single gender groups are used students can be invited (if it is safe to do so) to go to the group which is appropriate to their gender identity.

Social norms/ Essential preparation

Social norms theory and the approach to promoting health

Research has consistently shown peers to be one of the strongest influences on behaviour, particularly on youth. Research has also documented a consistent and dramatic pattern of misconceptions about peer norms. When thinking about high risk and harmful behaviour such as sexual risk-taking, substance misuse and bullying, most people tend to perceive the problem as being the norm. The gap between perception and reality is caused by the attention that negative behaviour gets in peer conversation as well as in mass media news and popular entertainment images. However, these behaviours and attitudes belong to a minority of young people and do not represent what is typical of the majority of young people within a school.

In delivering this resource teachers should remind students that not all young people or adults watch pornography and that most young people do not have sex until they are over 16.

Essential preparation prior to delivering lessons in this resource

No pornography will be shown in the teaching of this resource, but in order to clearly illustrate positive messages, counter to those in the media, about the range of 'normal' body shapes and sizes teachers may choose to show, as suggested, photographs of sexual organs. In addition students are encouraged to explore attitudes to sex and relationships that are portrayed in pornography. This resource therefore contains potentially sensitive material. Schools should ensure prior to its use that:

- Staff have been adequately trained to deliver this aspect of sex and relationship education within a safe learning environment
- The planned learning outcomes reflect the values and ethos of the school and are carefully planned to enrich the existing PSHE education curriculum
- Lessons are adapted and differentiated to ensure they meet the needs of students and are appropriate to their maturity, age and understanding
- The Relationships and Sex Education Policy references and supports the content and learning outcomes of the lessons
- Faith and religious issues have been explored with members of the school community and sensitivity is used in delivery, by for example, using single gender groups appropriately
- Parents and carers have been consulted on and or informed of the lessons and the educational purpose of them and if possible provided with support about talking to their children about e-safety
- The lessons will be evaluated with students and their feedback used to inform subsequent delivery.

The Core Stuff - Key messages to young people about sex

Locally there is a set of key messages designed to inform discussions with young people about sexual health. These were developed in consultation with young people and in line with national guidance and research. The aim is to provide a consistent approach where young people are hearing similar messages from a range of adults who work with and support them in the city. The messages are designed to develop awareness of factors that can build healthy and pleasurable relationships; reinforce delay and normative approaches and strengthen understanding of issues around consent.

Given that one of the main aims of this pack is to support young people to investigate the influence and impact of the media on sexual attitudes and behaviour, exploring the city key messages, and reinforcing them where appropriate, may provide an important counterbalance.

Students could be asked to:

- evaluate specific selected messages pertinent to the learning activities in this resource
- compare and contrast the messages with those explicit and implicit in the media and pornography
- edit the wording where they think improvements could be made
- rank them for instance according to importance or relevance
- develop their own alternative or additional messages.

The Core Stuff - Key messages to young people about relationships and sex (Secondary and FE Settings)

Brighton & Hove City Council in consultation with young people and in line with guidance and recent research has developed a set of core messages to inform discussions with young people about sexual health and media campaigns. School staff should work within their school's RSE policy and when appropriate reinforce messages being given across Brighton & Hove.

In Your Own Time

- Wait until the time is right for you. Most under 16s in Brighton & Hove haven't had sex so don't feel you're the only one if you haven't
- There is no pressure to rush to have sex, not everyone is doing it all the time - even if they say they are!

Get consent

- If someone can't / won't consent to sex, don't have sex with them
- Sex needs to be consensual and even though it can be a good/pleasurable experience that does not mean that everybody wants / needs to have it. It is also important to be able to talk openly about it with your partner so that you can set up boundaries that you both feel comfortable and happy with

Be Yourself

- Sex is whatever you want it to be. It doesn't have to be penetrative
- How you feel about yourself sexually, your sexual thoughts, desires and sexual health are all important parts of being you – it's ok to explore these as long as it doesn't harm yourself or others
- Your gender identity and the gender(s) you find attractive may change over time
- Some people are not interested in sex at certain stages in their life and/or are never interested in sex

Enjoy it

- Sex should be enjoyable, should feel good, be fun and have the potential for pleasure (and orgasm). You should always feel safe when you are having sex so only do it if you feel comfortable and ready
- Know your body and explore it, don't expect your partner to know how to pleasure you if you don't know yourself

Trust your instincts

- You should always feel safe when having sex, trust your instincts if you feel unsafe
- Remember it's your body

Stay Protected, get tested

- Using condoms, dental dams and other contraceptives keeps you protected from STIs and means that you can choose if and when you want to have children
- Getting regularly tested for STIs is what all sexually active people should do

Show Your Feelings

- Think about the many different ways you can show someone you care for them. There are other ways than penetrative sex (Intercourse) – some are sexual (eg kissing, cuddling, touching/playing with each other, massage etc)

Stay In Control

- If your partner has been drinking / taking drugs you should rethink if now is a good time to have sex. It is illegal to have sex with someone who is too drunk or high to give their consent
- Having sex when you are drunk can also make sex less good and can make you feel sick

Keep Talking

- Talk to the person you're thinking about having sex with (or are already having sex with) about what you want out of the relationship and find out what they want out of the relationship too

Stay Connected

- Remember there are people around you (parents, carers, youth workers and other support workers) you can get help and advice from if you're faced with tricky decisions or situations

It's Your Right

- All young people, have a right to top quality, professional information, advice and guidance about sex and relationships in a way that suits you

Blurred lines

Blurred lines – some suggested messages for young people about pornography*

The following messages are designed to highlight the differences between sex as often portrayed in pornography and 'real life' sex. They are neither a definitive nor conclusive list but rather are designed to underpin relationships and sex education (RSE) work when exploring this sensitive area. Teachers may find that selected statements could be used to provide a key question for a lesson; stimulate debate and discussion or that they are useful as part of the conclusion to a lesson. As suggested for the 'core stuff' students could be asked to edit, rank or develop their own alternative messages as part of their broader learning in RSE.

General

- Pornography does not demonstrate real life sex – it is people pretending / acting
- Pornography is not designed to be sex education. One good sex tip is to try to be good at communicating – asking your partner what they like and telling them what you like
- Mainstream pornography tends to use a limited range of sex and sexual acts – it doesn't often celebrate the wide range of sexual preferences and can take a very heterosexual focus. Where sex between women is shown this is often for heterosexual enjoyment
- Mainstream pornography can include aggression and violence – this is part of exaggeration and acting. It is never ok to be violent; or aggressive without consent during sex in real life
- Pornography often gives the false message that women should always be willing to have sex – even if sometimes they 'pretend' that they are reluctant
- Asking for consent or consenting to sex is hardly ever portrayed in pornography. Ensuring that you respect your partner's wishes and boundaries is very important in real life; in fact if there isn't consent then it's rape
- Pornography often gives the misleading impression that men should always take the lead in sex, be the experts and never refuse an opportunity for sex. This is unhelpful for all genders
- There doesn't tend to be much intimacy, love or cuddles shown in pornography – this can be a really pleasurable part of sex

The Pornography Industry

- Pornography is a multibillion pound entertainment industry using people pretending / acting
- Pornography may seem like harmless fun, but behind the scenes there may have been exploitation where actors and actresses are pressured into doing things and taking things further than they want to – sometimes affecting their own emotional and mental health and relationships
- Penetrative sex may seem to go on ‘forever’ in pornography yet the reality is that scenes will be edited to last longer. Actors regularly take ‘viagra’ or other performance-enhancing drugs to get and maintain an erection and engage in potentially painful sexual acts

Body Image

- The actors in pornography are chosen due to their larger than average penises / breasts – they are not representative of ‘normal’ bodies
- Most porn actors are thin, tanned (if pale-skinned) and have hairless bodies. Some have had body surgery.Again this is for the purpose of entertainment – not representative of ‘normal’ / average bodies!

Safer Sex

- Sex is mainly seen as consequence free. Issues of contraception, unwanted pregnancy or infection are absent
- Condoms are rarely shown in pornography yet in real life sex they are very popular. Pornography does not show their use being negotiated or them being put on. Negotiating and sharing the responsibility for condom use is important in healthy real life relationships

Pleasure

- Male pleasure often seems to be of utmost importance in mainstream pornography – the sex is normally complete on male ejaculation and women’s pleasure is seen only in terms of the expertise of the man
- It often seems that everyone in pornography is multi-orgasmic! However in reality, orgasm is only one enjoyable part of sex and in fact many women enjoy orgasm through clitoral stimulation more than through penetration. There is a lot of faking it in pornography
- Often ‘behind the scenes’ of pornography is far from pleasurable. Actors often experience prolapse, incontinence, or other sex-related injuries

Access online / sharing images:

- There are laws around accessing and possessing pornography – these exist for safety and to protect people
- Just because some pornography on the internet is free and easy to access doesn't mean it is ok to view it. Some of it is illegal and viewers risk a prison sentence or going on the Sex Offenders Register
- Be careful about sharing sexual images – even if you agree to at the time, as soon as that image is out there you no longer have any control over it. There may also be legal consequences – sexual images of anyone under the age of 18 are illegal

*Compiled by Liz Dean based on feedback from over 500 practitioners attending FPA training courses in the last 6 years.

Organisation of this resource

The pack contains ten lesson plans; four for Key Stage 3 and six for Key Stage 4 and several additional activities.

Each lesson plan has clear lesson aims and objectives covering;

- Media, gender and stereotyping
- The law, sex and the internet
- Attitudes to sex and pornography
- Body image and expectations in relationships

The lesson plans are not intended to be prescriptive and will require adapting to fit the lesson length and the needs of particular classes of students. In addition teachers will need to build in opportunities for assessment and evaluation in line with departmental policy. Teachers are responsible for ensuring that the lessons are supported by the school's relationship and sex education policy.

Teacher Tip!

Ideally lessons would be delivered in the order presented as the themes and content are linked and are progressive. Recognising that for many schools this will not be possible we recommend that the 'Blurred Lines' lesson for Key Stage 4 is 'the one' to deliver if you do not have the time and capacity to deliver all of them.

Learning Outcomes and key words

The numbered learning objectives covered by the lesson plans are based on those in 'A Personal, Social and Economic Education Programme of Study, Key Stages 1-4 for Brighton and Hove Schools, 2014.' <http://www.school-portal.co.uk/GroupDownloadFile.asp?GroupID=1244385&ResourceId=4973789>

Additional suggested learning outcomes expressed in terms of what students will be able to do, know and understand, and some of the attitudes and values they will have explored are also included.

Under each lesson plan we refer to 'key words' by this we mean words which are important in the lesson as well as words which may need some exploration and a definition to be agreed.

Teacher training for the delivery of this resource

Training prior to delivery of this resource is highly recommended in order to provide teachers with an opportunity to explore their concerns and develop their skills in delivering this sensitive aspect of the curriculum. This training is available at no cost from the Brighton & Hove Standards and Achievement Team and can be requested by emailing pshe@brighton-hove.gov.uk. A one day training in delivering this programme is also available from the fpa www.fpa.org.uk

KS3 Lesson 1

Depending on lesson time available the activities suggested below could be divided into two sessions covering activities 1 and 2 in lesson 1 and activities 3 and 4 in a separate lesson.

Aim:

To explore how relationships and sex are portrayed in the media: considering body image, attitudes, gender stereotyping and sexualised images.

Example Learning Outcomes (H3.12, R3.8)

- I can explain some ways that the media could affect:
 - People's image of themselves
 - Ways in which people of different genders might be viewed and treated differently in the media
 - Attitudes regarding relationships and sex
- I have considered some responses to counteract messages from the media regarding relationships and sex

Resources

A selection of adverts from magazines and the internet where sex / sexiness is portrayed – include advertisements that reflect a range of gender and sexual orientations (teacher to provide)

Key Words: Mass media, stereotyping, sexism, body image, sexualisation, air brushing.

Lesson Activities:

Remind students of the ground rules and explain aims and outcomes for the lesson.

Relationships and sex in the media

Activity 1: Messages the mass media gives in relation to relationships and sex

For the purpose of this lesson, we are considering all aspects of the mass media; including movies, television shows, books, magazines, video games, music lyrics/videos, the internet, newspapers, social media, fashion and advertising.

Put students into small groups and give them each a different aspect of the mass media to discuss and capture some key messages that type of media gives in relation to relationships and sex. Some ideas are shown below.

Ask students to then feedback to the rest of the class and discuss any key themes emerging – topics are likely to overlap. These may include:

- Sex and being sexy sells – sex is used as a powerful form of advertising – from shampoo to cars! –mainly women are used to advertise in a sexualised way
- Sex often has more emphasis on it as opposed to relationships, intimacy and love
- Casual sex can be seen as the norm
- Being a virgin is not seen as something positive
- Being asexual or choosing to be celibate is rarely talked about
- Sex rarely has negative consequences to it – you don't often see safer sex being negotiated (for example in soaps or movies), you don't often see STI's or unplanned pregnancies as a result of sex; you mainly sex as very sexy, clean and glamorous!
- Relationships tend to always be heterosexual so present a narrow view - not celebrating diversity and difference of all types of relationships
- Music videos and lyrics can often have a lot of sexual references- often offensive and violent and often use a lot of half-naked women in the videos / advertising and men often portrayed as being the 'alpha male' often aggressive and dominant
- In video games, sometimes the objective is to commit sexual assault/ violence on other characters (mainly female)
- Using sexual/ sexualised language is the norm
- Heterosexual stereotypes are reinforced – such as women are for men's physical pleasure; men have to be successful for women to want them. Men are expected to 'lead' ie. in asking someone out, in initiating sex

KS3 Lesson 1

- Double standards are reinforced, ie. men are 'legends' if they have sex, women can be perceived as 'sluts' or 'easy' if they have casual sex or on the other hand 'teasing' or 'frigid' if don't go far enough
- Significant value is placed in how you look – that to be desired and successful – women need to be thin, have flawless skin and be beautiful

We are not introducing the topic of pornography here explicitly, however, it may arise through discussion; the above themes could equally apply in critiquing pornography

Activity 2: Page 3 – Are Boobs news?



It would be assumed that within the first activity some discussion has taken place in relation how men and women are often portrayed quite differently in the media and how women are often used more in advertising and music videos in a sexualised way. There is an ongoing campaign in the UK discussing the relevance of having a topless woman inside the front cover of a national tabloid newspaper. The Campaign 'No more page 3: because boobs aren't news' is facilitating a petition and aims to get the editor of the newspaper to agree to

get rid of it. (This seems to be having some effect; in January 2015 The Sun stopped Page 3 models from being topless - wearing bikinis/underwear instead - however topless models remain on The Sun's website). Some people say it's a national institution, others say it is offensive, outdated and sexist. Find out more and the reasons they give for the campaign here <http://nomorepage3.org>. It may be useful to look at this campaign together with the class. For an activity on debating this topic, gather the class in to 2 sides and facilitate a debate on 'for' and 'against' – reminding students of the ground rules!

Some ideas for discussion on both sides are provided below:

For Keeping Page 3	Against Page 3
Images like this are all over the internet anyway so it's not hard to access them	It is pornographic and so doesn't have a place in the mainstream media
It is empowering and liberating for women	It is sexist – why isn't there a man as well?
It is harmless fun	It is old fashioned
It promotes a good cause as well – The Sun is using page 3 to promote breast cancer awareness and the need to check yourself regularly	It is degrading to women
	It portrays women as sex objects – not humans, just freely available and 'up for it' for sex and to be sexually desired

Relationships and sex in the media

For Keeping Page 3



People don't have to buy it / look at it if they don't want to or find it offensive

If a woman has a good body, why can't she celebrate it and show it off?

Most people know they are airbrushed anyway

Against Page 3

It is reinforcing double standards, its ok for kids to see boobs but still in society public breast feeding can be frowned upon



It reinforces the message that women's self-worth is attributed to looks, their boobs and sexiness.

It gives the message to be sexy, desirable and attractive you need to look like this even though models are often airbrushed and not real.

It gives a message that women are and should be 'up for it' and available and willing to pleasure men.

Could lead to sexual harassment if some men believe they have a right to look at / leer / touch a woman.

KS3 Lesson 1

It is true that the media often uses airbrushing to manipulate images of models to appear thinner / glossier etc. These 2 clips are useful examples of the power and manipulation of using Photoshop:

<https://www.youtube.com/watch?v=iYhCn0jf46U> for the Dove campaign video 'Evolution' showing the power of airbrushing.

Discuss the strapline:
'No wonder our perception of beauty is distorted'
How far do you agree?

<https://www.youtube.com/watch?v=xKQdwjGiF-s> for Body Evolution - model before and after Photoshop.

Activity 3: Balance or Bias?

To summarise the critique of the media; prompt discussion on the following 3 points with the class – either as a whole class or divide into small groups:

- **Why might there be a bias and misrepresentation** from the media about relationships and sex? (as discussed in Activity 1)

Different agendas, ie to sell items and products, from political perspectives, to get attention, to distract us or shock to get coverage for marketing/ sales, because its more 'sexy' to sell the glamorous side than the reality?; good, positive and happy relationships may be perceived as boring by media makers!

- **What might be the consequences** of taking too much information from the media about relationships and sex?

Skewed perspective? Unrealistic expectations? Misinformed? Misguided?, feeling you don't fit in, as how you identify isn't represented; body image pressures and problems as a result such as eating disorders, feeling abnormal, that condoms are not important, disappointment or dissatisfaction with real life experiences, low self esteem.

