

Volume 1, Issue 1
April 2013

The Sex Educational Supplement

The pornography issue

**OMG!!!
WE HAVE
TO TEACH
ABOUT
PORN?!!**

**SRSLY?!!
HOW ARE
WE GOING
TO DO
THAT?!!**

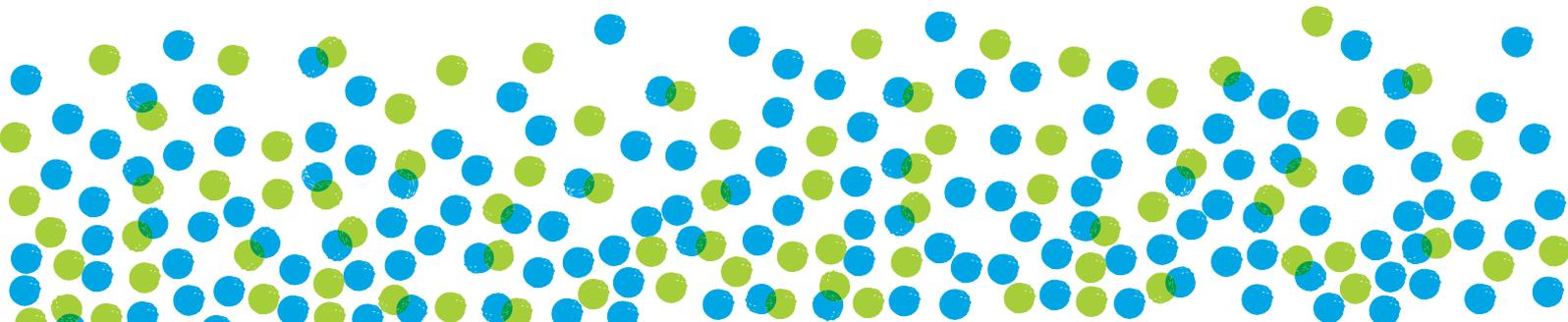


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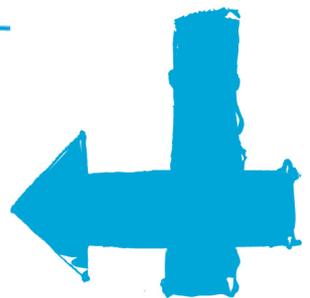
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Letter from the editor

Dear Reader,

I am delighted to introduce this first edition of the Sex Educational Supplement – a new e-magazine for the SRE sector! The theme for our first issue is pornography.

The Sex Education Forum has a 25 year history of advocating for SRE and this has often involved tackling taboo issues. Pornography is an emotive subject and a bit of a minefield for schools. Before reading on, reflect on your own views and attitudes. For example, ask yourself, “What worries me about talking about pornography if it comes up in SRE?”

In this issue, Year 11 students at a Sheffield school tell us what they think they need to know about pornography, and teachers explain what would help them feel most confident teaching about it.

According to an [Ofcom review](#), the research on the impact of pornography on young people is limited and inconclusive. Some studies have reported a link between problematic sexual attitudes and behaviours (such as seeing women as sex objects) and exposure to sexually explicit material. However, the link may not be causal; people with particular attitudes around objectification may be drawn to sexual media. Research also shows that some children and young people find pornography by accident. Others find it because they are basically looking for sex education.

I find it helpful to frame pornography within discourses about media literacy and representation, gender, sexual behaviour and body image. There is some fascinating research about child development and media literacy. Buckingham and Bragg (2005)* explain that children understand the idea of representation in media from a very young age. This research shows that even young children actively engage with and question media.

Lucy Emmerson is Coordinator of the Sex Education Forum, managing policy and practice activities. She recently published ‘Let’s get it right; a toolkit for involving primary school children in reviewing sex and relationships education’.



I encourage you to look at the structure of your SRE curriculum as a whole, including core themes such as the body, sexual behaviour and gender that can create a natural location for referencing body image and, later on, pornography.

