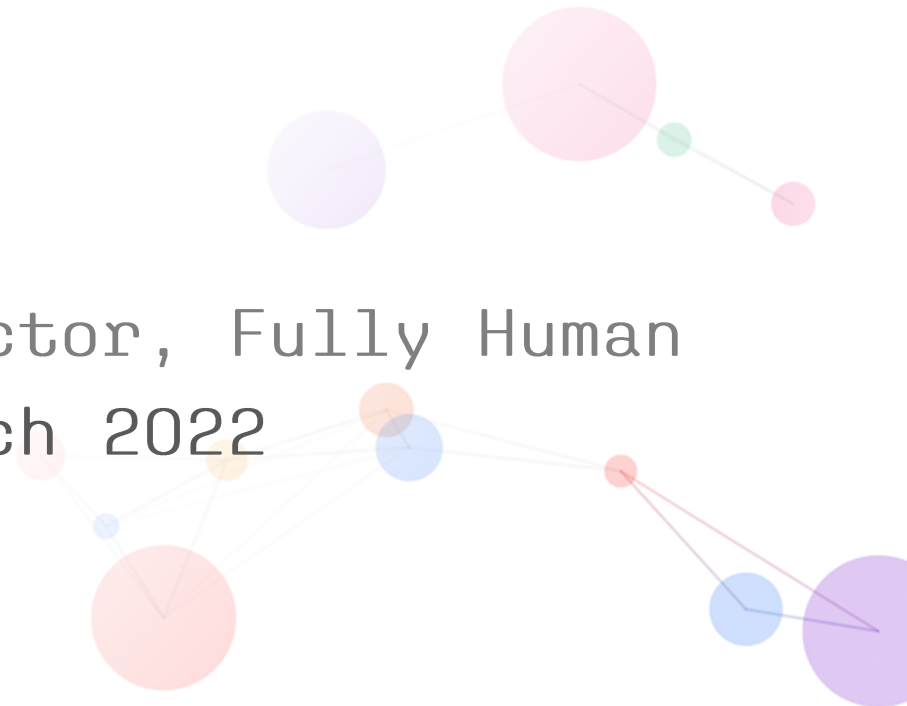


WHAT IS THE IMPACT OF PORNOGRAPHY ON YOUNG PEOPLE AND WHY?

Dr Elly Hanson

Clinical Psychologist & Research Director, Fully Human
Department of Education Webinar – March 2022



RESEARCH FINDS THAT PORNOGRAPHY INCREASES THE RISK OF:

- Sexual, relational and body dissatisfaction
- Relationship break-ups

- Sexual preoccupation
- Risky sexual practices

- Sexual coercion and aggression
- Wider unethical behaviour & passive bystanding
- Sexism, objectification & attitudes supportive of sexual coercion

Sexual victimization

THE NATURE OF MAINSTREAM PORNOGRAPHY

Bombarding

The overall effect of the homepage layout is not the impression of any individual video or scene but rather the endless variety and availability of them, flowing inexhaustibly down the screen

Margaret Macdonald (2019)

Disorientating

Depictions of practices that meet criminal standards of sexual violence, including rape, incest and so-called 'revenge porn', are labelled in ways that not only minimise or remove their criminality, but often mock or belittle the possibility of harm

Fiona Vera-Gray & colleagues (2021)

THE CONTENT OF MAINSTREAM ONLINE PORN

37% contained violence towards women – typically spanking & gagging

Women's responses to this typically neutral or positive

39% involved men dominating (cf. 13% women)

43% involved women submitting (cf. 10% men)

Content analysis of free, popular porn videos
Klaasen & Peter (2015)

What do young people see when they view porn?