- **What is 'the truth?'** – Where can you find out useful unbiased information about relationships and sex from and what might be the pros and cons of other sources of information? To explore this, provide groups of students with cards with different sources of information about sex and relationships. Ask students to negotiate in the group to categorise/rank these sources of information in terms of bias – producing a line from *most biased* to *least biased* and ask them to explain why they have ordered them like they have. Additional categories to rank could be: *most embarrassing to least embarrassing* or *most inclusive of a range of sexual orientations to least inclusive*.

Relationships and sex in the media

Conclude that all sources of information may come with some bias; information from a range of sources is probably the best, always keeping open minded and considering the 'agenda' of the informant! Take this opportunity to promote local support services.

What is 'the truth?' Cards:

Parents / Carers	School sex education	Older brother / sister
Friends	Friends' parents	The internet
Pornography	Films / TV	Youth services
Sexual health / contraceptive clinic	Magazines	Grandparents

KS3 Lesson 1

Relationships and sex in the media

Activity 4: Devise a campaign with a clear message about relationships and sex

Student task: To launch a new campaign targeting 13- 16 year olds to provide a more balanced unbiased message about relationships and sex to counteract messages the media may portray. Students can work in small groups to devise a simple clear message they then have to present back to class. For an extension they can plan: how they would get their message out, what methods they would use (social media campaign?); who would need to be involved and how they might know it's had an impact.

Teacher Tip!

It may be useful to refer here to the 'core messages' section on pages 16-18.

Finally, summarise some of the themes arising from the messages; here are some prompts:

We are all human beings with unique needs, wants and desires.

Relationships are about BOTH individuals working to meet the needs of the other, exchanging equally for balance and satisfaction.

Everybody is different, we should value and celebrate diversity and difference, not feel we have to conform to a 'norm'.

Beauty is only skin deep / Beauty is in the eye of the beholder.

The media can present a biased, misrepresented, manipulative view of sex, body image and relationships; it's important to make your own mind up and be true to yourself, seeking further information and support where you need it.

KS3 Lesson 2

The law, sex and the internet

Aim:

To explore the sexualisation of the internet and responsibilities in using the internet safely

Example Learning Outcomes: (H3.15, R3.17, R3.21)

- I understand the law related to pornography and sex
- I have explored attitudes towards risk-taking
- I can explain some ways in which I can keep myself and others safer when using the internet and mobile phones

Resources: Law Quiz sheets (page 31), scenario cards (page 38).

Key words: pornography, offensive, indecent, law – legal / illegal, sexual assault, consent, cyberbullying

Lesson Activities:

Remind students of the ground rules and explain aims and outcomes for the lesson.

Explain that this lesson will focus on the law as it relates to sex and pornography. Also make reference that it is not assumed that all students will have seen pornography but we will build on our previous lesson to explore the broader portrayal of sex in the media and to what they understand by pornography.

Activity 1: What is pornography?

Ask the class how they would define 'Pornography' writing up on the board

'Pornography is....' then discuss.

Does everyone think it is the same thing?

The Oxford English Dictionary definition is:

'Pornography is printed or visual material containing the explicit description or display of sexual organs or activity intended to stimulate sexual excitement'

Discuss how it is a subjective term used dependent on various factors – such as personal values, faith, experience and that it is difficult to achieve a consensus to what is art, erotica and pornography.

KS3 Lesson 2

Activity 2: Quiz

Either give out the quiz to do in pairs or as small groups. Feedback and discuss the answers as a whole class.

The answers to the quiz could be used to assess a group's knowledge and understanding towards the beginning of a series of lessons and used again later to measure learning.

The law, sex and the internet

The Law, Sex and the Internet Quiz (KS3)

Please tick the answer or answers that you think are correct.

1. What is the age of consent for all sexual orientations? (The age which the law states it is legal to have sex)

- a) 15 b) 16 c) 17

2. Which of the following could be illegal?

- a) Looking at photographs of people having sex on the internet
- b) Watching pornography showing adults
- c) Watching pornography showing children
- d) Watching animated pornography showing young cartoon characters

3. Which of the following are illegal?

- a) A 16 year old girl posing topless for photographs
- b) A 16 year old girl sending topless photographs of herself on to others
- c) A 16 year old girl posting topless photographs of herself on to her social networking site

4. Which of the following are illegal?

- a) A 16 year taking topless photos of their girlfriend
- b) A 16 year old sending photographs of their partners' genitals to others
- c) A 16 year posting topless photographs of their girlfriend on to their social networking site

5. Which of the following examples of cyberbullying and sexual bullying are illegal?

- a) A 14 year old girl is instant messaging another girl in her year group on a daily basis calling her a sl** and a bi***
- b) A 15 year old boy is sending threatening texts to a girl in his year group – stating that if she tells anyone he will come after her and tell everyone she is frigid.
- c) A 14 year old has been writing offensive homophobic comments on a 13 year old's Facebook profile causing them to stay off school.

6. Which of these is true:

- a) A 15 year old girl being touched on her breasts against her wishes is an illegal act
- b) A 21 year old woman being touched on her bum against her wishes is an illegal act
- c) A 12 year old boy being touched on his bum against his wishes is an illegal act

7. What can you do if you see anything that concerns you online?

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KS3 Lesson 2

Answers for KS3 Quiz

1. The age of consent is 16. The age at which it is legal to have sex is called the age of consent. In the UK the age of consent is 16 years old for everyone, whether they want to have sex with someone of the same or opposite sex. The age of consent law was designed to protect young people from harm rather than to prosecute them. If young people are under 16 and having sex, it's unlikely they will get into trouble as long as there is not a large age difference between them and their partner and that both young people consent to have sex.

2. Which of the following could be illegal?

- a Looking at photographs of people having sex on the internet
- b Watching pornography showing adults
- c Watching pornography showing children
- d Watching animated pornography showing young cartoon characters

Short answer: ALL. a&b have the potential to be illegal – depending on the content, c & d are definitely illegal. Answer explained for students:

This law relates to the UK. 'a' and 'b' are legal as long as the content of the photographs or the pornography showing adults is *legal* pornography. Legal pornography is classified as showing explicit sexual intercourse or sexual acts between 2 people. Illegal pornography would have content which is what is classified as 'extreme' which means it contains violent, threatening or harmful material, therefore there is potential for a and b to be illegal. 'c' is illegal and in terms of the law – 'children' refers to under 18's – therefore pornography which has images of anyone under 18 is classified as 'child pornography' or more appropriately described as 'indecent images of children' (see note on page 9 regarding terminology) d is illegal, it is an offence to watch an image of a child (under 18) which is a non-photographic image (this includes computer generated images, cartoons and drawings).

Additional note for teachers for Question 2: Owning pornography showing adults engaging in 'extreme' sexual activity is illegal and has been since 2009. A piece of legislation under the Criminal Justice and Immigration Act (2008) makes it an offence to possess extreme pornographic images. An extreme act is defined as being one that threatens a person's life, which results or is likely to result in serious injury to a person's anus, breasts or genitals, which involves sexual interference with a human corpse, or which involves a person performing intercourse or oral sex with an animal. This became Law in January 2009. See <http://www.legislation.gov.uk/> (search for Criminal Justice and Immigration Act, 2008) for more information.

Age of the viewer : In general, owning or viewing pornography that involves people over 18 years old and over is not illegal. A child or young person under the age of 18 watching pornography is not committing an offence (although clearly there may be safeguarding issues). Pornography can have age classifications and restrictions. Pornography sold from

The law, sex and the internet

licensed sex shops can only be sold to over 18's. Obviously the internet is much harder to censor and control in terms of accessing material. Many pornography sites have disclaimers stating the content is for only 18's and some can only be accessed by using a credit card but many are uncensored and unrestricted.

c is Illegal: Watching pornography showing children is illegal. This offence comes under the Protection of Children Act 1978 and the Criminal Justice Act 1988 and The Sex Offences Act (2003). These pieces of legislation state it is illegal to take, make, distribute, show or possess an indecent image of a child. A child is defined as a person who is under 18 in an amendment under the Sex Offences Act (2003). The offence also includes images of people 'who appear' to be under 18 and 'pseudo images' (images whether made by computer graphics or otherwise appearing to be an image of an under 18 year old.)

Looking at internet pictures of indecent images of children is illegal. Accessing an indecent image is considered to be 'possessing' an image, meaning that the defendant can be charged if he or she accessed an image online – even without saving the image because a trace of it will remain on the history, regardless if it has been deleted or not. An offence and prosecution would be based on the images being downloaded, the images would be graded using the COPINE Scale (www.cps.gov.uk) on levels 1-5 according to the content and severity of the image. The offence (therefore prosecution) would be based on the amount of images a person owns as well as the grading of them.

d is illegal. The Coroners and Justice Act (2009) which came into force in April 2010 has made it an offence to possess a prohibited image of a child which is a non-photographic image (this includes computer generated images and drawings) www.cps.gov.uk has more useful information, search under 'prohibited images of children'

A note on sentences. Possession of child indecent images (images of under 18's) carries a maximum sentence of 7 years imprisonment and all those convicted go on the sex offenders register. Possession of extreme pornography (as defined above) carries a maximum sentence of 3 years imprisonment. Possession and /or the distribution of obscene material carries a maximum sentence of 5 years imprisonment.

3. Which of the following are illegal?

- a) A 16 year old girl posing topless for photographs
- b) A 16 year old girl sending topless photographs of herself on to others
- c) A 16 year old girl posting topless photographs of herself on to her social networking site

Answer: a, b and c are all illegal. Any images showing under-18 year olds in erotic or topless posing (regardless of whether there is no sexual content with another person) is illegal – this is classified as an 'indecent image of a child'. The examples differ in seriousness but are all illegal. Distributing and publishing an indecent image of a child is more serious and carries more severe offences than just possession of such an image. Posting such an image on a social networking site would be considered publishing the image.

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4. Which of the following are illegal?

- a) A 16 year taking topless photos of their girlfriend
- b) A 16 year old sending photographs of their partners' genitals to others
- c) A 16 year posting topless photographs of their girlfriend on to his social networking site

Answer: a, b and c are all illegal. Any images showing under-18 year olds in erotic or topless posing (regardless of whether there is no sexual content with another person) is illegal – this is classified as an 'indecent image of a child'. This would include images of boys or girls and taken by any gender, irrespective of sexual orientation. Additional notes as above and below.

Additional note to Teachers for Question 3 & 4: The Sexual Offences Act 2003 raised the age of people able to legally be filmed or photographed to 18. The same offences apply as in question 2 and the above all relate to the Protection of Children Act 1978 which made it an offence to distribute an indecent image of a child. A topless picture of a girl would still be deemed to be an indecent image of a child, albeit a level 1 image (the lowest level - images depicting erotic posing with no sexual activity). For 3a and 4a it would be the photographer committing an offence (technically even if it is the girl herself), the offence here would be creating and possessing an indecent image of a child (under 18). For 3b and 4b the offence is 'distributing an indecent image' which is a more serious offence than possession and this still stands even if the girl herself sends on this image. For 3c and 4c as above but again more serious as not only as this distributing an indecent image it is also 'publishing it'.

Whilst this is the theory of the law, there would still need to be an element of context to take into consideration, therefore even if reported to the Police a prosecution would not be automatic; each case should be looked at on an individual basis.

5. Which of the following examples of cyberbullying and sexual bullying are illegal?

- a) A 14 year old girl is instant messaging another girl in her year group on a daily basis calling her a sl** and a bj***
- b) A 15 year old boy is sending threatening sexual texts to a girl in his year group – stating that if she tells anyone he will come after her and tell everyone she is frigid
- c) A 14 year old boy has been writing offensive homophobic comments on a 13 year old's Facebook profile causing him to stay off school.

Answer: ALL of above have the potential to be illegal.

Although bullying (including cyberbullying and sexual bullying) are not specific criminal offences in UK Law, there are criminal laws that can apply in terms of harassment or threatening behaviour. Severe forms of bullying are referred to the police. For example – and

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particularly pertinent for cyberbullying – threatening and menacing communications. In fact, some cyberbullying activities could be criminal offences under a range of different laws, including the Protection from Harassment Act 1997, the Malicious Communications Act 1988, section 127 of the Communications Act 2003 and the Public Order Act 1986. The age of criminal responsibility in the UK starts at 10. Any case such as the examples outlined above should always be considered on a case by case basis for the best and most appropriate cause of action ensuring the safeguarding of the young person is paramount.

For more information see preventing bullying national guidance (published March 2014.)
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

6. Which of these is true:

- a) A 15 year old girl being touched on her breasts against her wishes is an illegal act
- b) A 21 year old woman being touched on her bum against her wishes is an illegal act
- c) A 12 year old boy being touched on his bum against his wishes is an illegal act

Answer : a, b and c are all true.

Section 3 of the Sex Offences Act (2003) makes it an offence for any male or female to intentionally touch another person sexually without his or her consent (a sexual assault). This still applies even if it is between two people in a relationship. A person found guilty of this offence could be sent to prison for a maximum of ten years. If the victim is under 13 this makes the offence more serious and could lead to a prison sentence of up to 14 years. In relation to the law, under-13 year olds are not deemed able to consent to sex.

7. What can you do if you see anything that concerns you online?

This question provides an opportunity to discuss internet safety and the importance of reporting anything concerning – to a trusted adult in the first instance. <http://ceop.police.uk/> is a useful website to get familiar with and includes a 'safety centre' with links, useful video clips and details on how to report any concerns. <http://www.thinkyouknow.co.uk/> is pitched at young people for internet safety and reporting any concerns online.

If a student (or indeed an adult) has concerns about the content of any material they see or come across on the internet we should encourage this is reported to CEOP or to the Internet Watch Foundation (IWF) www.iwf.org.uk. Material which would be appropriate to report falls under 3 categories: child sexual abuse images; criminally obscene adult content and inappropriate chat or behaviour towards a child. It should be made clear that if a student is sent or views material which would be categorised as illegal then this should be deleted immediately for their own interest, safety and responsibility.

KS3 Lesson 2



Additional information to support discussion:

What does 'consent' mean? The definition of a sexual offence often revolves around consent. In simple terms, it's all about permission (or agreement). This is something that must be clearly established between two people before any kind of sexual act or behaviour. If an individual is accused of a sex offence, they must show that they reasonably believed consent had been given by the other person.

Rape - under the Sexual Offences Act 2003, it is an offence for any male to penetrate with his penis the vagina, anus or mouth of a female or male without their consent. A person found guilty of this offence could be sent to prison for life.

The full Sex Offences Act (2003) can be viewed at: <http://www.legislation.gov.uk/>

Partner exploitation and violence in teenage intimate relationships - an NSPCC survey (Barter et al, 2009) found that amongst 13-17 yr olds a quarter of girls (25%) and 18% of boys reported some form of physical partner violence. Nearly three quarters of girls and half of boys reported some form of emotional partner violence being reported as 'constantly being checked up on by a partner' and 'being made fun of'. One in three girls and 16 % of boys reported some form of sexual partner violence.

The law, sex and the internet

Activity 3: What would you say?

Divide the class into small groups and give a scenario to each group. Ask each group of students to respond to the questions on their scenario.

(See page 39 for scenario cards)

Facilitate feedback from small groups, summarise internet safety issues and promote the work of:

CEOP <http://www.thinkyouknow.co.uk/>

Childline

NSPCC.

Teacher Tip!

Sign up on CEOP: <https://www.thinkuknow.co.uk/Teachers/> as this gives you access to useful resources

Some of the scenarios (2 and 5) use names that can be used for different genders so that the range of relationships can be explored.

KS3 Lesson 2

The law, sex and the internet

Scenario cards



Scenario 1

Maisy (14) has had a social media profile for a while. Her friend Tilly is concerned as Maisy's profile pictures show Maisy half naked. Maisy says she isn't bothered and she likes the fact people are making comments about her appearance.

- What are the issues and risks involved for Maisy and Tilly?
- If you were Tilly what would you say to Maisy or what advice would you give to her?
- Who can they talk to for extra support or advice?

Scenario 2

Sam (13) received an image of two naked women whilst at school. Sam has been showing it round and now half of year 9 have the image.

- What are the issues and risks involved for Sam?
- If you were Sam's friend what would say to them or what advice would you give?
- Who could Sam's friends and Sam talk to for extra information and advice?

Scenario 3

Tess and Prinni (both 14) have been instant messaging a lad called Jon. They both really fancy him and he has asked if they would do a web cam call with him. They haven't met Jon before, but he seems a nice guy and lives locally.

- What are the issues and risks involved for Tess and Prinni?
- If you were their friend what would say to them or what advice would you give to them?
- Who could Tess and Prinni talk to for extra information and advice?

Scenario 4

Joe is 14. His mates are really into some popular porn sites online and keep showing and sharing them with Joe. Joe just isn't in to looking at these clips like his mates do, in fact he finds them boring and prefers looking at guys. He feels pressure to go along with what his friends are looking at and doesn't feel ok about being honest about what he likes / doesn't like.

- What are the issues for Joe?
- If you were another real friend of Joe's what would you advise?
- Who could Joe talk to for extra information and advice?

Scenario 5

George (14) regularly looks at porn sites, George enjoys looking at them and is curious about sex and 'how to do it', George's mum found some images on the laptop.

- What are the issues and risks involved for George?
- If you were George's parent what would you say to George?
- Who could George talk to for extra information and advice?

KS3 Lesson 3

What does a normal body look like?