You may also think of cross-curricular links with art, ICT and media. Ideas for lesson plans are on page 14 - 15. And check ‘[10 tips for teachers](#)’ in the [TES](#) from Sex Education Forum Vice Chair, Alice Hoyle.

Finally, if you are trying to explain to senior managers in your school why you need to include discussion about pornography in SRE, you might like to quote 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.”

(I also found out from Justin Hancock, of [Bish Training](#) that pornography is included in the sex education syllabus in Denmark.)

I hope you find this and future issues of the Sex Educational Supplement helpful in providing excellent SRE for the young people in your care.

Best wishes,

Lucy Emmerson
Sex Education Forum
April 2013

*See Page 5 for a link to this report.

Take the quiz

Do you know your stats?



We recommend basing curriculum planning on current research and statistical data relevant to each issue you wish to teach. This ensures young people receive the best information available, and that the queries of parents and line managers can be responsibly addressed.

Questions

1) Which type of internet media currently causes most concern to young people as an 'online risk' ?

- a) websites
- b) social networking sites
- c) video-sharing sites

2) Which group is more likely to be affected by sexting?

- a) Year 10
- b) Year 8

3) In the UK pornography is legal to look at so long as it does not feature under 18s; sex with animals or a corpse; scenes of rape or sexual assault; torture or violent scenes which are life threatening or likely to cause serious harm.

- a) True
- b) False

4) At what age does a child start to recognise that some things on television are 'real' and other things are not?

- a) Age 5
- b) Age 7
- c) Age 9



5) Which television series contains the following quote: "How does it happen that four such smart women have nothing to talk about but boyfriends? It's like seventh grade with bank accounts!"

- a) Birds of a Feather
- b) Sex and the City
- c) The Golden Girls

6) Which gender is more likely to mention pornographic content as a risk online?

- a) boys
- b) girls

7) It is illegal to watch pornography with someone under the age of 18.

- a) True
- b) False

8) Who said "perhaps halfway house with glamorous fashionistas"?

- a) Baroness Young
- b) Hugh Hefner
- c) Rupert Murdoch

9) Pictures that young people under 18 take of each other are not classed as pornography.

- a) True
- b) False

"It depends what age you are. If you are around 10 years then it might be gross to suddenly end up on a porn site. When you are a little older and end up in a porn site, you do not care so much and just cross it out instead."

- Girl, 15, Norway (EU Kids Online, 2013)

“There they are talking about reproduction and all that lot...in reality not everyone has sex for reproduction, do they?”
- *Young person (Limmer, 2012)*

Answers

- 1) c) video sharing sites – source: EU Kids Online 2013
- 2) a) Year 8. According to qualitative research Year 8 children were more worried, confused and, in some cases, upset by sexting and yet less likely to be receiving support from parents and teachers on the issue. – source: Ringrose 2012
- 3) a) True – The Criminal Justice and Immigration Act 2008 provided this definition and introduced a new offence of possession of extreme pornography
- 4) a) Age 5 – source: Buckingham 2005
- 5) b) Sex and the City – this series, and the associated films, would therefore fail the Bechdel test. (See box below.)

“The Bechdel Test is a useful pop culture tool devised by graphic novelist Alison Bechdel. Two of her characters once complained that Hollywood films rarely featured women in the main roles, or, if they did, the women didn’t interact with each other, or only talked to each other about men. Originally a throw-away gag in one strip, this concept has taken on a life of its own, because, sadly, it’s often still true.”

- *Chella Quint, educator and performer*

6) Both a) and b) – 22% of girls and boys mentioned pornographic content as the risk children were most likely to identify online. Although only 14% of children aged 9-16 in a large EU survey actually reported seeing sexual images online (EU Kids Online 2012 and 2013), other studies suggest that more than 90% of young men (in Italy and Sweden) access pornography (Limmer, 2012).

7) a) True – this law is intended to prevent sexual abuse of children. It can also be illegal for under 18s to watch pornography together. You have to be 18 to buy a porn magazine.