Downing et al. (2014)

	Women	Men
Frequently seen dominant	17%	70%
Frequently seen being called names or slurs	36%	7%
Frequently saw 'consensual' violence towards them	35%	9%
Frequently saw non-consensual violence towards them	11%	1%

Other common themes include 'teen', incest, racism & humiliation

PORNOGRAPHY'S IMPLICIT MESSAGES:

Invitations to think similarly & act

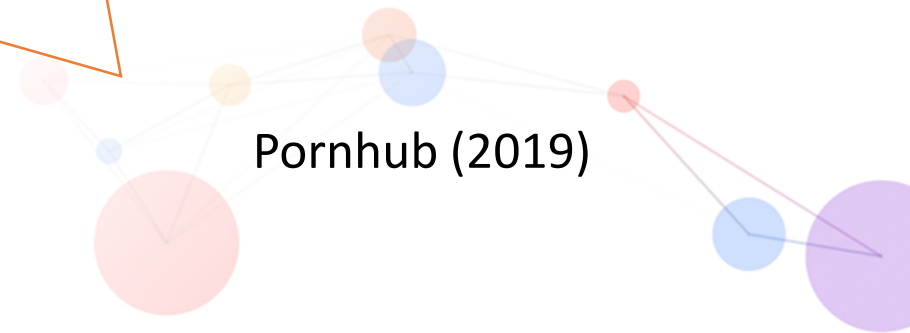
In sex the primary concern is your arousal
Following your arousal is sexual freedom
This is all there is to your sexuality

Transgression, violation & dominance are sexy
Equality, connection & communication aren't

Sex is about using someone else's body for your gratification
Everyday values (like respect and kindness) don't apply in sexual situations

Men should be dominant and lead in sex
Women just want to please men & they like sex in which they are hurt, humiliated, pressured or manipulated

[Users can] tune-in and unzip,
getting everything they need
without all the real-world troubles.
Who needs an in-real-life partner
when you have point-of-view
Pornhub videos on your side?



THE MANIPULATION BASED BUSINESS MODEL:

Shaping people towards corporate profit

We're seeing corporations using powerful artificial intelligence to outsmart us & figure out how to pull our attention towards the things they want us to look at rather than the things that are most consistent with our goals, our values and our lives

Justin Rosenstein, former senior engineer at Google & facebook (2020)

It's the gradual, slight, imperceptible change in your own behaviour and perception that is the product – and that is the product, it's the only possible product ... changing what you do, how you think, who you are

Jaron Lanier (2020)



INITIAL BOMBARD OF PORN



USER'S SEXUALITY SHIFTS
TOWARDS CORPORATE INTERESTS

Eg.

SEXUALITY CENTRED ON YOUTH & 'INNOCENCE'
INCREASING INTEREST IN INCEST
GROWING DESIRE FOR 'SEX ON DEMAND'



CONVERSION TO PAYING CUSTOMER

Dr Elly Hanson

Edited by Jonathan Baggaley

PORNOGRAPHY AND HUMAN FUTURES

Pornography's dystopian approach to us damages core human goods:

- Intrinsic values
- Sexual relating
- Self-embrace
- Relationships
- Autonomy



PSHE
Association

OUR INTRINSIC VALUES

- Mainstream porn promotes selfish values *at the expense of* intrinsic, compassionate ones
- And it encourages and promotes objectification
- When people are objectified, they are seen as:
 - having less of a mind
 - & being less competent,
 - less sensitive to pain,
 - and/or less deserving of moral treatment
- People are treated as means to an end & ill-treatment towards them is legitimized



TWO TYPES OF SEXUAL EXPERIENCE

A conversation between two people in their bodies

- Flow
- Authenticity
- Connection
- Appreciation

You are able to be yourself, you want to be real with that person

It was more of two people coming together to be as close as two people can be and I guess I kind of let go of my masculinity in a way