Aim:

To explore attitudes to our bodies and the idea of a normal body

Example Learning Outcomes: (H3.12, H3.13, R3.8)

I am more aware of body image pressures and notions of 'normal' from the media

- I can challenge stereotyped views of what peoples bodies 'should' look like
- I have explored some ways of helping others feel good about their bodies whatever their shape and appearance

Resources

Video clips online (see links)

Keywords: Body image, stereotypes, puberty, anatomy, diversity

Lesson Activities:

Remind students of the ground rules and explain aims and outcomes for the lesson. Explain that in this lesson they will be viewing pictures of genitals as part of exploring what normal is. Remind students that you are expecting them to be mature enough to do this and to discuss some issues about what is normal.

Before we start with the first activity, answer the following:

How much do you think the media (film, TV, magazines, social media) influences the way people want to look? (from 0-10)

0	1	2	3	4	5	6	7	8	9	10	
Not at all											Very much

KS3 Lesson 3

Activity 1: Puberty anxieties

Group students into small groups, (possibly single gendered groups, in which case ask students to join the group with which they identify) groups of 4-5. Give each group a body template. (Provide a pre-prepared template or get students to draw a body template) Get the students to draw and write the physical body changes at puberty. Ask the group to discuss which they think give boys and girls the most anxiety with 1 being the most anxious downwards: so the chin on a boy may be numbered 7 whilst the penis might be numbered 1. Then compare these – are boys anxious about the parts of the body girls are anxious about and vice versa? The focus for this activity is physical changes but could also be an opportunity to discuss and acknowledge the huge emotional and identity questions happening at this time.

Activity 2: Body image pressures

Ask students to then add on their templates anything they have seen / heard in the media that contributes to this anxiety. For example six packs, large penis / breasts, shaved legs / arms / having no pubic hair is desirable etc. What do they understand by 'body image'?

Body image refers to a person's perception of the attractiveness of their own body. It's about how you see yourself, not what you actually look like.

Prompts for discussion here:

- Where do these pressures come from and why do they exist?
- How much do you agree that everyone has 'hang ups' about their body and appearance?
- To what extent are there equal expectations of all genders to look good.
- What pressures are there if you wanted to be gender neutral or were trans?
- Why do many young people feel so unhappy about their bodies and appearance –how much blame can be placed fairly on the media?
- What could parents / teachers do to encourage positive body image and self-confidence?
- Should airbrushing be banned? Explain why/why not.
- What are the possible negative results of these anxieties and pressures?(body dissatisfaction, low self esteem, confidence, eating disorders)
- To what extent do you agree that cosmetic surgery / taking steroids / extreme dieting are reasonable ways to achieve body satisfaction?

Students may be interested to know about the new 'Barbie doll' Lamilly made to reflect a more realistic body image with the strapline 'average is beautiful'. This link is a 60 second clip about it: <https://www.youtube.com/watch?v=GH2B4rPsg-s> or search 'Lamilly'

What does a normal body look like?



image from elle.com

Of course we could also critique Ken in the same way too!

Some background facts

According to the Girl Guiding Association's Girls' Attitudes Survey (2013) Girls' experience today encompasses unprecedented levels of personal and public/media scrutiny over women's body shape, size and overall looks – and it influences girls at a young age. Among 11- to 21-year-olds, 80% think there is too much discussion about women's weight in the media and 71% say they would like to lose weight. One in five girls of primary school age (7- to 11-year-olds) say they have been on a diet.

Research by the YMCA *The Body of Public Opinion: Attitudes to body image in the UK* (2012) indicates that at least 1 in 4 adults feel depressed about their bodies. Over half of the adolescent girls (54.1%) surveyed said that girls at their school have body image problems and about a quarter of boys (23.7%) think that boys have body image problems. Over a third of men (36.8%) and over half of women (50.4%) report that they compare their bodies to people on TV. Almost half of men (42.4% of men) and 30% of women said they would like their bodies to look like the models who appear in magazines. If money wasn't an issue a quarter of men (24%) and a third of women (29.5%) would have cosmetic surgery to change their body shape.

Teacher Tip!

<http://www.ymca.co.uk/bodyimage/report> is a useful read

KS3 Lesson 3

Activity 3: What is normal? An anatomy lesson

Acknowledge this activity presents a binary approach to gender and acknowledge that some students may not see themselves represented.

- 1 Show the 'Male anatomy' video clip
<http://sexexperienceuk.channel4.com/videos/male-anatomy>
Compare and contrast some of the comments from the previous exercise to the messages in the clip.
- 2 Show the 'Female anatomy' video clip
<http://sexexperienceuk.channel4.com/topics/female-anatomy>
Compare and contrast some of the comments from the previous exercise to the messages in the clip.

Activity 4: Summary / Encouraging Positive Body Image

Here are 2 possible clips to use to summarise the points covered in this lesson before the final activity to devise a response:

<http://sexexperienceuk.channel4.com/videos/7162> (body confidence clip) and / or <http://www.ymca.co.uk/bodyimage/> <http://vimeo.com/25132693> has a useful video clip on the consequences of body image pressures.

Due to the widespread use of airbrushing and a lack of diversity in the appearances of people represented in the media, it is virtually impossible for most of us to achieve or maintain the bodies that we see on TV and in magazines, however it can be easy to feel the pressure to conform to the notion of beauty that we see around us.

Get students to devise and then share some key messages that they could give their friends / younger siblings about body image and reassurance that difference is normal and healthy!

Some examples:

- Everyone is different
- It's normal to be different sizes/ shapes
- Nobody looks like models in magazines/pornography
- Airbrushing is used across all forms of media and gives us distorted views of body image
- Beauty is only skin deep
- It's not healthy to be overly self-critical on how you look
- We should accept and celebrate diversity
- It's normal to sometimes feel you are abnormal – especially as a teenager. Talk to someone you trust if you have worries or concerns.

What does a normal body look like?

Additional/alternative activity:

Fast forward to the future and imagine you are supporting your child or young relative to be 'body positive'.

What 6 key messages would you communicate to them?

There are some suggestions in the box on this page if you need help.

What do you think now?

How much do you think the media (film, TV, magazines, social media) influences the way people want to look? (from 0-10)



Compare and contrast scores with the results from the beginning of the lesson. Discuss and draw conclusions about any changes in viewpoints as a result of the learning activities.

KS3 Lesson 4

Aim:

To explore what is OK in a relationship for young teenagers (under the age of 16).

Example learning outcomes: (R3.2, R3.3, R3.7, R3.11, R3.13, R3.19, R3.23)

- I can explore my views and consider other people's views about what is OK and not OK in teenage relationships
- I am aware of different types of abuse
- I am aware of common myths and facts in relation to abuse
- I can give advice for a friend who may be in an unhealthy relationship
- I can identify my rights and responsibilities in my relationships

Resources

What is normal in a relationship (page 49)

Key Words: Rights, responsibilities, domestic violence, consent.

Lesson Activities:

Remind students of the groundrules and explain aims and outcomes for the lesson.

Activity 1: What makes a good relationship?

Give out a piece of scrap paper to each student. Ask them to write on it a 'quality' of a good relationship. These are then scrunched into a snowball and thrown around the class so that everyone has a quality to read out.

Activity 2: What is OK in a relationship?

Students work in small groups to consider what is 'normal' in a relationship at their age. Using What is OK in a relationship? resource (see page 49) ask students to put the cards in a continuum from 'OK' to 'Not OK'.

Feedback from the groups, drawing out similarities and differences. Explore if any of their responses would be different for same sex and different sex relationships. This feedback may be an opportunity to also reinforce the **core messages about relationships and sex**. (See page 16) Also discuss how having additional information, ie if it is not consenting sex, or what the level of communication is like would make a difference. Also cover any legal implications, for example, the age of consent.

Activity 3: Abuse in teenage relationships

<http://thisisabuse.direct.gov.uk/> has various clips demonstrating abusive relationships.

What is OK in a teenage relationship?

Discuss with class the different forms of abuse: physical; emotional (controlling behaviour, making threats, blackmail, manipulation, pressure) and sexual abuse. Discuss what the signs of abuse may be (in the victim) for example, withdrawn, quieter than usual, frightened, lonely, depressed.

<http://thisisabuse.direct.gov.uk/videos/view/2/school> shows controlling behaviour and has 2 different ending which you can choose from – including a friend stepping in and challenging the abuse.

Domestic abuse (including physical, emotional, mental, sexual abuse) disproportionately affects women (Amnesty International, 2014),

<http://www.amnesty.org.uk/violence-against-women>

According to the Crime Survey for England and Wales (ONS, 2014) <http://www.ons.gov.uk/ons/rel/crime-stats/crime-statistics/focus-on-violent-crime-and-sexual-offences--2012-13/rpt---chapter-4---intimate-personal-violence-and-partner-abuse.html> More than 1.1 million or 7% of women and 720,000 or 4% of men have been victims of some kind of domestic abuse during 2013. The full scale of the hidden world of sexual assault, family abuse and stalking is revealed in these official figures that show that nearly 5 million women or 30% of the adult female population have experienced some form of domestic abuse since age 16.

In the UK, it is reported by Amnesty that two women are killed by their partner every week in England and Wales. Of all female homicides, 40% are killed by gendered violence. The UK police receive a call every minute about domestic abuse, 89% of which are about a woman being abused by a man.

<http://www.amnesty.org.uk/violence-against-women>

So although statistics show that women are disproportionately affected by domestic violence, some men do experience it – and maybe less inclined to report it. It is often a common myth that abuse does not happen to men. This may be an opportunity to discuss other myths and facts around abuse in relationships, such as the following:

Myth	Fact
Men don't get abused	Yes they can and do – in both heterosexual and gay relationships. Men should always be encouraged to report any abuse and get support – in no way is it a sign of weakness.

KS3 Lesson 4

Myth	Fact
Someone being overly jealous and possessive just means they like you	No. It's never ok to experience someone being like this: it is controlling behaviour and abusive.
If two people have had sex before, it's always ok to have sex again	This is not true. Just because two people have had sex before does not mean that consent is not needed the next time they have sex.
When it comes to sex, girls say 'no' but they really mean 'yes'.	No means no. The only way to be absolutely sure that consent is being given is to ask for it and for the other person to say yes. Anyone also has the right to change their mind at any time It's simple – if two people want to have sex with each other it should be something that they both agree and consent to.
It is not rape if the victim does not clearly say 'no'.	The only way to be absolutely sure that consent is being given is to ask for it and for the other person to say yes. Be aware of body language too. By using their body language people may show that they do not want to do something.
An abuser or rapist is likely to be a stranger who attacks someone in a dark alley or park.	The majority of abuse and rapes are committed by people who know and trust each other. They could be friends, partners, family members or know each other from school, college or work

Main messages: Abuse is not normal and never ok. If you are in a relationship with someone, you should feel loved, safe, respected and free to be yourself. There are different forms of abuse, but if a relationship leaves you feeling scared, intimidated or controlled, it's likely to be an abusive relationship.

What is OK in a teenage relationship?

Activity 4: Rights and responsibilities in my relationships

Ask the students to individually write a list of rights and responsibilities in a relationship. For example:

Rights	Responsibilities
I have the right to be listened to	I have a responsibility to listen to my partner / friend
I have the right to have fun with my mates, even when I am going out with someone	I have a responsibility to try not to be jealous
I have the right to feel safe in my relationships	I have the responsibility to not be abusive in any way
I have the right to say no	I have the responsibility to listen and respect someone saying no to me
I have the right to change my mind at any point	I have the responsibility to respect someone changing their mind
I have the right to access confidential support and help if I have any concerns	I have the responsibility to find out about local services and support

For rights to be asserted it can take a lot of confidence. Consider ways in which you would support a friend who may be experiencing an unhealthy relationship or abuse in getting out / reporting it.

Summary messages:

- Abuse in a relationship can happen to anyone
- Abuse is never ok
- Abuse can affect your self-confidence, have a negative impact on your health and wellbeing and leave you feeling isolated and lonely

Possible Extensions:

Develop the 'Bill of Rights' into posters / leaflets / visuals / role-play / film etc which could be an assessment of learning about positive relationships and then displayed on walls or on the school internet system.

Task the students to come up with a 'job description' for their ideal partner, i.e their 'essential criteria' and 'desirable criteria'.

Assessment: As this is the last lesson in the KS3 series you may wish to ask students to complete the post-assessment in appendix 1.

KS3 Lesson 4

What is OK in a teenage relationship?

What is OK in a relationship? resource

Holding hands / public displays of affection	Saying 'I love you' in person
Having penetrative sex	Saying 'I love you' by text
Having an argument with your partner on your instant messaging feed	Telling mates what you've been doing with your partner
Putting pressure on a partner to try stuff	Seeing each other all the time
Showing a naked picture of your partner to a friend	Letting your partner take a naked picture of you
Secretly checking your partner's texts	Sending your partner a picture of your naked chest / breasts.
Getting jealous and possessive	Messaging someone online you fancy even if you are in a relationship

KS4 Lesson 1

The sexualisation of the media

Aim:

To explore the potential influences of the sexualisation of the high street and the media on young people in terms of body image, gender stereotyping, and the exploitation of women.

Example Learning Outcomes: (H4.1, H4.11, R4.9, R4.16, E4.5, E4.17)

I can explain some ways in which the media, might influence our attitudes, sense of identity and personal relationship in terms of:

- body image
- sexual identity
- stereotyping men and women
- exploitation
- sexism

Resources:

Video clips

Flipchart paper or whiteboard

Key words: Media, body image, gender stereotyping, objectification, exploitation, sexism, inequality

Lesson Activities:

Remind students of the groundrules and explain aims and outcomes for the lesson.

KS4 Lesson 1

Activity 1: The sexualisation of the high street

A useful clip to introduce the sexualisation of advertising, lifestyle magazines and the high street is the Dove campaign video 'Onslaught' see

<https://www.youtube.com/watch?v=Ei6JvK0W60I>

And a version focusing specifically on boys and men:

<https://www.youtube.com/watch?v=uXpJrLkv4SU>

Discuss the clips using the following prompts:

1. What do we mean by 'sexualisation'?

The Home Office Report on Sexualisation in 2010 defines it as follows:

'Sexualisation is the imposition of adult sexuality on to children and young people before they are capable of dealing with it, mentally, emotionally or physically.'

2. From the clips, do you think it is just harmless fun and liberating to have choice to enhance looks or is there pressure to look good / look a certain way and be having sex and good sex? Let's consider the pros and cons.
3. Some people would argue that we are being 'anti sex' or 'prudish' in questioning if sexualisation can be harmful, what do you think? (Promote that it is healthy to question things and keep open-minded to detrimental effects)

The sexualisation of the media

Activity 2: Sexualised consumers - Clothing, toys, stationery

Ask the class to consider the sexualisation of the high street in terms of clothing and toys marketed at children. What items can they think of as examples? These are for example;



<http://www.bbc.co.uk/news/uk-13034053>

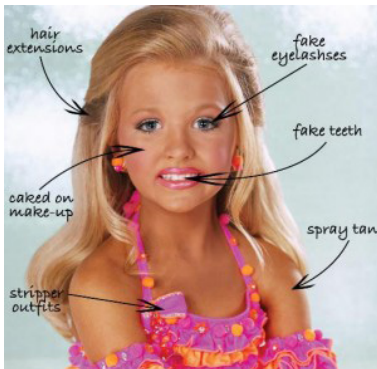


www.dontpaniconline.com



feminspire.com Liz Hurley clothing range for children

KS4 Lesson 1



Beauty queens and pageants <http://www.greenoclock.gr/?p=490>



Playboy stationery (claimed by the manufacturer to be for adults only)

Discuss: What messages may these send out? What impact may it have? Is it a problem?

The sexualisation of the media

Activity 3: The impact of sexualisation

Invite the class to list a range of media/ entertainment, eg TV, internet, computer games, fashion and lifestyle magazines). Divide class into small discussion groups and allocate them one 'type' of media.

Next ask students to identify 'examples of sexual content' from that type of media and then 'Ways this might lead to the sexualisation of young people' so splitting the flipchart paper into 2 columns:

Type of media: XXX

Examples of sexual content	Ways this might lead to sexualisation

Feedback students' ideas, using the completed grid below for prompts.