8) c) Rupert Murdoch – on Twitter, pondering the future of Page 3 of The Sun.

9) b) False – if young people under 18 take sexual pictures or film of each other, they can be charged with child pornography offences, even if they both agreed to it. (Protection of Children Act 1978 and Sexual Offences Act 2003.)

References for this quiz

The law relating to pornography is covered primarily by the Sexual Offences Act 2003, the Criminal Justice Act 1988, the Criminal Justice and Immigration Act 2008 and the Protection of Children Act 1978.

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Ringrose, J and others (2012) ‘A qualitative study of children, young people and ‘sexting’; a report prepared for the NSPCC’, NSPCC (last accessed 15 April 2013)

Teacher interview

Meet Boo Spurgeon

Each issue, we'll feature an interview with a colleague in the field. Our first interview is with Boo Spurgeon, Head of PSHE at *Forge Valley Community School*, Sheffield.

What made you think that you needed to look at the impact of pornography as part of your PSHE teaching?

You kind of have your ear to the ground about what's current. I was picking up information from other professionals. I was hearing stories that young people were going to clinics asking questions about things that their partners wanted them to do and it seemed to be related to issues around pornography.



Boo Spurgeon, Head of PSHE at Forge Valley Community School, an 11-18 state school in the suburbs of Sheffield.

If this is what they are looking at on the internet, we need to make sure that our sex education is very fit for purpose.

What did you decide to teach and to what age group?

We decided it should go in with our Y11 work which was much more about relationships than the traditional 'STIs and pregnancy' side of things. I'd also seen something on the telly about easy access on the internet, so I decided to check it out for myself. I had a look, and what I saw made me rethink what we were teaching in the sex education classes.

I thought if this is what they are looking at on the internet, we need to make sure that our sex education is very fit for purpose.

6

What is your lesson like when you address pornography? Do your pupils laugh? Are they shocked? What responses do you normally get?

Unbelievably quiet. I think that's partly because despite our best efforts to de-personalise the questions, nobody actually wants to say something in case they're thought to be looking at pornography. Even though a lot have looked at pornography, nobody wants to actually publically admit to it!

I presume by that point you would have already done a lot of sex and relationships education with them?

Oh yes. We will have done five years by that point, and they're usually the quietest you've ever seen them!

That's interesting. How do things normally progress in the lesson on pornography?

We ask a lot of questions. We use pair work and discussion. We make it really clear that this is not about them; that they can have an opinion about something without them actually participating in an activity or seeing anything. We have very clear ground rules and that creates a very safe environment, so they warm up very quickly. We ask them their opinion and to rank things (like points of view), to decide if something's ok or not ok and what's true or not (in their view). We give them pictures of art and adverts and ask them whether that's pornography.

I think it's quite a privilege and an honour to work with young people on issues that are real.

Has working with your Y11s made you want to change your curriculum lower down the school?

We know from the facts and figures the average age of starting to watch pornography is about eleven, so we need to start mentioning it then in a very normal way, so it's not shock horror... We're using it as a way of talking about the influence of the internet on body image. When we do something about self esteem we will mention again the impact of the way pornography makes people feel about themselves. It's about dropping it in here, dropping it in there, making sure that the students know that we are happy to talk about everything to do with relationships and sex including the impact of pornography. We can't get away from it because it's everywhere in society; it's not just what they find on the internet. It's in the newspapers – page three for example – it's all over the place. We can't ignore it; we have to deal with it in a matter-of-fact and ordinary way.

We can't ignore it; we have to deal with it in a matter-of-fact and ordinary way.

Did you have conversations with your head teacher or senior leadership team (SLT) about the content of your lessons?

Yes, absolutely. I went to the senior leadership team to discuss what we needed to do and when I'd drawn up a draft set of ideas I made sure that we piloted it with the students. We went back and said this is what we've done and this is how it's gone down with students and they are quite happy with it at the moment. Our SLT have been supportive of PSHE generally. Sometimes we've had to have difficult conversations with parents or carers but our SLT have always been very supportive of the work we do because they see its value and how much it impacts on young people. And that's our core business.