Instrumental & performative

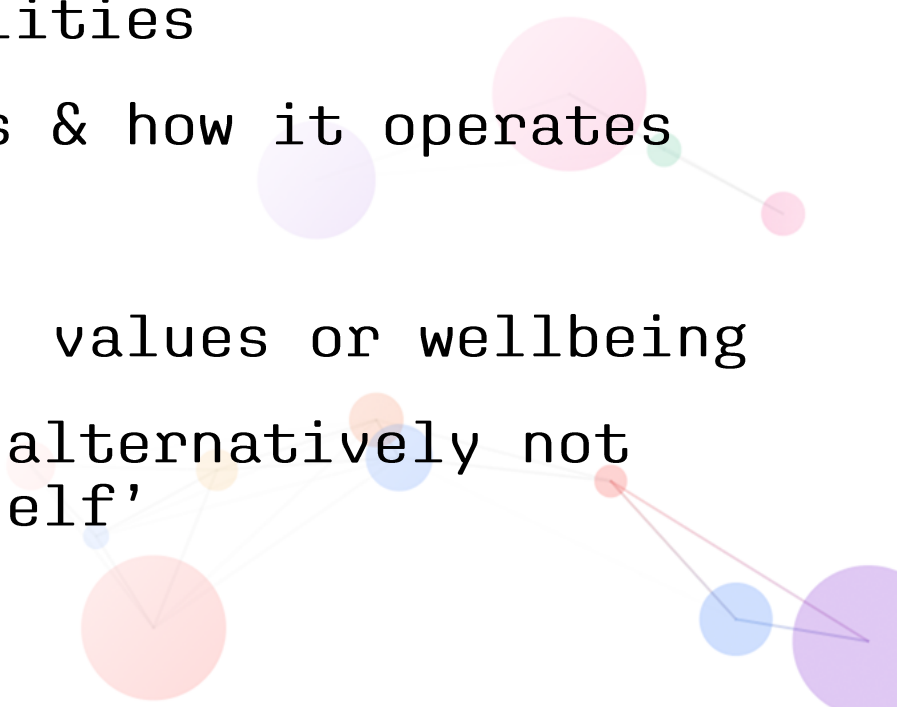
- I'll use your body while you use mine
- Acting out gendered roles
- Viewer & judge
- Avoiding shame
- Disembodied

You'd want her to be exactly like the girls on the internet... if she's not... you'll move on to the next one... it's ruined any sense of love

He is not really making love to me... he seems to be thinking about something or someone else - likely those porn women

OUR AUTONOMY

The feeling & reality of driving oneself and one's life

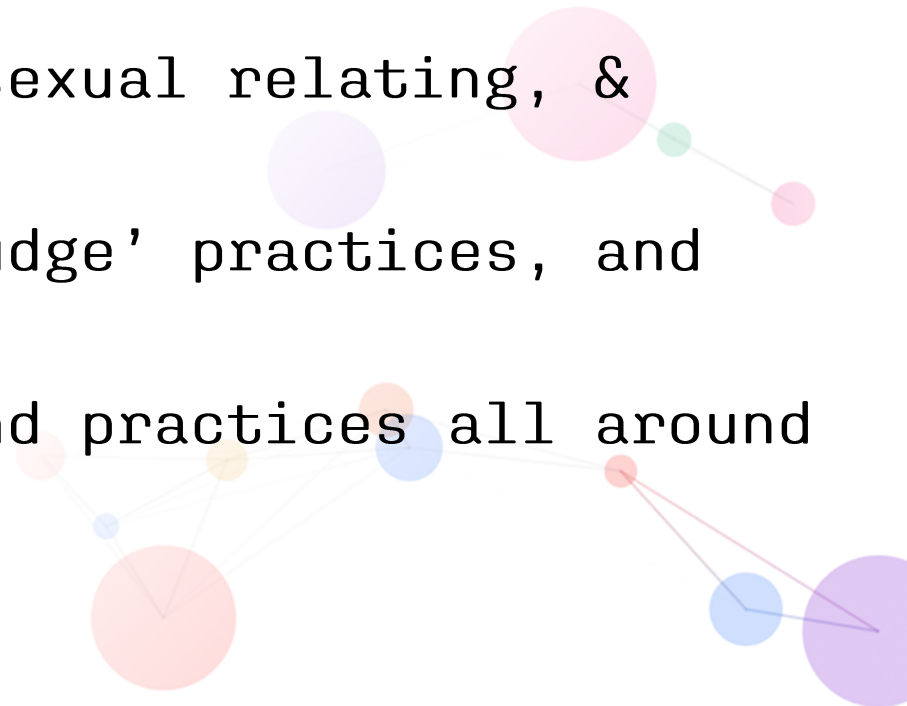
- Autonomy is relational, central to flourishing, being human & having meaning
 - Pornography is both the archetypal & most thoroughly modern manipulator:
 - it exploits psychological vulnerabilities
 - is deceptive, hiding it's intentions & how it operates
 - is extensive in its scope
 - is disinterested in our rationality, values or wellbeing
 - People may feel the loss of autonomy, or alternatively not realise this, having lost their 'shadow self'
- 