Discuss: Is it all media influence or is it also social influence and change ? (The two usually overlap and influence each other)

Example

Type of media / entertainment:	Examples of sexual content:	What might the impact be and how might this lead to sexualisation?
TV/Movies	<ul style="list-style-type: none">• Sex in advertising on TV – eg sex selling anything and everything!• Sexual content in soap storylines-Sex in movies, often for the sake of it and not necessarily in context	<ul style="list-style-type: none">• Message is sex is power (because it sells!)-Normalising sex / constantly being sexy and sexually attractive including young people

KS4 Lesson 1

Type of media / entertainment:	Examples of sexual content:	What might the impact be and how might this lead to sexualisation?
Fashion and Lifestyle magazines	<p>Sex stories / kiss and tell stories, sex scandals are commonplace</p> <p>The ideal 'body beautiful' is reinforced – slim, flawless skin, tanned and 'celebrities' who put on weight are ridiculed.</p> <p>There is often a prescription of 'how to do sex' / how to be 'good at it' in magazines</p>	<p>Reinforces sex is powerful and can be used as an exchange to 'get what you want' or to 'get revenge'.</p> <p>Constant comparison and pressure to obtain the body beautiful and levels of dissatisfaction, low self-esteem with body image. Pressure to know what to do and 'how to do it well'.</p>
Internet	<p>Access to pornography</p> <ul style="list-style-type: none"> • Pornography websites • Sexual advertising • Web cam use • Spam emails 	<p>Accessing pornography for sex education could provide a distorted view of sex and relationships and can alter expectations (also can promote heterosexual as the norm).</p> <ul style="list-style-type: none"> • Access to explicit material is often before a young person is ready for it and at this stage a young person can be very impressionable. <p>-There may be safety concerns in young people talking to people online via messaging or webcam if they don't know who it is.</p>

The sexualisation of the media

Type of media / entertainment:	Examples of sexual content:	What might the impact be and how might this lead to sexualisation?
Computer Games	Violent content, including rape scenes <ul style="list-style-type: none"> • Women characters sexualised and submissive 	Can give viewer less empathy with characters and therefore desensitises in real life and more accepting of sexual violence
Music lyrics / videos	<ul style="list-style-type: none"> • Lyrics very sexualised • Videos with naked, sexually provocative dancing 	Children may copy and aspire to be like pop stars – therefore copy moves and provocative dancing
Mobile phones	Sexual advertising on mobiles <ul style="list-style-type: none"> • Sexting (texting sexual content) • Bluetoothing sexual images • Access to pornography 	Access to explicit material is often before a young person is ready for it (a lot of spam mail is not asked for). <ul style="list-style-type: none"> • Use of sexual language before sexual maturity
Social networking	<ul style="list-style-type: none"> • Advertising • Sexualised content of profiles • Messaging 	Pressure to be sexually provocative on social profiles

Acknowledge that although the purpose of this activity is to critique the media it therefore concludes fairly negative influences – however what could be seen as potential positives about the sexualised content in the media? Discuss.

KS4 Lesson 1

The sexualisation of the media

Activity 4: Balancing the impact

Ask the class to consider what might balance out the impact and influences of the media. (For example; education, raising awareness, being open-minded, talking about it).

Evidence shows that there is a clear link between earlier exposure and more profound impact (and those less likely to have received objective sex and relationships education are less likely to have developed a sense of self awareness, 'filtering' ability as well as emotional intelligence).

Write a letter or email or comic strip to their younger self (pre teenage / pre puberty) or a younger sibling with advice on how to view the media and be critical and open minded to its messages. This is intended to summarise positive message about body images, size shape, what is normal etc. Refer back to messages from the KS3 lesson on 'Sex and the media' on page 23.

Extensions / Differentiation

Repeat and or/ adapt the 'Sex and the Media' Lesson for KS3 on page 23 as depending on the level of the group some of this discussion can be reinforced, such as debating 'Page 3' .

KS4 Lesson 2

Pornography: Blurred Lines

Aim:

To explore the potential influences of the media, pornography and advertising on young people in terms of body image, gender stereotyping, exploitation and messages about sex and relationships.

Example learning outcomes: (H4.1, H4.11, R4.8, R4.9, R4.16)

I can explain some ways in which the media, including internet pornography might influence personal relationships in terms of;

- Personal identity and self-worth
- Understanding of sex and relationships
- Body image
- Stereotyping genders
- Exploitation

Note to teachers: This lesson aims to bring all the issues this resource explores together, so if you only have time to deliver one lesson this would be it!

Resources

Blurred lines worksheet

Dove campaign for real beauty films (online links)

Flipchart

Pornography core messages see page 19

Key words: Media, body image, gender stereotyping, objectification, exploitation

Lesson Activities:

Remind students of the groundrules and explain aims and outcomes for the lesson.

KS4 Lesson 2

Activity 1: Describing pornography to an Alien!

Either as a whole class or in small groups ask 'How would you describe pornography to an alien? (stress you don't have to have seen it, but from what you understand it to be) and in discussion contrast this to real life relationships and sex.

Question prompts can be:

What happens?
Who is involved?
Why might people watch it?
Where and how do you see it?
How educational is it?
What does the law say about it?
What emotions might it bring?
What are the consequences of seeing it?
What kind of impact does it have on people?
How harmful is it?/How beneficial is it?

Summarise here that pornography does not demonstrate real life sex; it is acting and a multibillion pound entertainment industry. Pornography is not sex education – although of course some people look to it for ideas and tips probably the best tip is to be good at communicating, for instance, what you like and don't like or have any concerns about.

Activity 2: Blurred Lines worksheet

Get students to work in pairs / small groups to complete the 'blurred lines' worksheet and complete the potential impact and dangers column and then the 'messages to counteract' column. (Messages to young people) Alternatively the left hand column could be copied and cut out into sections and given to small groups to discuss giving you the ability to censor any topics you don't feel appropriate for the level of your class.

Pornography: Blurred Lines

Blurred Lines Worksheet

Message from the media / pornography on:	Potential impact / dangers	Message to counteract
Body Image You should be a size zero / or very toned, be tanned, and have flawless skin.		
Size matters! Male actors are often very well endowed and don't reflect the average penis size and female genitals are normally colourless, the labia is symmetrical and taut and there is no pubic hair!		
Lack of diversity and difference portrayed In the mainstream it is predominantly white, heterosexual and able-bodied people shown as sexual beings		
Objectification Women (and sometimes men) are often portrayed as sex objects (i.e. worth is only in terms of sexual attraction and 'sexiness'.) Women have to be 'sexy' and 'hot' and available to gain attention and to be desired.		
Sex is 'always available' Most pornography shows casual 'no strings' encounters, i.e. Negotiating sex or consenting to sex is not portrayed and you would think everyone is up for it anywhere and everywhere and no one ever says no!		
Sex is mindblowing! Sex is portrayed as multi-orgasmic with a focus on penetrative sex, it's clean, glamorous and like a performance.		

KS4 Lesson 2

Message from the media / pornography on:	Potential impact / dangers	Message to counteract
Lack of intimacy and love Sex is often portrayed without the context of love, intimacy and a caring relationship		
Safer sex Condoms are rarely talked about or acknowledged, initiated or shown being put on.		
There is a menu of sex you have to follow Sex usually follows a set repertoire, e.g in heterosexual sex its usually oral sex, vaginal then anal penetration		
Inequality, Power & Exploitation In heterosexual pornography it's mainly sex which is 'done' to the women – aimed at a male audience. Women are often portrayed as submissive / passive and willing to do anything to please the man. This can often include aggressive force and pressure alongside offensive language The pornography industry often portrays a sense of choice, rights and liberation for actors involved. This may be the case in larger production corporations however exploitation exists, actors can be pressured into going further and further than they want to go and left with long term effects of their involvement.		

Pornography: Blurred Lines

Groups feedback to whole class. Use the worksheet on pages 62-67 for teachers prompts to guided discussion

Blurred Lines Worksheet – Teachers copy for discussion / Including Video clip links to possibly use

Message from the media/ pornography on:	Potential impact / dangers	Message to counteract
Body Image	<p>Body image pressures and anxiety to look flawless and skinny – could lead to low confidence, low self esteem and insecurity, and a desire for cosmetic surgery. Pressure to be skinny – could lead to body dissatisfaction leading to depression, eating disorders, anxiety. Boys also under pressure to be 'strong' and 'macho' and being increasingly affected by body image pressures</p> <p>Dove campaign videos could be used here: https://www.youtube.com/watch?v=iYhCn0jf46U https://www.youtube.com/watch?v=Ei6JvK0W60I</p>	<p>Be yourself Be happy in who you are and celebrate diversity! Most porn actors are thin, tanned and hairless (and sometimes surgically enhanced) this is for the purpose of entertainment – not meant to represent normal bodies! Models are often airbrushed. It's important to talk to someone if you are worried about any of these issues</p>
Size matters!	<p>Could lead to anxiety and pressure resulting in low self esteem / confidence. 'Pornography' genital size seen as average and desirable when the reality is its 'larger than average' sized actors used! The desire for cosmetic surgery has increased in the UK – e.g for labia plasty and penis enlargement.</p>	<p>Actors used in pornography are chosen due to their larger than average sized penises / breasts – they are not representative of the body image norm. Size should not matter! It would be pretty shallow if it does matter!</p>

KS4 Lesson 2

Message from the media/ pornography on:	Potential impact / dangers	Message to counteract
Lack of diversity and difference portrayed	Narrow view of society and populations, marginalises certain groups leading to isolation and a feeling of 'not belonging' / 'not fitting in' or feeling accepted and not having sexual rights.	Sexual expression is a varied and diverse area, mainstream pornography tends to show only a narrow version of sexuality. Every human being has sexual rights and should be able to assert them if they wish, regardless of their differences.
Objectification	Can lead to or deepen sexism, harassment, inappropriate and derogatory language and behaviour towards the opposite sex.	Seeing someone's value only in terms of their looks or sexiness is a very narrow view, short sighted and pretty offensive! Never should anyone have to tolerate sexism, harassment or feeling inadequate
Sex is 'always available'	Not showing sex being negotiated could blur the boundaries when it comes to real life – consenting to sex is important and necessary in law. Consent clip: http://thisisabuse.direct.gov.uk/videos/view/37/charlie-mcdonnell http://thisisabuse.direct.gov.uk/videos/view/11/if-you-could-see-yourself	Negotiating sex is necessary. Consent should be clearly asked for as well as given. Everyone has the right to say no – at any point and for that to be heard and respected. No means no. Nobody should assume sex is ok – if there is no consent, its rape.

Pornography: Blurred Lines

Message from the media/ pornography on:	Potential impact / dangers	Message to counteract
Sex is mindblowing!	This might be the case as sex can be fantastic but of course not all the time and often not in early sexual experiences. On average sex only lasts a few minutes of actual penetration before it would be normal for a guy to ejaculate. Women can find it difficult to achieve orgasm, in fact many do not orgasm through penetration they rely on clitoral stimulation which is rarely shown. Foreplay is often missed out in pornography too and can be a really important part of sex for arousal and to feel comfortable. So having expectations according to porn sex is likely to mean you are left dissatisfied!	There is a lot of 'faking it' in pornography! Scenes are edited and far from glamorous in real life! Male actors can often find it difficult to get and maintain an erection as there is so much pressure to perform – often they will use performance enhancing drugs. Orgasms are only one part of sex and the fact many women enjoy orgasm through clitoral stimulation or not at all is ok too! To be good at sex is to be good at communicating – what you like and don't like. Porn actors often experience sex related injuries or body damage.
Lack of intimacy and love	Sex is not portrayed as part of a loving relationship – it's seen as devoid of emotion and intimacy, this may perpetuate 'the norm' is to have casual 'no strings' sex with multiple partners. (Can leave people feeling low if the motivations for the casual sex are not positive, i.e to boost self-esteem).	You are the only one to know what is right for you –Many people wait for sex within the context of a loving respectful relationship. Many people say that the cuddling closeness and intimacy are the most pleasurable parts of sex.

KS4 Lesson 2

Message from the media/ pornography on:	Potential impact / dangers	Message to counteract
Safer sex	Can lower the perception of the importance of condoms and decreased perception of risk of STIs / unplanned pregnancy.	<p>Condoms are rarely seen in pornography yet in real life they are very popular! If they are shown they are often edited in and you don't see them being discussed – negotiating and sharing responsibility for condom use is really important.</p> <p>STI and HIV checks are common amongst porn actors. Many companies make actors have monthly tests in order for them to be ok not to wear condoms – but as a viewer you wouldn't know this.</p>
There is a menu of sex you have to follow	This is a narrow view of sexuality. Penetration is only one part of sex. People may feel pressure to take part in all of these but do not actually enjoy them but feel they should do them as they are portrayed as the 'norm'.	You should only ever go as far as you want to. Communication is the key – what you like and don't like and what are your boundaries.

Pornography: Blurred Lines

Message from the media/ pornography on:	Potential impact / dangers	Message to counteract
Inequality, power & exploitation	<p>This places a lot of pressure on men in that 'this is how you behave in sex' 'you need to be an expert' and you 'should never refuse a sexual opportunity'; when of course, it is nonsense and should not be the case in real life.</p> <p>It is worrying if viewers think this is ok – it's never ok to behave like this. Sex should be an equal experience with the needs of both people considered and respected. Seeing this could lead to a sense that controlling and aggressive abusive behaviour is acceptable.</p> <p>http://thisisabuse.direct.gov.uk/ for relevant clips.</p> <p>Actors may be left feeling they were not in control of their involvement in pornography and were pressured and exploited, leaving them with emotional problems.</p>	<p>Pornography does not and should not represent real life sex.</p> <p>Men should never feel under pressure to act out like men in porn and women should never think it is ok to accept aggression.</p> <p>Pressure, humiliation and abuse is never ok.</p> <p>Know your rights.</p> <p>Ask for support.</p> <p>It may be a choice for many people to be involved in the industry, but not all. Consider that exploitation does exist 'behind the scenes'.</p>

These 2 humorous clips from BISH provide an overview of the issues above so if appropriate to your setting could be used in summary.

<http://bishuk.com/2010/12/12/dont-compare-guys-video/>

<http://bishuk.com/2011/01/26/dont-compare-women/>

Draw out key themes to focus on, drawing from the core messages on page 19 eg:

1)'Fantasy versus reality' – that pornography is a multi billion pound ENTERTAINMENT and sexual stimulation industry using ACTORS. It is not intended to serve as relationships and sex education.

2) The importance of healthy respectful relationships, clear open communication, consent and equality

KS4 Lesson 2

Pornography: Blurred Lines

Activity 3: If you were to run a campaign / develop a resource / plan a lesson to young people to educate them about pornography, what would you say? How would you go about it? What would your key messages be?

Prompts: Would you want to block all pornography or censor access for young people? What would you teach in schools? (what is your opinion on this kind of lesson?) If young people turn to pornography to learn about sex what does that mean for sex education – should it be more explicit? Should we provide a manual for how to have sex?! Why can't we leave learning to experience? What are your key messages? Are there any positives to pornography? How can we reduce the impact that pornography might have?

Summarise feedback and get some ideas from students.

Extension ideas:

Facilitate a 'compare and contrast' activity here regarding 'Sex Education' versus 'Pornography'. What are the pros and cons of both in relation to learning about relationships and sex?

Ask students to look out for other examples of where the media promotes a particular view of beauty or sexual relationships.

KS4 Lesson 3

The Law, Sex and the Internet

NB. This lesson is similar to the key stage 3 version, but takes some of the issues further. It is recommended that these lessons on the law are delivered in both key stages 3 and 4.

Aim:

To understand the law as it relates to sex, pornography and 'sexting'

Example learning outcomes: (H4.14, R4.2, R4.7, R4.8, R4.9, R4.16, R4.17)

I know more about and have increased understanding of:

- the law related to pornography
- how the law is designed to protect young people

Having explored my attitudes and considered other people's views about taking risks I can:

- Give practical advice to a young person about keeping themselves safer when using social networking sites/ mobile phones

Resources: Law Quiz worksheet (page 70), scenario card worksheet (page 79)

Key words: pornography, offensive, indecent, law – legal / illegal, sexual assault, consent, cyberbullying

Lesson Activities:

Remind students of the ground rules and explain aims and outcomes for the lesson.

NB: remind students and emphasise the importance of the agreed use of vocabulary ground rule. The scenarios in this lesson include abusive terms; these are for learning purposes only and must not be used outside that context.

Explain that this lesson will focus on the law as it relates to sex and pornography. It is not assumed that all students will have seen pornography but we ask students to make reference to broader portrayal of sex in the media and to what they understand by pornography.

KS4 Lesson 3

Activity 1: What is pornography?

Ask the class how they would define 'Pornography'

'Pornography is....' then discuss

Does everyone think it is the same thing? Has their view of pornography changed since KS3 or as a result of our previous lessons?

The Oxford English Dictionary definition is:

'Pornography is printed or visual material containing the explicit description or display of sexual organs or activity intended to stimulate sexual excitement'

Discuss how it is a subjective term used depending on various factors – such as personal values, faith, experience and that it is difficult to achieve a consensus as to what is art, erotica and pornography.

There is no single definition of pornography under UK Law, pornography offences are fairly complex and come under various different pieces of legislation as discussed next.

Activity 2: The Quiz

Either give out the quiz to do in pairs or small groups. Feedback and discuss the answers as a whole class.

The Law, Sex and the Internet

The Law and pornography quiz

Please tick the answer or answers that you think are correct.

1. What is the age of consent? (The age which the Law states it is legal to have sex)

- a)15 b)16 c)17

2. Which of the following are illegal?

- a) Looking at photographs of people having sex on the internet
- b) Watching pornography showing adults
- c) Watching pornography showing adults engaging in 'extreme' and violent sexual activity
- d) Watching pornography showing children
- e) Watching animated pornography showing young cartoon characters

3. Which of the following are illegal?

- a) A 16 year old sending topless photographs of herself on to others
- b) A 16 year old posting topless photographs on to her social networking profile page
- c) Two 16 year olds filming themselves having sex
- d) Two 16 year olds being filmed having sex without knowing / consenting to the filming
- e) A 16 year old bluetoothing extreme sexual images downloaded from a website around his mates 'for a laugh'
- f) A 16 year old bluetoothing images of his 17 year old mate receiving oral sex
- g) An adult showing an under 16 year old pornography

KS4 Lesson 3

4. Which of the following examples of cyberbullying and sexual bullying are illegal ?

- a) A 15 year old girl is instant messaging another girl in her year group on a daily basis using offensive sexual language and calling her a 'sl**', causing her to feel really humiliated
- b) A 16 year old boy is sending threatening sexual texts to a girl in his year group – stating that if she tells anyone he will come after her and tell everyone she is frigid
- c) A 15 year old boy has been calling another 15 year old boy a 'qu***' and a 'trannie' on his social network profile causing him to feel depressed and stay off school.