It sounds like you are very passionate about your work and you enjoy your job generally. Can you pick one thing that you enjoy the most about teaching PSHE?

We know the work we do is about real life, and that it will have an impact on how they go forward into adulthood. I think it's quite a privilege and an honour to work with young people on issues that are real.

Boo, thank you very much.



Voices of young people

Learning about pornography

Boo has developed a lesson specifically on pornography for her Year 11 students. She conducted an informal interview with her pupils after the lesson.

The lesson objectives

- to question what we know about the reality of pornography
- to critically evaluate messages we receive if watching
- to be able to identify its potential impact on ourselves and others

Should we teach about pornography in school?

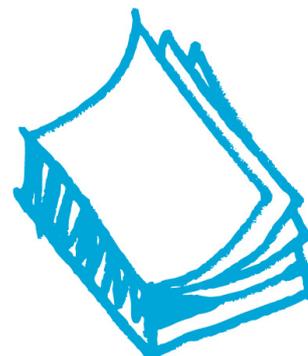
"Yes. We think that PSHE is the right place to learn about pornography. As for schools that don't do PSHE, well, they need to start doing it then, as it's a very important subject. Also, parents should talk about it." (A few students laughed here.)
"...that would be unlikely, though, cos parents wouldn't do it. Without good PSHE some people would look at porn to find out how to have sex, and need to be told that porn is not always the best for that kind of education. But it is best to have a teacher who is used to talking to you about this kind of stuff. It would be weird if it was another teacher."

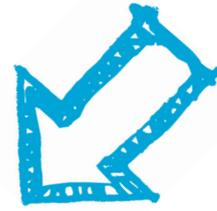
Why should we teach about pornography?

"Because pornography does not show what relationships are really like, or that it may have effects on people. We need the chance to consider the pros and cons and there should be balanced teaching about it, not just negatives."

At what age should it be taught?

"We think it should be taught in Year 9, not just Year 11, though in less detail. We think it should be mentioned in Year 7 because that is the average age that pornography gets viewed."





What are some of your opinions about it?

"It is very 'masculinised', shows 'perfect' bodies and gives pressure to conform to certain looks. It doesn't say anything about relationships - it's all about using bodies for all sorts of things and not about talking and stuff. It is daft that the age of consent is 16 and most of the law about pornography is 18. It is interesting that adverts for leg hair and underarm hair removal on the TV are just the same as images in pornography promoting pubic hair removal."

Did this lesson link with other PSHE topics?

"Yes, it linked with STIs, abusive relationships, body image and especially the lesson we did about genitals using pictures from Channel 4's Embarrassing Bodies series, also about trafficking."

Boo noticed that male and female pupils spoke about pornography differently: boys were more matter-of-fact; girls tended to say it was just fantasy and some were disgusted by it. She would like to thank all the Year 11s, especially the Monday 4 group who spent a lot of time and effort giving this feedback.

The Sex Educational Supplement would like to add its thanks as well.

Conclusions

The students helped Boo to put together a list of what they felt that students should be taught about pornography.

About safety: Not all things shown are safe in your own sex life, keep safe, use condoms and go to clinic regularly.

About privacy: No video cameras in the room! In case you film yourself but then have a bad breakup, keep your sex life private.

About reality: Don't believe everything you see. Pornography is acting and not 'real'. The sex and bodies are mostly unrealistic - there is a lot of editing and changing, apart from the amateur stuff which might be more real.

About the actors: Some people may be forced into making it. Some actors use performance enhancing drugs to 'perform' or to be able to get through stuff that is painful. It can affect the actors physically, mentally and emotionally, and can mean that relationships suffer. There are dangers risked by the actors like infections and abuse.