CONCLUSION & IMPLICATIONS

The story of mainstream online porn is one in which millions of people are shaped to another's ends, and in the process are led away from their potential for meaningful, relational life

Education that is protective and builds resilience to pornography should include that on:

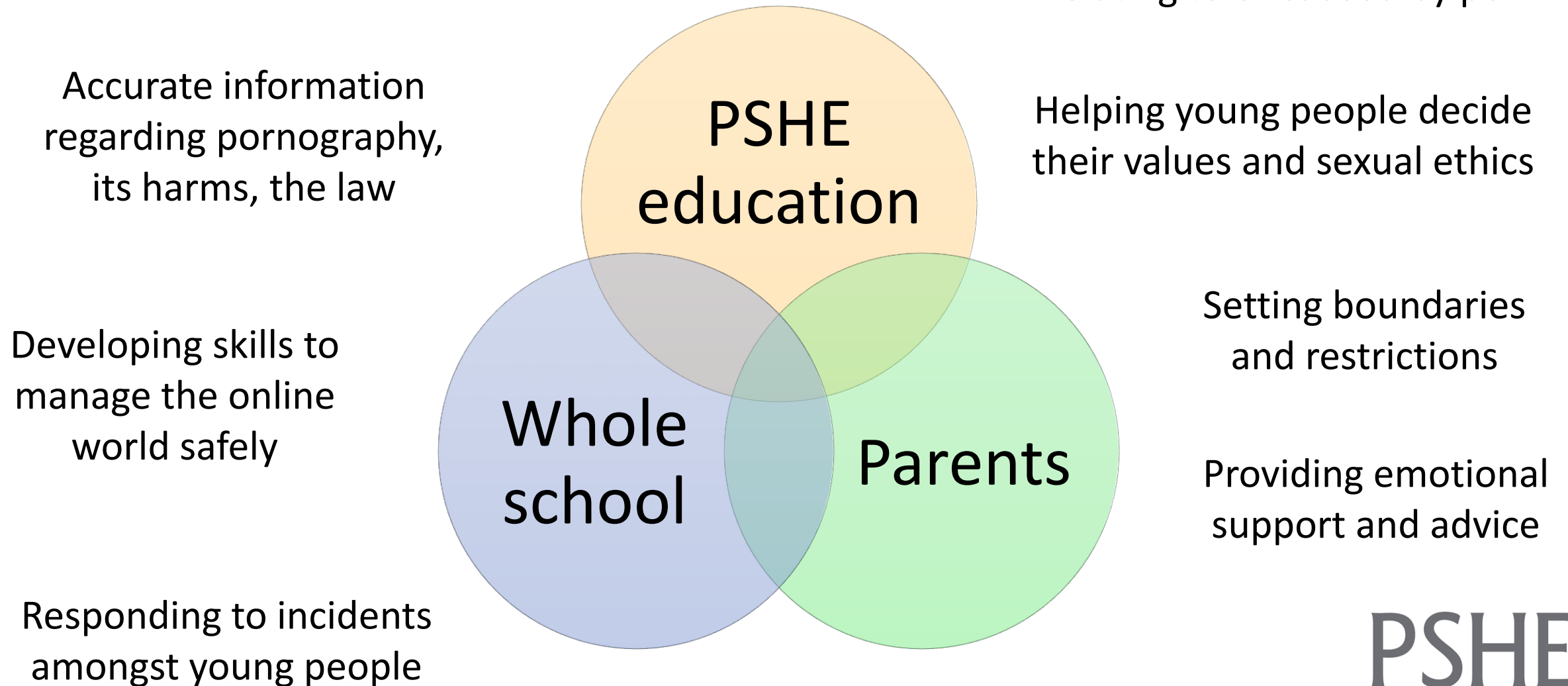
- Core values & everyday rights
- Core elements of ethical & fulfilling sexual relating, & wider relationships
- Pornography's sexual scripts & 'dark nudge' practices, and the impact that these have
- Protecting yourself from invitations and practices all around seeking to shape you to other's ends