5. Which of the following could be illegal?

- a) A 15 year old girl being touched on her breasts against her wishes
- b) A 16 year old boy having his penis groped by a group of his 'mates' against his wishes
- c) A 17 year old girl being forced to have sex by her partner
- d) A 17 year old guy being forced to have sex by his partner

What can you do if you see or experience anything that concerns you online?

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The Law, Sex and the Internet

Answers for KS4 Quiz

1. What is the age of consent ? (The age which the Law states it is legal to have sex)

The age of consent is 16. The age at which it is legal to have sex is called the age of consent. In the UK the age of consent is 16 years old for everyone, whether they want to have sex with someone of the same or opposite sex. The age of consent law was designed to protect young people from harm rather than to prosecute them. If young people are under 16 and having sex, it's unlikely they will get into trouble as long as there is not a large age difference between them and their partner and that both young people consent to have sex.

2 Which of the following could be illegal?

- a) Looking at photographs of people having sex on the internet
- b) Watching pornography showing adults
- c) Watching pornography showing adults engaging in 'extreme' and violent sexual activity
- d) Watching pornography showing children
- e) Watching animated pornography showing young cartoon characters

Short answer: ALL. 'a' & 'b' have the potential to be illegal – depending on the content, 'c' 'd' and 'e' are definitely illegal. Answer explained for students:

'a' and 'b' are legal as long as the content of the photographs or the pornography showing adults is *legal* pornography. Legal pornography is classified as showing explicit sexual intercourse or sexual acts between 2 people. 'c- Extreme pornography' is classified as illegal pornography which means it contains violent, threatening or harmful material.

'd' is illegal and in terms of the law – 'children' refers to under 18's – therefore pornography which has images of anyone under 18 is classified as 'child pornography' or more appropriately described as 'indecent images of children' (see note on page 9 regarding terminology)

Additional note for teachers for Question 2:

Owning pornography showing adults engaging in 'extreme' sexual activity is illegal and has been since 2009. A piece of legislation under the Criminal Justice and Immigration Act (2008) makes it an offence to possess extreme pornographic images. An extreme act is defined as being one that threatens a person's life, which results or is likely to result in serious injury to a person's anus, breasts or genitals, which involves sexual interference with a human corpse, or which involves a person performing intercourse or oral sex with an animal. This became Law on in January 2009. See <http://www.legislation.gov.uk/> (search for Criminal Justice and Immigration Act, 2008) for more information.

Age of the viewer: In general, owning or viewing pornography that involves people over 18 years old and over is not illegal. A child or young person under the age of 18 watching pornography is not committing an offence (although clearly there may be safeguarding issues). Pornography can have age classifications and restrictions. Pornography sold from

KS4 Lesson 3

licensed sex shops can only be sold to over 18's. Obviously the internet is much harder to censor and control in terms of accessing material. Many pornography sites have disclaimers stating the content is for only 18's and some can only be accessed by using a credit card but many are uncensored and unrestricted.

It is illegal: Watching pornography showing children is illegal. This offence comes under the Protection of Children Act 1978 and the Criminal Justice Act 1988 and The Sex Offences Act (2003). These pieces of legislation state it is illegal to take, make, distribute, show or possess an indecent image of a child. A child is defined as a person who is under 18 in an amendment under the Sex Offences Act (2003). The offence also includes images of people 'who appear' to be under 18 and 'pseudo images' (images whether made by computer graphics or otherwise appearing to be an image of an under 18 year old) .

Looking at internet pictures of indecent images of children is illegal. Accessing an indecent image is considered to be 'possessing' an image, meaning that the defendant can be charged if he or she accessed an image online – even without saving the image because a trace of it will remain on the history, regardless if it has been deleted or not. An offence and prosecution would be based on the images being downloaded, the images would be graded using the COPINE Scale (www.cps.gov.uk) on levels 1-5 according to the content and severity of the image. The offence (therefore prosecution) would be based on the amount of images a person owns as well as the grading of them.

It is illegal. The Coroners and Justice Act (2009) which came into force in April 2010 has made it an offence to possess a prohibited image of a child which is a non-photographic image (this includes computer generated images and drawings) www.cps.gov.uk has more useful information, search under 'prohibited images of children'

A note on sentences : Possession of child indecent images (images of under 18's) carries a maximum sentence of 7 years imprisonment and all those convicted go on the sex offenders register. Convicted sex offenders are required to report to the police regularly; cannot change their address without permission; must give notice if they plan to go abroad and may not be able to work with children or vulnerable people. Possession of extreme pornography (as defined above) carries a maximum sentence of 3 years imprisonment. Possession and /or the distribution of obscene material carries a maximum sentence of 5 years imprisonment.

3. Which of the following are illegal?

- a) A 16 year old sending topless photographs of herself on to others
- b) A 16 year old posting topless photographs on to her social networking profile page
- c) Two 16 year olds filming themselves having sex
- d) Two 16 year olds being filmed having sex without knowing / consenting to the filming
- e) A 16 year old bluetoothing extreme sexual images downloaded from a website around his mates 'for a laugh'

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- f) A 16 year old bluetoothing images of his 17 year old mate receiving oral sex
- g) An adult showing an under 16 year old pornography

Answer: **All** are potentially illegal. Any images showing under 18 year olds in erotic or topless posing (regardless of whether there is no sexual content with another person) is illegal – this is classified as an ‘indecent image of a child’. The examples differ in seriousness but are all illegal. Distributing and publishing an indecent image of a child is more serious and carries more severe offences than just possession of such an image. Posting such an image on a social networking site would be considered publishing the image. Possession of child indecent images (images of under 18’s) carry a maximum sentence of 7 years imprisonment and all those convicted go on the sex offenders register. Possessing and distributing ‘extreme’ pornography is also an offence and carries a maximum sentence of 5 years imprisonment.

Additional note to Teachers for Question 3: The Sexual Offences Act 2003 raised the age of people able to legally be filmed or photographed to 18. The same offences apply as in question 2 and the above all relate to the Protection of Children Act 1978 which made it an offence to distribute an indecent image of a child. A topless picture of a girl would still be deemed to be an indecent image of a child, albeit a level 1 image (the lowest level - images depicting erotic posing with no sexual activity). For (3a) it would be the photographer committing an offence (technically even if it is the girl herself), the offence here would be creating, possessing and distributing an indecent image of a child (under 18). Even if the girl herself sends on this image she would be ‘distributing and publishing an indecent image’ being as she is publishing it to a website (3b) which is a more serious offence than possession.

For (3c) the person filming is committing an offence being they are filming an ‘indecent image of a child – an under 18 year old). If both parties then keep copies of the filming they are both committing an offence as they are both possessing an indecent image (regardless of whether its themselves and they consented). Marriage or being in an ‘enduring relationship’ could be a defence against this offence as long as the photography is not shown to a third party (then considered ‘distribution’ of the image).

For (3d) two 16 year olds being filmed having sex without consenting is illegal and a more serious case than the other examples above. It is the person filming who is committing the offence of voyeurism – stated under section 67 of the Sex Offences Act (2003). Section 48 of the Sex Offences Act also applies in this case – which covers causing or inciting child pornography – which this is being that it is young people under the age of 18.

If this image is also then shared without consent then this could amount to a criminal prosecution in relation to ‘Revenge Pornography’ with up to 2 years in prison according to a new offence introduced in February 2015. More information can be found at: www.gov.uk/government/publications/revenge-porn

For (3e) this is illegal due to the nature of the images being ‘extreme’. See question 2c above. A possession offence would come under the amendment in the Criminal Justice

KS4 Lesson 3

and Immigration Act (2008) and also the Obscene Publications Act (1959) because of the distribution and publishing of the images. Possession of extreme pornography carries a maximum sentence of 3 years imprisonment. Possession and /or the distribution of obscene material carries a maximum sentence of 5 years imprisonment

For (3f) this is illegal and would be an offence under the Protection of Children Act (1978) and Sex Offences act (2003) in relation to under 18's and would be classed as the 'distribution of an indecent image of a child'. Possession of child indecent images (images of under 18's) carry a maximum sentence of 7 years imprisonment and all those convicted go on the sex offenders register.

Whilst all the above is the theory of the law there would still need to be an element of context to take into consideration, therefore even if reported to the police a prosecution would not be automatic, each case should be looked at on an individual basis.

3g) True. Section 12 of the Sex Offences Act (2003) makes it an offence to cause someone aged under 16, to watch a third person engaging in sexual activity or to look at an image of a person engaging in sexual activity. Where the young person is aged 13 or over but under 16, the prosecution must prove that the defendant did not reasonably believe that the young person was 16 or over. Anyone, then, who shares any pornographic film or image with a young person under 16, would commit this offence.

4. Cyberbullying and sexual bullying: Which of the following is illegal ?

- a) A 15 year old girl is instant messaging another girl in her year group on a daily basis using offensive sexual language and calling her a 's**g' , causing her to feel really humiliated
- b) A 16 year old boy is sending threatening sexual texts to a girl in his year group – stating that if she tells anyone he will come after her and tell everyone she is frigid
- c) A 15 year old boy has been calling another 15 year old boy a 'q***r' and a 'tr***ie' on his social network profile causing him to feel depressed and stay off school.

Answer: ALL of above have the potential to be illegal.

Although bullying (including cyberbullying and sexual bullying) are not specific criminal offences in UK Law, there are criminal laws that can apply in terms of harassment or threatening behaviour. Severe forms of bullying are referred to the police. For example – and particularly pertinent for cyberbullying – threatening and menacing communications. In fact, some cyberbullying activities could be criminal offences under a range of different laws, including the Protection from Harassment Act 1997, the Malicious Communications Act 1988, section 127 of the Communications Act 2003 and the Public Order Act 1986. The age of criminal responsibility in the UK starts at 10. Any case such as the examples outlined above should always be considered on a case by case basis for the best and most appropriate course of action ensuring the safeguarding of the young person is paramount.

For more information see preventing bullying national guidance (published March 2014)

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

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5. Which of the following are illegal?

Answer: ALL of the scenarios given in this question are illegal.

a) A 15 year old girl being touched on her breasts against her wishes is illegal

Section 3 of the Sex Offences Act (2003) makes it an offence for any male or female to intentionally touch another person sexually without his or her consent (a sexual assault). This still applies even if it is between two people in a relationship. A person found guilty of this offence could be sent to prison for a maximum of ten years. If the victim is under 13 this makes the offence more serious and could lead to a prison sentence of up to 14 years. In relation to the Law, under 13 year olds are not deemed able to consent to sex

b) A 16 year old boy having his penis groped by a group of his 'mates' against his wishes is illegal

Answer to question 5a) applies the same in this case.

c) A 17 year old girl being forced to have sex by her partner is illegal

This is rape. Under the Sexual Offences Act 2003, it is an offence for any male to penetrate with his penis the vagina, anus or mouth of a female or male without their consent. This is the same regardless of whether it is a partner or indeed within a marriage. A person found guilty of this offence could be sent to prison for life.

d) A 17 year old guy being forced to have sex by his partner is illegal

Answer to question 5b applies the same in this case – it makes no difference if those involved are the same sex.

What can you do if you see or experience anything that concerns you online?

This question provides an opportunity to discuss internet safety and the importance of reporting anything concerning – to a trusted adult in the first instance. <http://ceop.police.uk/> is a useful website to get familiar with and includes a 'safety centre' with links, useful video clips and details on how to report any concerns. <http://www.thinkyouknow.co.uk/> is pitched at young people for internet safety and reporting any concerns online.

If a student (or indeed an adult) has concerns about the content of any material they see or come across on the internet we should encourage this is reported to CEOP or to the Internet Watch Foundation (IWF) www.iwf.org.uk. Material which would be appropriate to report falls under 3 categories: child sexual abuse images; criminally obscene adult content and

KS4 Lesson 3

inappropriate chat or behaviour towards a child. It should be made clear that if a student is sent or views material which would be categorised as illegal then this should be deleted immediately for their own interest, safety and responsibility.



Additional information to support discussion:

A note on offences and prosecutions: While the Police may not pursue investigations into the activities of young people of similar ages taking pictures of one another where this is consensual, it is nonetheless illegal. It can be a useful input into discussions with young people to highlight that offences associated with indecent images of children relate to young people up to the age of 18 and that what they might consider normal flirting activity on webcam or in a chatroom could be classed as a sexual offence and result in them in being very vulnerable situations and potentially breaking the law.

What does 'consent' mean? The definition of a sexual offence often revolves around consent. In simple terms, it's all about permission (or agreement). This is something that must be clearly established between two people before any kind of sexual act or behaviour. If an individual is accused of a sex offence, they must show that they reasonably believed consent had been given by the other person.

Rape Under the Sexual Offences Act 2003, it is an offence for any male to penetrate with his penis the vagina, anus or mouth of a female or male without their consent. A person found guilty of this offence could be sent to prison for life.

The Law, Sex and the Internet

The full Sex Offences Act (2003) can be viewed at:

<http://www.legislation.gov.uk/>

Partner exploitation and violence in teenage intimate relationships.

An NSPCC survey (Barter et al, 2009) found that amongst 13-17 yr olds found that a quarter of girls (25%) and 18% of boys reported some form of physical partner violence. Nearly three quarters of girls and half of boys reported some form of emotional partner violence being reported as 'constantly being checked up on by a partner' and 'being made fun of'. One in three girls and 16 % of boys reported some form of sexual partner violence.

Summary message to students: Texting nude photos to your partner may sound like harmless fun, but it can have huge consequences. A 15-year-old may think there's nothing wrong with sexting- sending nude or semi-nude images of themselves to impress a new partner. But you should think again. Not only do you risk having private pictures distributed among schoolmates or uploaded onto social networking sites, there could be legal consequences too.

This video on 'porn and the law' on the Channel 4 sexperience website gives a useful overview of the law, especially in relation to 'sexting':

<http://sexperienceuk.channel4.com/videos/7693>

Activity 3: What would you say?

Divide the class into small groups and give a scenario to each group. Ask each group of students to respond to the questions on their scenario.

See overleaf on page 79 for scenario cards

KS4 Lesson 3

The scenarios sheet



Josh (16) took naked pictures of his partner Louis (16) in sexy poses – he consented to them at the time. Louis has broken up with Josh but now he is threatening to post the pictures online if he doesn't get back together with him.

- What are the issues and risks involved for Josh and Louis?
- If you were Louis's friend what would say to him or what advice would you give to him?
- If you were Josh's friend what would say to him or what advice would you give to him?
- Who could both of them talk to for extra information and advice?

Rohan (15) has a learning disability. He likes to meet a lot of people online. Someone calling themselves Suzi (17) asks him for photos and later on asks if they can meet in person.

- What are the issues and risks for Rohan?
- If you were Rohan's friend what would say to him or what advice would you give to him?
- Who could Rohan talk to for extra information and advice?

Lalita and Jai (both 16) have been together for 6 months. Jai has just found out Lalita has cheated on him, he feels really hurt and to get revenge on her Jai has sent a video taken on his mobile of them having sex to one of his mates.

- What are the issues and risks involved for Lalita and Jai?
- If you were Lalita's friend what would say to her or what advice would you give to her?
- If you were Jai's friend what would say to him or what advice would you give to him?
- Who could both of them talk to for extra information and advice?

Marc and Jon are in the same year group at school. Whilst drunk at a party Marc filmed his mate Jon receiving oral sex from someone he met at the party. Neither of them realised it had been filmed but Jon hears from a friend the clip is being shared around.

- What are the issues and risks for all involved?
- If you were Marc's friend how might you react?
- If you were Jon's friend what would say to him or what advice would you give to him?
- Who could both of them talk to for extra information and advice?

Billy (16) has been receiving abusive messages from some lads in his year on his Facebook page, being called a 'pf', a 'q***r' and a 'tr***ie' he is feeling really affected by it and its making him not want to go to school.**

- What are the issues and risks involved for Billy and the lads who are abusing him?
- If you were Billy's friend what would say to him or what advice would you give to him?
- Who could Billy talk to for extra information and advice?

The Law, Sex and the Internet

Facilitate feedback from small groups and summarise internet safety issues by promoting CEOP / <http://www.thinkyouknow.co.uk/> Childline and NSPCC.

Teacher Tip!

Sign up on CEOP <https://www.thinkuknow.co.uk/Teachers/> as this gives you access to useful resources.

Activity 4: Assessment opportunity

Pairs: research and present one minute presentations summarising the advice, help and support provided to young people by national and local services for example:

Allsorts

<http://www.allsortsyouth.org.uk>

SafetyNet

<http://www.safety-net.org.uk/>

Survivors Network

www.survivorsnetwork.org.uk

CEOP thinkuknow

<http://www.thinkuknow.co.uk>

Childline

<http://www.childline.org.uk>

Anti-bullying alliance

<http://www.anti-bullyingalliance.org.uk>

Childnet.com

<http://www.childnet.com/>

Kidscape

<http://www.kidscape.org.uk/>

NSPCC

<http://www.nspcc.org.uk>

For a guide to local Brighton & Hove services for young people go to:

<http://www.wheretogofor.co.uk/>

Assess presentations using criteria such as relevance, key information included, clarity, succinct presentation.

KS4 Lesson 4

Aim:

To explore the topic of sexting and potential consequences.