About sex lives and relationships: You can learn some helpful positions from some films. The so-called pleasure you see may be anything but. You don't have to watch it at all. It can be addictive to the viewer and can mean that you might not be able to have a healthy, happy sex life yourself if you are addicted. Always have consent: don't pressure people to do stuff from pornography or to watch it if they don't want to. It isn't a model of good sex, but sometimes people do it because they enjoy it.

If you would like more information about this lesson, want to share your own experiences, or if you have an idea for a future Voices of Young People article, please get in touch.

What if...?

Parental concerns

When asking teachers to voice their biggest worries about including pornography in their SRE schemes of work, several were apprehensive; the main concern was how parents would react. Here, our National SRE Teachers Group member Chella Quint, and SEF Development Officer Zoe Browne improvise a 'scary phone call'. Chella uses active listening techniques and has thought out a few standard phrases that she can draw from in these kinds of situations.

Parent: I was a bit concerned because I got a letter saying that my daughter was going to be involved in sex education classes and it mentioned something about pornography? I don't feel comfortable with her being involved in these types of classes. Could you please explain a bit more about it?

Teacher: Thank you for calling. I wrote that letter and sent it out specially so that if parents had any concerns they could ask me directly, so I really appreciate you ringing. We're changing the programme to suit the needs of our students, and the best practice recommendation this year is that we talk to students about pornography as part of sex and relationships education. That's come from a number of really reputable sources. The rationale is that if young people choose to look at pornography, or if they come across it by accident, they would know how to interpret it.

Parent: Okay, but based on our religion I'm not very comfortable with her being involved in the classes. Viewing pornography is not something that we promote or agree with in our household.

Teacher: I understand why you might have that point of view. Would you like to come in and look at the resources? Or I could email you the slide show we're going to use and then we could have another chat.

Parent: What kind of images are going to be in the powerpoint? I won't be looking at anyone who's naked or involved in any kind of sexual acts.

Teacher: That's perfectly understandable and I wouldn't show that in school. Some of the images come from adverts that students might see every day, asking them to question the media messages they may be exposed to. A lot of the lessons in PSHE are asking students to consider the choices they would make in certain scenarios, now or in the future. Our classroom provides an opportunity to explore these topics in a safe space. When she's out in the world, your daughter can use what she's learnt in school to be safe and healthy.

Parent: I'm trying my best to keep her away from these images. I don't want her to have to look at images or to be discussing them unnecessarily. It's bad enough driving down the road and there's billboards with half naked women on them, without her sitting in the class with other kids and you drawing attention to it. I mean for me that makes me feel a bit uncomfortable, when we're trying our best to avoid and protect her from these kind of images.

Teacher: I totally understand why you would say that, and the research I've read and training courses I've gone on advise that avoiding topics with students doesn't seem to be the best way to protect them, because it gives them the impression that it's shameful or wrong to talk about sex in any context. It doesn't give them the space to realise that they can make choices about sex, such as choosing to have sex within a marriage. I'm sure you're teaching those values to your child at home, but I would hate for her to go down the street, and see a billboard, and not know how to interpret it, or to be using a search engine while looking something up for school, have an image come up, and for her to just not know what to make of what she sees. She will be making her own choices in the future, and I'm sure she will retain the family values that you've instilled in her. She's living in a world where not everyone is the same, and where everyone is valued and welcomed, so it would be important for her to hear her classmates talk about their personal and family values as well.

Parent: We try our best to shelter our daughter from all the bad things that are happening in the world.

Teacher: That's only natural.

Parent: I think the best thing for me is if I could see the slide show. If I could meet up with you and have a look.

Teacher: Of course. Let me also recommend to you the SEF materials on SRE and Faith, so you can read about perspectives from religious communities and hear what they have to say about SRE in the curriculum. I'd also like to have your input on how we can make our curriculum here more accessible to religious families. Would you be interested in being a parent consultant on that for school?

Parent: That's something I will consider. Thank you very much.

Teacher: You're very welcome.