Teaching about pornography through PSHE education

Jenny Fox – Senior Subject Specialist

What is PSHE education's role?



By the end of primary pupils should know:

Online relationships:

- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

Being safe:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)

Internet safety and harms:

- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- where and how to report concerns and get support with issues online.

By the end of secondary pupils should know:

Online and media:

- the impact of viewing harmful content.
- that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners
- that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail

Internet safety and harms:

- the similarities and differences between the online world and the physical world...
- how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours

R29. where to get advice and report concerns if worried about their own or someone else's personal safety

R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online

R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships

R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others

R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns

L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results

L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images

R16. about how to respond if physical contact makes them feel uncomfortable or unsafe

R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard

R22. about how to treat themselves and others with respect

R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online

R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private



L7. about how the internet and digital devices can be used safely to find things out and to communicate with others

R19. about the impact of attitudes towards sexual assault and to challenge victim blaming, including when abuse occurs online

R15. the legal and ethical responsibilities people have in relation to online aspects of relationships

R8. to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours

R14. the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks

R29 & 30. the impact of sharing sexual images of others without consent; how to manage any request or pressure to share an image of themselves or others, and how to get help

R26. how to seek, give, not give and withdraw consent (in all contexts, including online)

R7. how the media portrays relationships and the potential impact of this on people's expectations of relationships

H3. the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health



L26. how data may be used with the aim of influencing decisions, including targeted advertising and other forms of personalisation online; strategies to manage this

H3. how different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically

R11. to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships

L21. to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media

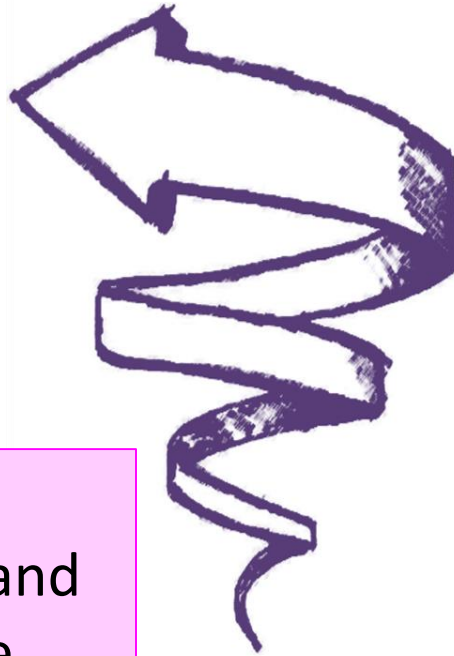
R8. that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex

R15. the legal and ethical responsibilities people have in relation to online aspects of relationships

L21. to establish personal values and clear boundaries around aspects of life that they want to remain private...