Example learning outcomes: (R3.8, R3.21, R4.14)

I understand what sexting is, why people might do it and the potential consequences and risks

I have considered my opinions and feelings about sexting and the choices I have related to it

I am able to support a friend affected by sexting

Resources

Local 'Sexting Uncovered' documentary 2014 - created by the young people at DV8 with help from Evan Wilkinson and the Young People's Centre

<https://www.youtube.com/watch?v=RIHU8K5mkTQ>

or

CEOP clip 'Exposed'

https://www.thinkuknow.co.uk/14_plus/Films/Exposed/

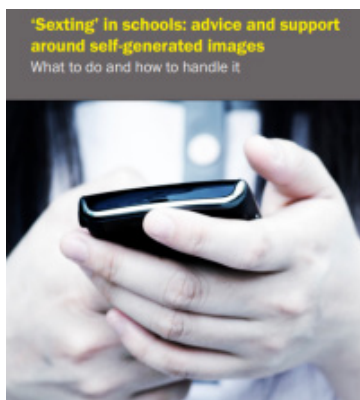
or CEOP clip 'First to a million'

Sexting worksheet

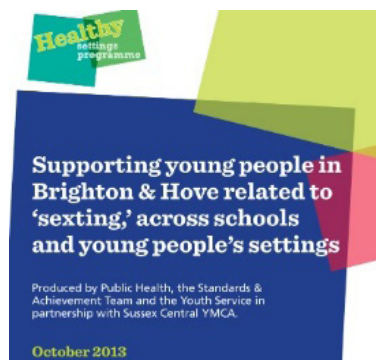
Useful references for background reading:

'Sexting in schools: advice and support around self generated images: What to do and how to handle it.'

<https://www.thinkuknow.co.uk/teachers/resources/>



Sexting



Brighton & Hove local guidance: Supporting young people in Brighton & Hove related to sexting across schools and young people's settings. (October 2013)

<http://www.school-portal.co.uk/GroupDownloadFile.asp?GroupID=1244385&ResourceId=4991515>

'So you got naked online' a resource by the South West Grid for Learning, (2012) <http://www.saferinternet.org.uk/ufiles/Sexting%20Toolkit.pdf>

Key words : Sexting, exploitation, grooming, legality

NB: It is important that young people know about the law related to sexting however it is important not to over-emphasise the potentially law-breaking aspects of sexting at the expense of time spent on exploring issues such as coercion and how and where to access help and support.

For more on this see Brighton & Hove local guidance: Supporting young people in Brighton & Hove related to sexting across schools and young people's settings. (October 2013)

Lesson Activities:

Remind students of the groundrules and explain aims and outcomes for the lesson.

KS4 Lesson 4

Activity 1: What is sexting and why do it?

Ask the class or divide into small groups 'What do you understand by the term 'sexting'?

- The word describes the use of technology to share personal sexual content. It's a word mix of 'sex' and 'texting'. The term has been in the Oxford Dictionary since 2011. This can be anything from texts or partial nudity to images or videos of genitals, breasts and sexual acts. Often it is between partners but can be between groups. The term originates in MMS (Multimedia Messaging) but extends to email, Messenger, social networks, Skype / webcam and Apps such as Gaydar, snapchat and Tinder and anywhere where images can be posted and shared.

Ask the class / small groups to suggest reasons why someone would ask for a sext? Why would someone send one? Are they different reasons?

From the literature on 'sexting' there are 2 main categories, although obviously it cannot always be so clear cut. This may be useful to introduce to the class to think about?

Possible Reasons and motivations behind Sexting

Aggravated	Experimental
Intent to harm / humiliate / blackmail / threaten / bully	Flirtatious / romantic / fun
Reckless misuse	Sexual attention seeking
To abuse, to groom someone, to exploit someone	Testing boundaries

There would be more serious consequences for the 'aggravated' motivations behind sexting.

Activity 2: The Consequences of Sexting

Show the 'sexting uncovered' documentary or CEOP 'Exposed' Clip (10 mins approximately) then discuss. Ask students to complete the worksheet thinking about possible consequences under the 3 headings of 'emotional', 'social' and 'legal' (We have covered legality in previous lesson so offers opportunity to re-cap).

This video on 'porn and the law' on the Channel 4 'sexperience' website gives a useful overview of the law, especially in relation to sexting: <http://sexperienceuk.channel4.com/videos/7693> (Although it gives a good overview of the legal issues teachers should bear in mind that it is in a 'criminal' context).

Teachers should be familiar with local guidance on sexting. In particular:

First, and most importantly, young people need to become aware of the fact that sexting is too often coercive (and could be viewed as a form of sexual harassment).

Young people should know that sexting under those circumstances will not solve their problems and may in fact make them worse. Peers need to help protect their friends from such risks. Young people need to know exactly when and how to report such problems and how to obtain help from peers and adults.

Second, care must be taken when citing the risk of criminal prosecution; as such prosecution seems to be increasingly unlikely, and could actually frighten victims of coerced sexting away from reporting to adults.

Loss of control with images

A study by the Internet Watch Foundation showed that up to 88% of self-generated images have been collected and put onto other sites. Source: 'So you got naked online. 2012'

Sexting and the Law – Key messages

If a young person under the age of 18 engages in sexting by creating an explicit photo or video of themselves then they have potentially **created** an image of child abuse. By sending this content on to another person, they have **distributed** an image of child abuse. By receiving content of this kind from another young person, they are then in **possession** of an image of child abuse.

The Association of Chief Police Officers of England, Wales and Northern Ireland have stated that young people engaging in sexting should not face prosecution as first time offenders, but the situation will be investigated to ensure the young people involved are not at risk. Repeat offenders and more extreme cases are reviewed differently, still with a focus on avoiding prosecution unless absolutely necessary.

<http://www.childnet.com/teachers-and-professionals/for-working-with-young-people/hot-topics/sexting>

KS4 Lesson 4

Sexting

If 'sexts' are sent /shared without consent and with the purpose of causing embarrassment or distress then this could amount to a criminal prosecution with up to 2 years in prison according to a new offence introduced in February 2015. More information can be found at: www.gov.uk/government/publications/revenge-porn and www.revengepornhelpline.org.uk

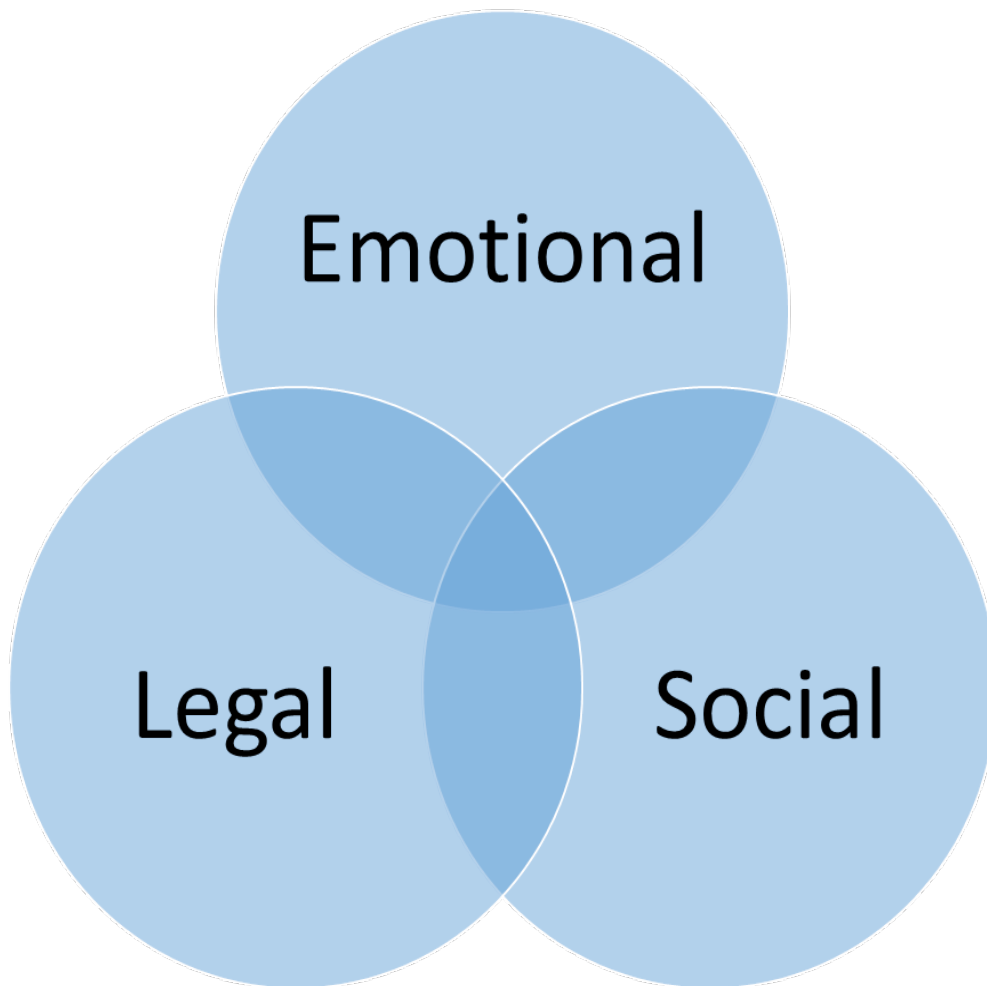
The consequences of sexting

Summarise the pros and cons and consequences of sexting.

Give out the prompt cards on p86 to put in the 3 categories as overleaf.

Sexting Prompt Cards

The consequences of sexting



Where would you advise a friend to go for support if they had experienced problems related to sexting?

i

ii

iii

KS4 Lesson 4



This activity has been adapted from 'sexting lesson plan', TES resources, by Gareth Cheesman 2011
<https://www.tes.co.uk/teaching-resource/Sexting-Lesson-plan-with-activities-6111220/>

Sexting Prompt Cards

Summary: The potential negative consequences of sexting

Reputation damage: Connecting via a wide range of technologies and social media, sexting content can be distributed to other users very quickly. This prevents the young person from controlling where the content is posted. This can result in damage to a young person's reputation in their school or local community, and in online communities. As content posted online can potentially exist forever in the public domain, this can have longer term effects on a young person's reputation, aspirations and potentially employment.

Emotional and psychological damage: The distribution of sexting content to others can cause distress and upset to the young person involved, especially if the content is distributed by someone they entrusted it to. The effects of others seeing this content can lead to negative comments and bullying, and may result in a young person losing confidence or self-esteem, and in extreme cases can lead to depression and occasionally yet tragically, suicide.

Activity 3: Push send.. if you are sure...

The following activity is taken from the 'Sexting Toolkit' produced by Sussex Central YMCA and Brighton & Hove Youth Service with permission.

The purpose of this activity is to raise self-awareness and consideration in deciding on whether to engage in sexting or not – considering the possible consequences.

KS4 Lesson 4

Activity 3: Push send.. if you are sure...

Instruction: Get into the mindset of the following character.

You are 15. Imagine you have been seeing someone for the last month and they've asked you to send them a photo of you naked. You really like them and decide you want to send it. You take the photo and go to push the send button, then have second thoughts... go through the checklist on the worksheet below to help you decide what to do...

Push send.. if you are sure... *(Circle yes or no)*

If this gets passed on it won't be the end of the world...

Send? Yes or No

You're not feeling pressured into doing something you don't want to do...

Send? Yes or No

You won't regret it tomorrow...

Send? Yes or No

If you asked your best friend they would agree that it's a good idea to do this...

Send? Yes or No

You're confident the person who receives it will feel okay receiving it...

Send? Yes or No

You trust the person receiving it not to pass it on...

Send? Yes or No

You're making a clear decision and not influenced by drink or drugs...

Send? Yes or No

Conclusion:

Mostly **Yes** – send it (if you are sure it's legal!?)

Mostly **No** – delete the image!

Activity 4: What to do / Where to go for....

What can you send instead? Childline have an app called zipit which can help you respond!
See: <http://www.childline.org.uk/Play/GetInvolved/Pages/sexting-zipit-app.aspx>

Discuss and summarise key messages from the lesson highlighting where to go for advice and support.

Childline and Thinkuknow have useful information and advice for young people about sexting, see:

https://www.thinkuknow.co.uk/14_plus/Need-advice/Selfies-and-sexting/

<http://www.childline.org.uk/explore/onlinesafety/pages/sexting.aspx>

If possible, get the students to devise their own messages to young people about sexting and look up relevant local support services using local websites such as www.wheretogofor.co.uk for further advice and information.

-Highlight local services such as CASH, Claude Nicol Clinic, WISE, Safetynet, Survivors Network and National organisations like Childline / NSPCC / Thinkyouknow.co.uk / www.beatbullying.org

KS4 Lesson 5

Aim:

To explore personal and societal attitudes towards sex and pornography

Example learning outcomes: (R3.2, R3.8, R3.17, R3.19, R4.2, R4.7, R4.8, R4.9, R4.16)

- I can listen to others and explore attitudes to pornography
- I can explain how pornography could affect how people might behave towards each other in a sexual relationship
- I have considered the potential exploitative side/positives of the pornography industry
- I can challenge sexually offensive and derogatory comments

Resources Attitude statements Agree / Disagree signs, scenario 'bubbles' worksheet

Key words: Attitudes, society, offensive, derogatory, discrimination

Lesson Outline:

Remind students of the ground rules and explain aims and outcomes for the lesson.

Activity 1: Attitude continuum

Depending on the group and physical space available either get the group to stand in a continuum of *agree to disagree* (or have 2 corners – agree and disagree) or allow students to complete the worksheet and mark an 'x' on the line appropriately. Encourage students to go with their gut reaction to each of the statements. Encourage them to constructively challenge each other if they have different perspectives. Statements can be chosen according to the needs and maturity of the class and issues that have been raised in previous lessons.

Attitudes to sex and pornography

Activity 1: Attitude continuum

Mark an X beneath the line to your personal response to the statement :

1. All young people are interested in pornography

Agree	unsure	Disagree
-------	--------	----------

2. More young men than young women look at pornography

Agree	unsure	Disagree
-------	--------	----------

3. Making your own pornography (taking photos / videos of sex) is never a good idea

Agree	unsure	Disagree
-------	--------	----------

4. Young people who send naked photos of themselves are stupid and deserve what they get

Agree	unsure	Disagree
-------	--------	----------

5. Pornography is a good sex educator

Agree	unsure	Disagree
-------	--------	----------

6. Pornography teaches you how to be good at sex

Agree	unsure	Disagree
-------	--------	----------

7. Pornography is harmless fun

Agree	unsure	Disagree
-------	--------	----------

8. Pornography is degrading to women

Agree	unsure	Disagree
-------	--------	----------

9. Pornography discourages people from practising safer sex / using condoms

Agree	unsure	Disagree
-------	--------	----------

10. Pornography causes people to have unrealistic expectations of sex

Agree	unsure	Disagree
-------	--------	----------

11. Some pornography is OK and other pornography isn't OK

Agree	unsure	Disagree
-------	--------	----------

KS4 Lesson 5

Summary

Some helpful prompt questions and pointers:

Regarding 1:

Opportunity to ask here – why are people interested in pornography? (education, curiosity, to get aroused, to get ideas...)

Research published in 2014 by the video On Demand regulator, The Authority for Television On Demand (ATVOD) confirms that young people are interested: At least 44,000 primary school children accessed an adult website in one month alone – one in 35 of six to 11 year-olds in the UK going online. 200,000 under-16's accessed an adult website from a computer. This is one in sixteen children in that age group who went online in the same month. One in five teenage boys under 18 going online were clicking on porn websites from PC's, and adult sites offer free, unrestricted access to thousands of hardcore porn videos.

Regarding 2: Statistics show more men do watch pornography. This in part is explained because male arousal is triggered much more visually than in women so it would make sense that men are more interested in watching and getting turned on by pornography.

Regarding 3/4: Refer back to Sexting lesson and remind of legal and potential emotional consequences

Regarding 5: Why might it be used as a sex education? What gaps are there in school sex education / family sex? What might be the dangers of relying on pornography to educate you about relationships and sex?

Regarding 6: But what does it really mean to be a 'good at sex'? Is it about orgasms and pleasure or more about trust and open communication?

Regarding 7: Is it harmless fun in terms of the viewer? The industry? The actors? What might parents think about their teenager seeing it? What about a political or feminist perspective?- Review from a variety of angles.

N.B: Feminism: *The advocacy of women's rights on the ground of the equality of the sexes.* (Oxford Dictionary Definition)

Regarding 8: Is it also degrading for men?

Summarise the discussion on attitudes; why might some of these attitudes may be harmful – could it mean a distorted view on sex and relationships if people have some of these attitudes? Where do these attitudes come from- what influences our attitudes? What might the consequences be? (re-cap on Lesson 2 'Blurred Lines' on page 58. Acknowledge positive feelings to pornography are not necessarily wrong either!

Attitudes to sex and pornography

Activity 2: Reflection from a porn star The exploitative and darker side of the industry

This is just one example of many ex porn stars who have shared their experiences of exploitation and harm. On the other hand, this is of course not the case for all actors many of whom have a positive experience and have not felt pressure. This is to make the point it can have a dark and negative side to it and is likely to have more of an effect if people go into it for misguided reasons – to get attention / fame / money / boost self-esteem / confidence.

Read the following article out to students and discuss reactions.

Interview with Vanessa Belmond (25) from 'Date my porn star Channel 4' aired September (2013) <http://www.channel4.com/programmes/date-my-porn-star>

As part of **Date My Porn Star** (Channel 4, September 2013) there was an interview with an ex porn star Vanessa Belmond (25). She told how the industry took her further than she had intended to go when she started at 18. She is now filled with regret and has been volunteering with an organization campaigning against pornography called antipornography.org.