Find out more

Training Opportunities

Bish Training: Working with young people around porn

This one day course is available for bookings for up to 16 participants at a special cost of £820 for readers quoting this magazine'. Participants will get a copy of 'An Educational Guide to Porn' and 'Planet Porn' resources. The course supports participants to understand what pornographic and sexually explicit materials are available to young people and to understand how pornography can perpetuate gender and sexual norms. Participants will also explore how talking about porn can be used as a tool to talk about self-esteem, body image, boundaries, pleasure, communication, sexual safety, the law, equality, emotions, relationships and gender. Email justin@bishtraining.com for more information.

Centre for HIV and Sexual Health: Young People and Pornography

This course aims to develop workers' knowledge, confidence and skills around issues to do with young people and pornography. This course explores definitions of, and attitudes to pornography and 'sexualisation' and examines young people's use of pornography, its impact and current research, facts and statistics. It also looks at practical ways of appropriately raising the issue with young people in educational, youth and clinical settings. Date of next course: Thursday 26th September 2013 Cost: £25 to Sheffield Organisations/£125 National Organisations

FPA: Fantasy vs Reality

This is a one day course looking at the impact and influence of pornography on young people is suitable for professionals with a basic sexual health knowledge. Learning outcomes include increasing knowledge of the law as it relates to pornography and exploring participants' attitudes towards pornography and how this may impact on own practice. The course fee includes a free copy of the Fantasy vs Reality resource. The course is held in London and the next course dates are 14 June 2013 and 10 January 2014. The cost is £130.



Further Reading

References in blue indicate links to materials that are free to read and download.

Bale, C (2011) 'Raunch or romance? Framing and interpreting the relationship between sexualized culture and young people's sexual health', *Sex Education*, 11, 3, 303-313

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Millward, J (2013) 'Deep Inside: a study of 10,000 porn stars and their careers', John Millward: Ideas Detective, (last accessed 15 April 2013)

Teachers' wishlist

Workshop solutions

What is the ideal teaching environment for tackling sensitive topics? Recently SEF staff and our *National SRE Teachers Group* got together at the *Centre for HIV and Sexual Health* in Sheffield to try and answer that question.

Agree? Disagree? Have something to add? Get in touch by emailing sexedforum@ncb.org.uk or chatting on Twitter [@sex_ed_forum](https://twitter.com/sex_ed_forum).

We want teachers to feel...

- Confident that parents/carers and head will support them
- Secure in their ability to teach about this
- Safe from tabloid exploitation
- Knowledgeable about what they are teaching
- Equipped to deal with whatever comes up in a lesson
- Comfortable asking students to question similarities between some images used in pornography and some used in advertising

We want teachers to know...

- That it's ok to talk to young people about pornography – and that if young people are aware of the facts it will help keep them safe
- That you don't have to disclose personal info or to have seen pornography
- That pornography is hugely diverse – it's not necessarily 'all bad'
- The laws, facts and stats
- How the internet and search engines work



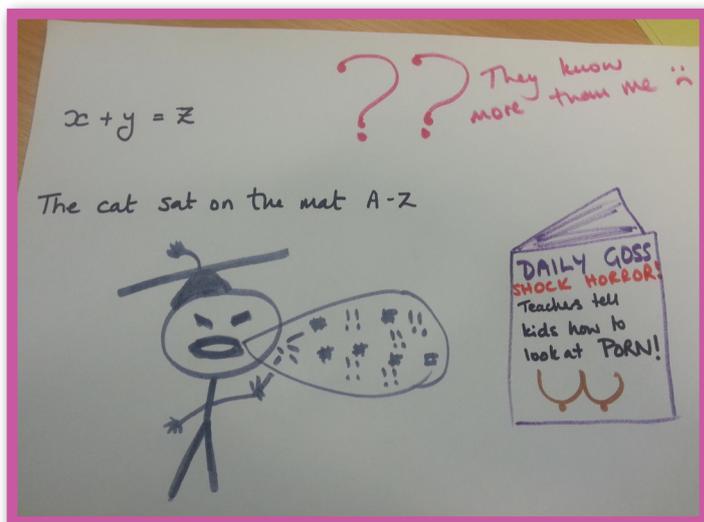


We want teachers to think about...

- How to teach in a non-judgemental way
- How they establish good relationships with students so they can teach in a supportive and safe environment
- Including LGBT young people
- How they can present all sides of the topic
- How pornography relates to body image and media literacy
- Not making assumptions about young people – generally and in their class
- Including SEN students, students with EAL needs and those with disabilities – visually impaired students may access pornography differently

We want teachers to be able to...

- Speak confidently and frankly about pornography
- Not to judge young people for what they say
- Plan a curriculum which may touch on the topic of pornography but that addresses the needs of pupils
- Ask pupils what they want to learn about in SRE and if this involves pornography and respond effectively
- Back up their teaching with research and data



Many thanks to the Liz Wilson and the Centre for HIV and Sexual Health for hosting our workshop, to Zoe Browne for taking photos, and to our National SRE Teachers Group for participating so enthusiastically.

Lesson ideas

For all key stages

Here are some lesson ideas on body image, sex and relationships in the media, and pornography:

Key Stage 1 and Key Stage 2

In primary school the groundwork can be done by getting used to talking about our bodies and having a vocabulary for that by exploring questions such as:

- What do we call the different parts of our bodies?
- How are girls' and boys' bodies different? How are they the same?
- Why are some girls in my class taller than the boys?
- How do girls and boys grow differently?
- Why are we all different? Is it ok to be different?
- Is my body normal? What is a 'normal' body?
- How will my body change as I get older?

Awareness of gender expression and stereotypes can be introduced through questions such as 'Are boys and girls expected to behave differently in relationships? Why?'

Lesson idea: Children will already be aware that images represent something more or less 'realistic'. Set pupils to work in small group and provide a range of visual stimuli such as age-appropriate magazines and newspapers and ask pupils to look for pictures of people that look 'real' and pictures that look 'posed' or 'made up'. This may include photographs and drawings. Pupils cut out images and sort them into two piles and stick down to create collages. Ask pupils to write alongside the pictures their thoughts about why an image looks 'made up' or 'real'. This activity can be used as a needs assessment to gauge pupils' awareness and attitudes and to build further lessons looking, for example, at gender, image manipulation in advertising and body image.

Resources: Media Smart have produced teaching resources on body image for 10 - 11 year olds which look at the choice of people used in advertising and also at image alteration. Media Smart also have lesson plans on being 'advised' and 'digital advised' suitable for primary pupils. <http://www.mediasmart.org.uk/resources/bodyimage>

Key Stage 3

At this stage young people have more critical questions about the media and body image, but may also be more self-conscious about their own appearance. It is helpful to make links between themes on body image, self-esteem and gender. Try using questions such as 'Why do the media show so many pictures of thin/muscular/perfect celebrities? Should we all look like this?' and 'Do males and females have different expectations in relationships?' 'Sexting' and unwelcome sexual content on mobile devices is a particular concern to this age group.

Lesson idea: Start by creating a class spidergram with 'sexting' in the middle and all the words and things associated with it around the side. Use this to agree a working definition of 'sexting'. Now ask pupils to work in pairs and think of reasons why young people might be involved in sexting. Ideas can be written on slips of paper and passed to the front. The teacher discusses some of the ideas with the group, which may include positive reasons such as 'for fun'.

Now watch 'Exposed' from CEOP as a trigger for exploring the dangers of sexting. Ask the group if they think the story is realistic. Then ask the group to write a list of characters from the film and review the role that each character had in the sexting incident. Is there one victim? Is everyone involved? What about 'bystanders'? Is it always a female victim? To extend the activity, the group might like to make their own charter for safe and enjoyable use of mobiles and the internet or write a storyboard with a different gender dynamic, e.g. the sex of the 'victim' is male.