'She said "Nobody really wants to date a porn star, stripper, escort. As to the whole family thing and having kids, I'm like 'who's gonna have kids with an ex porn star.' And even when I'm 60 I'm still gonna have this porn on the internet. It's like having a virus or something that never goes away," she said.

"I thought I was gonna do soft-core (porn) and just nude modelling and girl on girl and I was like really set and I was 'I'm just gonna start really slow,' but it didn't work out like that," said the regretful 25-year-old.

The former porn star horrifically recapped her seven-year career as Alexa Cruz, which included contracting chlamydia "three, four times or more," gonorrhoea, and bacterial infections. She also described various tears she suffered in various parts of her body, and the painkillers she took to endure anal-sex scenes. During group sex her throat started bleeding and she endured many injuries.'

Activity 3: Challenging attitudes

The purpose of this activity is to encourage students to consider how they could question and challenge attitudes that may be expressed by their friends. Choose the scenarios which are most relevant to your class. Give out the sheet / or put the statements on cards and ask pairs to think of a challenging response.

Ask for feedback. Remind students that sometimes just saying *I don't agree with that* makes a stand and may support someone who is listening to the discussion.

Acknowledge how there is often a backlash when people stand up and question and challenge ideas and attitudes – specifically if they are the 'norm' in that group. How can this be handled? Sometimes people perceive it to be 'anti sex' or not 'open minded' or can be quite derogatory if you question or challenge the subject of pornography – explore why and what you would do. Reinforce its not about being 'anti-sex' or 'prudish' it's about having an informed opinion, being open-minded and critically thinking about important issues.

KS4 Lesson 5

Activity 3: Challenging attitudes

 The Scenario	 How do you respond?
<p>Jonny (15) says 'all girls are sl**s and are only good for one thing'</p> <p>Fiona (15) says 'gay porn is disgusting'</p> <p>Charlie (16) says 'I wish girls were more 'up for it' like in porn'</p> <p>'Girls in porn don't say no, that's how it should be' remarks Tim (16)</p> <p>'Girls in porn are fit – in real life like it's a bit of a letdown' jokes Billy (15)</p> <p>'I want to be a porn star, it's so glamorous and empowering' remarks Tilly (14)</p> <p>'I wish guys were as fit as they are in magazines' (Molly, 15)</p> <p>'They don't use condoms in porn; so I don't bother' (Jamal, 16)</p>	

Attitudes to sex and pornography

Activity 4: What would X say?

As a way to summarise various perspectives on sex and pornography give students a different 'perspective' per small group and ask them to summarise what the attitudes may be from;



**Parents views about
young people seeing
sex online**

**The pornography
industry's perspective
on pornography**

**Actors involved
currently in the
industry**

**Actors involved
previously in the
industry**

**Someone who does not
look at pornography**

**The viewer of
pornography (under 18)**

**The viewer of
pornography (over 18)**

KS4 Lesson 6

Aim:

To consider attitudes to sex and body image, exploring expectations and what 'normal' is.

Example Learning Outcomes: (H3.2, H3.12, R3.2, R3.3, R3.8, R3.13, R3.19, H4.11, R4.16)

- I understand that there is a range of normal body shapes and sizes and that the media can distort a view of 'ideal beauty'
- I understand people have different wants, needs and fears in relation to sex and relationships and it's important to respect diversity
- I have considered ways to overcome anxieties and concerns in relation to sex and body image and in being assertive if I feel put down

Resources

Flipchart Paper

Video clips (see links)

Key words: Body image, airbrushing, anatomy, diversity, relationships, negotiation, assertiveness, perspective, conforming

Lesson Activities:

Remind students of the ground rules and explain aims and outcomes for the lesson.

Explain that in this lesson they will be viewing pictures of genitals as part of exploring what normal is. Remind students that you are expecting them to be mature enough to do this and to discuss some issues about what is normal.

What is normal?

Activity 1: Expectations and what is normal anyway?

You may wish to use some of the video clips on body image and perception of beauty as per previous lessons as an introduction here. For example:

<https://www.youtube.com/watch?v=iYhCn0jf46U> for the Dove campaign video 'Evolution' showing the power of airbrushing and 'photoshop.'

<https://www.youtube.com/watch?v=xKQdwjGiF-s> - Body evolution - model before and after 'photoshop'

Dove's Onslaught video about the relentless pressures from the media: <https://www.youtube.com/watch?v=Ei6JvK0W60I>

On separate flipchart pages write all or some the following headings, as appropriate to the issues that have emerged in previous lessons:

- Penis size matters
- Boys expect breasts to be large, firm, symmetrical
- Girls want breasts to be large, firm, symmetrical
- Pubic hair should be trimmed/shaved/waxed
- Someone's body size/shape is important to how good the sex will be
- It is normal to lose your virginity by the time you have left school
- You know that you are ready for sex when...
- It is good/bad to have many sexual partners because...
- Real bodies are...
- Pornography shows real and normal sex
- Too much pornography can be harmful

Students write on the sheets and pass them around the room until all of the pairs/groups have had an opportunity to write on/see every sheet.

Collect in the flipchart and feedback/explore student's comments. There is not a right or wrong to these statements they are to prompt discussion and allow students space to make up their own mind. Discuss where the pressure to 'conform' comes from? Re-cap on media and marketing motivations to sell the 'body beautiful'. Reassure it's OK to feel confused / anxious about what is normal and that there is support available. Sometimes body image concerns can really affect someone's mental health and well-being – for example eating disorders (which are increasingly common amongst teenagers) but there is help available. If you are concerned about a friend talk to them about it.

KS4 Lesson 6

To summarise this discussion on 'what is normal and expectations' encourage students to devise some key messages to counteract the pressure to conform (drawing on previous lessons in this series) For example:

It is important to....

- ✓ Respect and celebrate uniqueness, diversity and difference
- ✓ Be sensitive and tolerant of other people's self-esteem and body image
- ✓ Be aware of the influence/manipulation of the media and to have ways to keep an open mind
- ✓ Be aware pornography does not represent real sex lives or healthy relationships – it is meant to be fantasy / entertainment
- ✓ The average dress size for a British woman is 16 and not size zero

Activity 2: Male anatomy, Penis Size and Sex worries

Look at the 'Penis size matters' sheet and / or other related penis related discussion. Ask the students to compare the comments on it to what they are about to see. Show the male anatomy clip from Channel 4 Sexperience. <http://sexperienceuk.channel4.com/videos/male-anatomy> then take any questions.

Before moving on to female anatomy, ask the class what other worries it might be common to have as a young man? Offer these prompts if needed:

- 1) My penis is too small
- 2) I'm going to be a virgin forever!
- 3) How will I know when I'm ready to have sex?
- 4) Am I masturbating too often?
- 5) Is porn ok to watch?
- 6) How much porn is normal to watch?
- 7) I am concerned about getting addicted to pornography
- 8) I am concerned about pleasing a partner sexually or not being 'good enough'
- 9) I am concerned about ejaculating too quickly
- 10) I am worried about not getting an erection (especially if using a condom)

Reassure these are all normal questions and anxieties for teenagers. Here are some prompts to help answer:

- 1) For adults, the average penis size is about 14-16cm (5.5-6.3 inches) when erect (there isn't an average for teenagers because of different development rates)
- 2) Unlikely! Average age young people start to have sex is 16 but of course many wait until later, it should be your choice, when you are ready to.
- 3) Only you will really know, just don't place yourself under any pressure to do it
- 4) Masturbation is healthy and normal. It becomes a problem if it causes any physical problems, eg soreness or if need to masturbate interferes with daily life. NB Awareness

What is normal?

and sensitivity of faith and religious beliefs not wanting to acknowledge masturbation.

- 5) Is it ok to watch? It's not up to us to tell you that, you have to make that decision, if it is right for you, bearing in mind the law for example.
- 6) And 7) What is normal? People have different sexual drives and needs. Again if it causes any problems, or interferes with daily life or if someone feels like they are becoming addicted it would be advisable to seek help.
- 8) What does it mean to be 'good enough'? The key to being a good partner is to communicate what you want and don't want and be respectful.
- 9) The average time for ejaculation for penetrative sex is only a couple of minutes so many men feel like they have come too quickly but in fact it's quite normal and men can learn to take longer (if someone assessed themselves against pornography then they would think it would be a lot longer before ejaculating). For anyone who has concerns or worries; it is best to speak to a health professional.
- 10) It is really common for men not to be able to get an erection everytime they want one or want to have sex, especially if they feel under pressure to 'perform' or if they are with a new partner or if putting on a condom. This is all perfectly normal. If it is a persistent problem or if someone is worried; speak to a health professional.

Activity 3: Female Anatomy and sex worries

Discuss any comments from the flipchart discussion in relation to the **vulva** eg the body hair discussion. Ask the students to compare the discussion to what they are about to see. Show the female anatomy clip (female genitals)

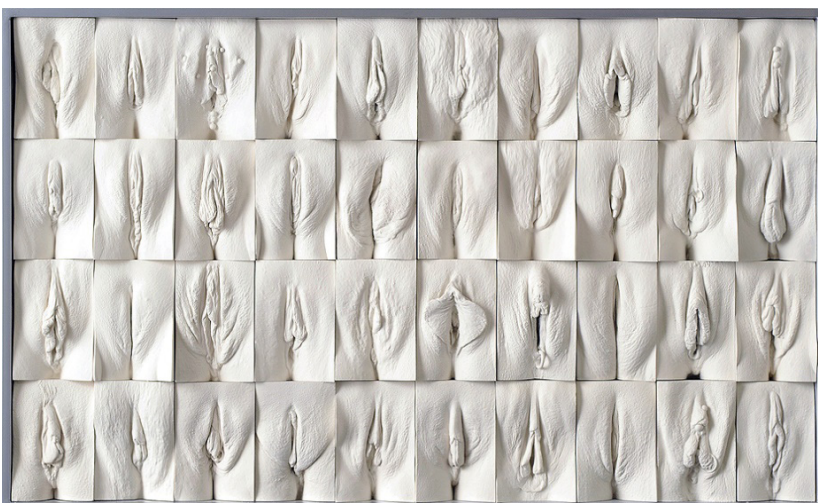
<http://sexperienceuk.channel4.com/videos/female-anatomy> and possibly the still clip of various **vulvas**

- <http://sexperienceuk.channel4.com/private-parts/female-genitals> and discuss / take questions.

Additional resource

<http://www.greatwallofvagina.co.uk/great-wall-vagina-panel-1-0>

The Great Wall of Vagina by Jamie McCartney



KS4 Lesson 6

Look at the 'Boys expect breasts to be large, firm, symmetrical' and 'Girls expect breasts to be large, firm, symmetrical' sheets. Show the sexperience (still) clip <http://sexperienceuk.channel4.com/private-parts/breasts>

The purpose of this is to give messages about real/normal breasts in contrast to airbrushed, cosmetic, unrealistic images.

Ask the class what other worries it might be common to have as a young woman? Offer these prompts if needed:

- 1) I'm worried my vagina isn't normal
 - 2) I'm worried my boobs are too small
 - 3) I'm going to be a virgin forever!
 - 4) How will I know I'm ready to have sex?
 - 5) Is it normal to masturbate?
 - 6) Will I know if my hymen has broken? Will I bleed?
 - 7) What do I do if my vagina smells!
 - 8) I have different types of discharge is this normal?
 - 9) I am concerned about pleasing a partner sexually or not being 'good enough'
 - 10) I'm worried I don't orgasm during penetrative sex
-
1. There is no normal – everyone is unique and different, The size and shape of a woman's labia minora, or inner lips, can vary enormously. Some are small and tucked in while others are longer and protrude from the outer lips. They are rarely symmetrical. All sorts of shapes exist and are normal. If you continue to be concerned and distressed talk to a health professional.
 2. Women's average breast size is 36D in the UK. Learn to love your shape!, if you are overly concerned talk to a health care professional.
 3. Unlikely! Average age young people start to have sex is 16 but of course many wait until later, it should be your choice, when you are ready to.
 4. Only you can decide that, take time to think about it, never feel pressured to have sex
 5. Yes. It is normal and healthy. It has been said that women who masturbate have a more positive body image and less sexual anxiety.
 6. Hymens (small membrane of skin within vagina) can break and bleed due to playing sports, a pelvic examination, or by using tampons. The condition of a hymen does not "prove" virginity. It is common to bleed a little if it breaks but this does not always happen.
 7. The vagina is designed to keep itself clean with the help of natural secretions (discharge) Healthy discharge doesn't have a strong smell or colour. If there are any changes to your discharge that aren't normal for you, such as a change in colour or if it starts to smell or itch, see your GP as you might have an infection (which are common and normal and usually easily treatable).
 8. The character and amount of vaginal discharge varies throughout your menstrual cycle – this is normal. Around the time that your ovary releases an egg (ovulation), your discharge usually becomes thicker and stretchy, like raw egg white.

What is normal?

9. What does it mean to be 'good enough'? The key to being a good partner is to communicate what you want and don't want and be respectful.
10. Many women need direct clitoral stimulation to orgasm, by themselves or by a partner. Some women enjoy sex without orgasm.

After looking at male and female common worries, compare the ways that many overlap and are the same regardless of gender.

Activity 4: Think Feel Do

Having compared the 'image' of normal to the 'reality' ask the students to write three headings: (i) Think (ii) Feel (iii) Do .

Ask the students to write down/respond to the three headings for the following situations:

- You are worried about your friend who has recently lost a lot of weight but continues to moan she is fat
- Your partner regularly makes comments about your appearance which, although not really offensive, are never positive
- Your partner thinks that you should watch pornography together and copy some of the acts
- You feel really concerned about a friend who says she is feeling pressure to go further and further with her partner and she is not sure she wants to
- Your mate is constantly saying they hate themselves and they will never be able to get a partner
- Your partner has threatened and blackmailed you by saying if you don't do stuff they want they will send round the naked picture they have of you

Feedback from the exercise any comments the students want to make. Emphasise the importance of having a sense of perspective on 'what is normal' as well as assertiveness and a sense of rights in filtering various pressures to 'conform'. End with the importance of looking out for each other, as well as where to access support and further information. Make reference to the relationship and sex core messages and 'blurred lines' messages to end the series (see pg 58).

Assessment: As this is the last lesson for KS4 you may wish to ask students to complete the post assessment in appendix 1.

Extension Activities

The following activities can be used within your relationship and sex education curriculum or into the lessons outlined in the pack as appropriate to the identified needs of students in your class.

Activity 1: Relationship and sex education versus pornography

A common critique of sex education is that it doesn't 'go far enough' and yet pornography is criticised as going 'too far'.

Give the following grid to small groups of students to complete.

What can we learn about relationships and sex from pornography and from relationship and sex education lessons?

Pornography		Relationship and sex education	
Positive	Negative	Positive	Negative

Activity 2: The impact and influence of pornography in relationships

The purpose of this activity is to explore the influence of pornography. Pornography can enhance someone's pleasure. On the other hand it could be detrimental and problematic within a relationship. This activity aims to explore the potential impact it may have.

Split the class into three or four and give each smaller group a piece of flipchart and a marker. Ask them to create a couple and call them A and B. Ask them to name their couple and make up some details about them. They must be young people and they are in a sexual relationship with each other.

When they have created their couple give them one of the cards below to work with. Ask them to think about their characters with the additional information on the card and work through the questions below. Pairs could then receive a different card and repeat the process.

- looks at hard core pornography regularly, they download clips and films from the internet and communicate with people via internet sex chat sites.
- reads 'Nuts' and 'Zoo' magazine and always has a quick peep at 'page 3' in the morning. They also enjoy sexy stories and books which turn them on.

- does not use pornography as it doesn't turn them on.
- doesn't use pornography because they think it is disgusting. They found images belonging to their brother on the computer and were very shocked. They object to the treatment and objectification of women in the films

Questions

What does A like to do sexually?

Does B like this?

What's A's view and expectations of sex in a relationship?

What's B's view and expectations of sex in a relationship?

What is the impact and influence of pornography within this relationship (if any?)

Activity 3: 'Planet Porn' (Fantasy Vs reality)

Split the class into groups and give groups either a flipchart paper entitled Planet Porn or Planet Earth. Ask them to draw and write to describe their planet:

What do the people look like?

How do they dress?

How do they talk to each other?

What type of relationships do they have?

What's good about the planet?

What's not good about the planet?

Groups can then swap flipchart paper and add anything missing. The purpose of the activity is to separate fantasy vs reality and the unrealistic nature of pornography.

Discussion activity

Divide the class into pairs and give each pair a discussion card, choose cards which you feel are suitable for the stage and maturity of your class, choose from the following or develop your own:

- Why do you think some young people view pornography?
- How far do you agree with the statements below?:
Most young men look at pornography
Most young women look at pornography
Many young men talk about pornography
Many young women talk about pornography
- To what extent do you agree that pornography is mainly entertainment?
- How true is the statement 'Some pornography is acceptable and some is unacceptable?'
- Some people find pornography offensive? Why?
- How true is it to say that pornography reflects 'real' relationships?
- How well do you think pornography portrays 'real' bodies?
- In what circumstances do you think pornography could be potentially harmful?
- How do you think teachers should raise and deal with the issues of pornography?
- Do you think that more parents should discuss pornography with their teenagers? What would be the benefits/risks?

Give students a few minutes to discuss their cards. Take whole class feedback as appropriate, drawing on some of the main points in relation to the learning objectives.

Appendix 1

Assessment and evaluation

Example pre and post student self-assessment (including some evaluation of the sessions) for adaptation as appropriate for your students.