Resources: The Child Exploitation and Online Protection Centre (CEOP) have produced teaching resources suitable for all age groups focused on internet safety. These can be accessed from the Thinkuknow website. <http://www.thinkuknow.co.uk/Teachers/>

Exposed: 10 minute video from CEOP exposing the dangers of sexting. http://www.youtube.com/watch?v=4ovR3FF_6us

Key Stage 4 and Key Stage 5

Older teenagers are more likely to have the maturity for safe, facilitated discussion about pornography and a more sophisticated exploration of influences on sexual behavior such as the media, sexual imagery and gender. It is always important to plan SRE that meets the needs of the group and for the educator to know their group well before deciding to do a lesson on pornography. Interesting questions to explore with this age group include: 'Does pornography present particular values in relation to power, gender, sexuality and sexual behaviour?', and 'What are realistic and unrealistic standards for bodily appearance?'

Lesson idea: The lesson is designed to explore what is 'real' and 'unreal' in pornography and to create a foundation for discussion about values in relation to power, gender and sexual behaviour. Introduce the lesson by defining 'real' and 'unreal'. Ask pupils to work in pairs telling each other about something they have watched in a film or on television that was 'real' and something they watched that was 'unreal'. What did they like/find memorable about each and why? Pairs can volunteer the examples they have chosen. Facilitate group discussion about a couple of examples that raise issues about relationships/sexual behaviour. Now use the 'Planet Porn Game' from Bish Training in which pupils take it in turns to decide whether the statement belongs to 'Planet Earth' (real life sex) or 'Planet Porn' (sex in pornography). There are 36 cards with different statements and they each have an accompanying card which provides additional information and further points for discussion.

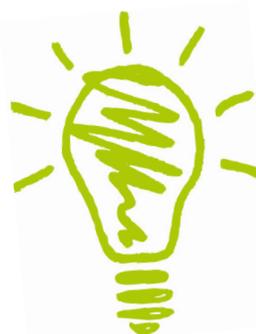
Resources: Planet Porn is a pack of teaching activities from Bish Training, which includes a discussion card game about what is real/unreal in pornography, a 'problem page'

style activity, a debate activity about the law and ethics and a set of thought bubbles and cartoon characters that can be used creatively. As well as talking about pornography, this resource enables conversations around self-esteem, body image, sexual decision-making, boundaries, pleasure, orgasms, communication, safer sex, sexual safety, the law, feminism, equality, lust and love, emotions, relationships, masculine norms, heteronormative scripts, sexuality and oppression. <http://bishtraining.com/index.php/planet-porn/>

The Site: 'Porn.vs.Reality' explores six pornography 'myths' and includes links to explore the issue further including a set of 'pornography problems' such as 'It is possible to be addicted to porn' and 'I found porn on my boyfriend's/girlfriends computer'. The Site also hosts articles on couple communication and masturbation management. <http://www.thesite.org/sexandrelationships/havingsex/styles/pornvsreality>

Picture This: Childnet International have produced Picture This - a practical educational resource that addresses and questions the issue of sexting. The pack comprises a 25-minute play script and lesson plans that seek to educate and enlighten young people about the consequences of creating and sending indecent images. Aimed at 14 - 16 year-olds. <http://www.childnet.com/kia/secondary/toolkit-advanced/picture-this.aspx>

The 'questions to explore' with children and young people described in this section are drawn from the Sex Education Forum Curriculum Design tool. <http://www.sexeducationforum.org.uk/resources/curriculum-design.aspx>.



About this magazine

The Sex Educational Supplement is the termly e-magazine for teachers and other professionals involved in sex and relationships education. It is optimised for web viewing. This first edition is free of charge. If you would like to contribute editorial for future editions, please contact the editor, Lucy Emmerson: lemmerson@ncb.org.uk.

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For free updates about the latest SRE resources, email us at sefnetworks@ncb.org.uk with the subject heading 'free updates'.

About the Sex Education Forum

The Sex Education Forum is a unique national collaboration of organisations and practitioners committed to improving sex and relationships education for children and young people.

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