Before the series of lessons begin:

During sex and relationship education we will be exploring the impact and influence of the media, including pornography, in relation to our attitudes and values to sex, gender roles, expectations in relationships, safer sex, body image, self-esteem and internet use.

How confident do you feel about discussing these issues in class? Draw a cross on the line **X**

Not Confident					Very Confident
0	1	2	3	4	5

What would help you to speak more openly and feel safe to discuss these issues? Please give three examples.

- i
- ii
- iii

How much do you think the media influences young people's views and attitudes to relationships and sex? Draw a cross on the line **X**

No Influence					Huge Influence
0	1	2	3	4	5

How much do you think the media influences young people's behaviour in relationships and sex (how they behave with their partner and what they do sexually)? Draw a cross on the line **X**

No Influence					Huge Influence
0	1	2	3	4	5

In what ways do you think the media influences young people related to relationships and sex? Please give three examples.

- i
- ii
- iii

What is the most important learning that should be included in these lessons? Please suggest three examples of topics or skills.

- i
- ii
- iii

After the series of lessons:

We have been exploring the impact and influence of the media, including pornography, in relation to our attitudes and values to sex, gender roles, expectations in relationships, safer sex, body image, self-esteem and internet use.

Towards the end of this series of lessons how confident did you feel about discussing these issues in class?

Draw a cross on the line **X**



Looking back what would have helped everyone speak more openly and feel safe to discuss these issues?

i

ii

iii

As a result of these lessons how much do you think the media influences young people's behaviour in relationships and sex (how they behave with their partner and what they do sexually)? Draw a cross on the line **X**



Questions about the media (including pornography)

How much do you think the media influences young peoples' body image?

In what ways do you think it influences young people's expectations of relationships and sex?

To what extent does it affect peoples' attitudes towards other genders?

How far would you agree that the media reinforces unhelpful stereotypes?

The pornography industry is often criticised for exploiting people. What are your views on this issue?

Please make two recommendations about how the law related to access to pornography on mobile phones or the internet could be updated.

i

ii

Please make two recommendations for improving the lessons and making them more useful for students in the future.

i

ii

Selected reflection prompts

What is the one key thing that you will remember from this/these lesson(s)?

What have you learned elsewhere that was similar to this?

Which skills introduced/practised were most important?

Who/what influenced your views and attitudes about this issue before the lessons?

What views did you hear about that made you rethink or change some of your ideas?

What are you still unsure about?

Appendix 2

Pornography and the law

The details included in this appendix are for information purposes only. While every effort has been made to ensure this information is accurate and up to date, it does not, and is not intended to, amount to legal advice

In general, owning or viewing pornography that involves people 18 years old and over is not illegal. A child or young person under the age of 18 watching pornography is not committing an offence (although clearly there may be safeguarding implications). Producing or publishing pornography (as opposed to owning and viewing) is an offence under the **Obscene Publications Act (1959/1964)** if it is likely to “deprave and corrupt” those viewing it.

2008 legislation has made it illegal for anyone to possess ‘extreme pornography’ – a term introduced in Part 5, Section 63 of **the Criminal Justice and Immigration Act 2008**, which made possession of such images a criminal offence from 26 January 2009. It refers to pornography which is “grossly offensive, disgusting or otherwise of an obscene character”, and portrays any of the following:

- (a) an act which threatens a person’s life
- (b) an act which results, or is likely to result, in serious injury to a person’s anus, breasts or genitals
- (c) an act which involves or appears to involve sexual interference with a human corpse
- (d) a person performing or appearing to perform an act of intercourse or oral sex with an animal (whether dead or alive)

The Protection of Children Act (1978 and amendments) makes it illegal to take, make, distribute, show or possess an indecent image of a child. A child is defined as a person who has not reached the age of 18, although the offence now includes images of people “who appear” to be under 18, and also includes ‘pseudo-photographs’. Accessing an indecent image is considered to be ‘possessing’ the image, meaning that a defendant can be charged if he or she accessed an image online even without saving it. Marriage or being in an ‘enduring family relationship’ could be a defence against this offence as long as the photograph is not shown to a third party. So, for example, a 17 year old young man showing someone a topless picture of his 17 year old girlfriend, or wife, would be committing an offence.

The Sexual Offences Act 2003 (and amended) – as well as making illegal a range of sexual activity with children and young people under 16, the Act includes a number of clauses which have impact on young people and pornography.

Section 12 makes it an offence to cause someone aged under 16 to watch a third person engaging in sexual activity or to look at an image of a person engaging in sexual activity. Where the young person is aged 13 or over but under 16, the prosecution must prove that the defendant did not reasonably believe that the young person was 16 or over. Anyone, then, who shares any pornographic film or image with a young person under 16, would commit this offence.

Section 47 makes it an offence to pay for the sexual services of a child (in this case someone under 18). Whilst the clause is designed to stop child prostitution, there are cases, for example, of young people engaging in sexual activities (such as stripping) on webcam in

return for mobile phone credit. This would constitute an offence for the onlooker, regardless of their age.

Section 48 covers causing or inciting child pornography. Again the age of a 'child' is anyone under 18, and there is no requirement for there to be any financial gain, so any filming on a mobile phone of sexual activity, say at a party or indeed within a sexually active couple under 18, could be classed as an offence

NB: While the police may not pursue investigations into the activities of young people of similar ages taking pictures of one another where this is consensual, it is nonetheless illegal. It can be a useful input into discussions with young people to highlight that offences associated with indecent images of children relate to young people up to the age of 18 and that what they might consider normal flirting activity on webcam or in a chatroom could be classed as a sexual offence.

Further information

www.legislation.gov.uk

www.justice.gov.uk

Appendix 3

Example communication with parents/carers about the resource and aspect of the curriculum

This is for you to adapt in correspondence you may wish to have with parents about this aspect of your planned sex and relationship education programme:

Dear Parent/carer

As part of our broader Personal, Social, Health Education curriculum (PSHE), we will be exploring the influence and impact of the media, including pornography on young people's attitudes and behaviour. There is evidence to show that increasing numbers of young people are accessing pornography and that pornography along with the media representation of men and women is shaping young people's expectations about sex, the opposite sex, to body image and views on safer sex. There is also concern nationally about an increase in violence in teenage relationships.

As with all relationships and sex education these lessons will be taught within a safe, learning environment by trained teachers who will aim to be as sensitive as possible to faith issues whilst responding appropriately to the concerns and issues faced by young people in today's society. This part of our relationships and sex education programme will:

- Provide information about the law, sex and pornography and explain for example that it is illegal to Bluetooth pornography and sexual images via mobile phones
- Explore media representations of male and female bodies and using materials on the Channel 4 and Dove websites exploring normal body shapes
- Explore and critique the attitudes to all genders, sex and bodies portrayed in the media and pornography
- Develop young people's skills to keep themselves and their friends safe.

To read our Relationship and Sex Education policy please go to our school website {insert}. Parents and carers are reminded of their right to withdraw their child from relationships and sex education. Please contact {insert name and details} if you have any concerns about the relationship and sex education programme.

The increasing concerning issues of cyber bullying and safe internet and mobile phone use and safety in and out of school settings are also covered in this teaching pack. We encourage you to discuss such issues with your teenagers; www.thinkuknow.co.uk/parents is a useful resource to assist this.

Appendix 4

Theoretical Perspectives

The potential for mass media to influence behaviour has been supported through a number of different psychosocial theories, hypotheses, and models. Although there is considerable variation in theoretical mechanisms by which media might affect adolescent's sexual attitudes and behaviours, most appear to recognize that sexually related message content and behaviour act over time as stimuli to change consumer psychological and behavioural function.

Learning about these behaviours and attitudes is paramount to both understanding and possibly modifying the impact of the media upon the social construction of sexuality, specifically useful for considering effective initiatives and approaches.

Bandura's Social Learning Theory (Bandura, 1977) is one of the most prominent of these theoretical mechanisms, which provides evidence that even when children and adults have not actually performed a behaviour, they can learn by imitation, e.g. they may learn about sexuality from observing others depicted in the media. Bandura identifies three main processes involved in learning: direct experience, indirect or vicarious experience from observing others (modelling), and the storing and processing of complex information through cognitive operations. This theory suggests that behaviours are learned and that they are influenced by social context.

Social Comparison Theory (Festinger, 1954 cited in Morrison et al, 2006) extends the framework of social learning theory and has been used to account for the relationship between media exposure and attitudes toward the body (Thompson et al 1999, cited in Morrison et al, 2006) Stated briefly, this theory maintains that individual attempt to enhance self-understanding by comparing themselves to others on various dimensions such as physical appearance and personal achievement.

The target that individuals use for comparative purposes within Social Comparison Theory may be universalistic (ie distant as a celebrity figure) or particularistic (ie a close comparison such as a friend). In addition, the comparisons that individuals make may be positive (ie superior) or negative (ie inferior) Morrison et al (2006)

Disinhibition theory examines that existing behavioural tendencies of children and others are inhibited by experience. Continued exposure to television however, disinhibits viewers, making them more accepting of the behaviour. (Comstock, 1989 cited in Escobar-Chaves et al, 2005)

Arousal theory (Zillman, 1982) focuses primarily on the immediate effects that sexually suggestive material may have on behaviour. TV content, for example, can produce general emotional and physiologic arousal (i.e activation of the nervous system rather than specific sexual arousal) that is likely to elicit some type of individual and contextual behavioural response. (Zillman, 1982 cited in Escobar-Chaves et al, 2005).

Third-Person Effect Hypothesis states that people tend to perceive mass media messages to have a greater impact on others attitudes and behaviours than on themselves (Davison, 1983 cited in Lee & Tamborini, 2005). A practical way of looking at the third person effect is that messages 'have little effect on people like you or me, but the ordinary reader is likely to be influenced a lot' . This phenomenon may be exacerbated for adolescents and may lead to underreporting of decision making factors. Lee and Tamborini (2005) found significance with the third person effect and the exposure of pornography on the internet and thus found negative consequences of the effects than were being reported and argue for more internet censorship as a result.

Appendix 5

References

Arranged mainly alphabetically by author

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Channel 4 documentary (2013) 'Date my porn star' <http://www.channel4.com/programmes/date-my-porn-star>

Child Exploitation Online Protection Centre (CEOP) <http://ceop.police.uk/> www.thinkyouknow.co.uk/

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Childline (advice on online safety and sexting): www.childline.org.uk/explore/online-safety/pages/sexting.aspx

Childline zipit app. <http://www.childline.org.uk/Play/GetInvolved/Pages/sexting-zipit-app.aspx>

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Internet Watch Foundation (IWF) www.iwf.org.uk

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'Female anatomy' video clip <http://sexperienceuk.channel4.com/topics/female-anatomy>

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'Sexperience' Sex and the Law clip: <http://sexperienceuk.channel4.com/videos/7693> -

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Appendix 6

Further selected reading and useful websites:

Authority for Television On Demand (“ATVOD”) Published 2014 *For Adults Only? Underage access to online porn: A research report* www.atvod.co.uk

BISH (*Best in Sexual Health*) Sex & Relationships Education www.bishuk.com is for young people and parents/carers and www.bishtraining.com is for practitioners. BISH covers all the main topical issues relating to sex and relationships including pornography and sexting.

Brook; PSHE Association and the Sex Education Forum (2014) *Sex and Relationships Education for the 21st Century* – supplementary advice to the Sex and Relationship Education Guidance DfEE www.sexeducationforum.org.uk/media/17706/sreadvice.pdf

Children’s Commissioner, (2013), *“Basically porn is everywhere”* A Rapid Evidence Assessment of the effects that access and exposure to pornography have on children and young people http://www.childrenscommissioner.gov.uk/content/publications/content_667
Recommends that all schools understand the importance of, and deliver, effective relationship and sex education which must include safe use of the internet and that curriculum content on relationships and sex education covers access and exposure to pornography, and sexual practices that are relevant to young people’s lives and experiences, as a means of building young people’s resilience.

End Violence against Women (EVAW) *Briefing on Pornography and Violence Against Women and Girls* (July 2014) <http://www.endviolenceagainstwomen.org.uk/resources/65/evaw-briefing-on-pornography-and-vawg>
*Useful statistical background to sexual violence and pornography that depicts violence against women. Short summary of both research and practice-based evidence of links between pornography and violence against women and girls.
Briefly outlines the importance of education in tackling the harms of pornography.*

Home Office, (2010) *Review of Sexualisation*, <http://webarchive.nationalarchives.gov.uk/20100418065544/http://homeoffice.gov.uk/documents/Sexualisation-of-young-people.html> *The sexualisation review report was part of the previous government’s strategy to tackle violence against women and girls. The review looks at how sexualised images and messages may be affecting the development of children and young people and influencing cultural norms. It also examines the evidence for a link between sexualisation and violence.*

Institute for Public Policy Research (2014) Imogen Parker *Young People, Sex and Relationships The New Norms*, <http://www.ippr.org/publications/young-people-sex-and-relationships-the-new-norms>

onscenity.org is a research network that draws together international experts in order to respond to the new visibility or ‘onscenity’ of sex in commerce, culture and everyday life, including a new journal ‘Porn Studies’ and a report on sexualisation.

Appendix 7

Sex Education Forum, (2013) *The Pornography Issue (Educational Supplement)* <http://www.sexeducationforum.org.uk/resources/sex-educational-supplement.aspx>

<http://stoppornculture.org/> Stop Porn Culture is an international feminist anti-porn organization with branches in the United States, Norway and the UK. They work as an advisory body, train trainers, and build public health educational materials based on empirical research.

Walter, Natasha, (2010) 'Living Dolls: The Return of Sexism' ISBN-10: 1844087093
Challenges the popular myth that pole and lap dancing are simply empowered 'choices' through interviews with, and stories of, young women who are living those choices

Local and national services and support

Local

Allsorts Youth Project

Allsorts is a project based in Brighton to support and empower young people under 26 who are lesbian, gay, bisexual, trans* or unsure (LGBTU) of their sexual orientation and/or gender identity. <http://www.allsortsyouth.org.uk/>

Brighton & Hove City Council

- Standards and Achievement Team

Personal, Social, Health Education support and training for Brighton and Hove schools.

Sam Beal: Partnership Adviser; Health and Wellbeing

Standards and Achievement Team, Education and Inclusion

sam.beal@brighton-hove.gov.uk

- Multi-Agency Safeguarding Hub

The Multi-Agency Safeguarding Hub (MASH) and Assessment Service is the 'front door' for social care services and all safeguarding concerns should be reported to them. The MASH team brings together children's services, health and police staff.

mash@brighton-hove.gcsx.gov.uk

- Early Help Hub

The Early Help Hub co-ordinates support for children and families that don't meet the threshold for a social work intervention. The Early Help Hub incorporates the arrangements which previously supported the Common Assessment Framework (CAF). Professionals can make enquiries or send referrals to: earlyhelp@brighton-hove.gcsx.gov.uk

RISE

www.riseuk.org.uk

Helps people affected by domestic abuse. Offers practical solutions, shelter and support in Brighton, Hove and Sussex.

Survivors Network

www.survivorsnetwork.org.uk

Help, support and advice for people who have experienced sexual violence and professionals, friends, partners and family who are supporting them. Fully accredited member of Rape Crisis England and Wales and is the Rape Crisis Centre for Sussex

Swish

www.swish.org.uk

Information about sex, sexual health and relationships in Brighton and Hove. Links to sexual health services.

Where to go for

www.wheretogofor.co.uk/

Online guide to support services for young people in Brighton and Hove. Wide range of categories including: black and minority ethnic, carers, counselling / mental health, disabilities, drugs and alcohol, lesbian gay bisexual trans* or unsure, parents / families, sexual health, violence and abuse.

The WISE Project

www.sussexcentralymca.org.uk/information_advice_support/_wise_project

The WISE Project is a service for 13-25 year olds who are experiencing sexual exploitation or are at risk of experiencing it. The project is also a point of call for advice and guidance for those working with young people who have suffered from sexual exploitation.

National

Brook

www.brook.org.uk

Brook helps young people to make positive and healthy lifestyle choices and to improve their personal health and emotional wellbeing. Provides sexual health services and education across the UK for young people under 25 plus booklets, leaflets, posters and teaching materials.

Fpa

www.fpa.org.uk

Sexual health charity that gives straightforward information, advice and support on sexual health, sex and relationships to everyone in the UK.

PSHE Association

www.pshe-association.org.uk

Works to raise the status, quality and impact of Personal Social Health & Economic education. Library of downloadable resources. Guidance on selecting appropriate PSHE resources, training courses etc. (including a briefing for members on covering the issue of pornography in the classroom).

Sex Education Forum

<http://sexeducationforum.org.uk/>

Works to achieve quality sex and relationships education. Library of downloadable resources and briefings, including one on pornography.

BISH (Best in Sexual Health) Sex Education Website

www.bishuk.com / www.bishtraining.com

Advice and information for young people, parents and practitioners on a range of issues including pornography

www.itstimewetalked.com/

An Australian website exploring the issues associated with young people and pornography which is under an umbrella project called 'reality and risk' see www.brophyweb.org.au

Internet safety

CEOP thinkuknow

www.thinkuknow.co.uk

Childline

www.childline.org.uk

NSPCC

www.nspcc.org.uk

Internet watch Foundation

www.iwf.org.uk

Beat Bullying

www.beatbullying.org

Anti-bullying alliance

www.anti-bullyingalliance.org.uk

Childnet.com

www.childnet.com/