R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online









R8. to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours

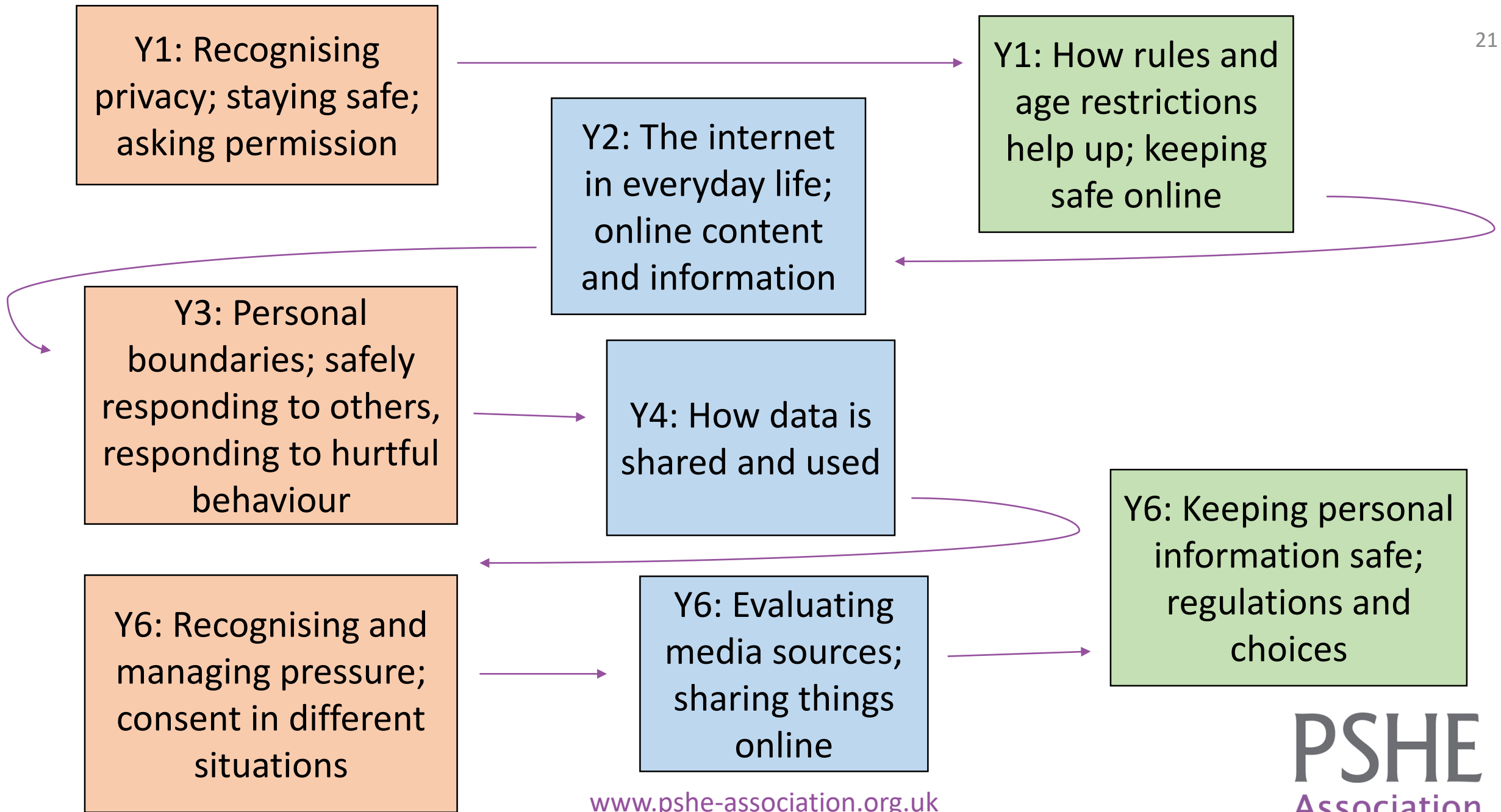


R11. to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships

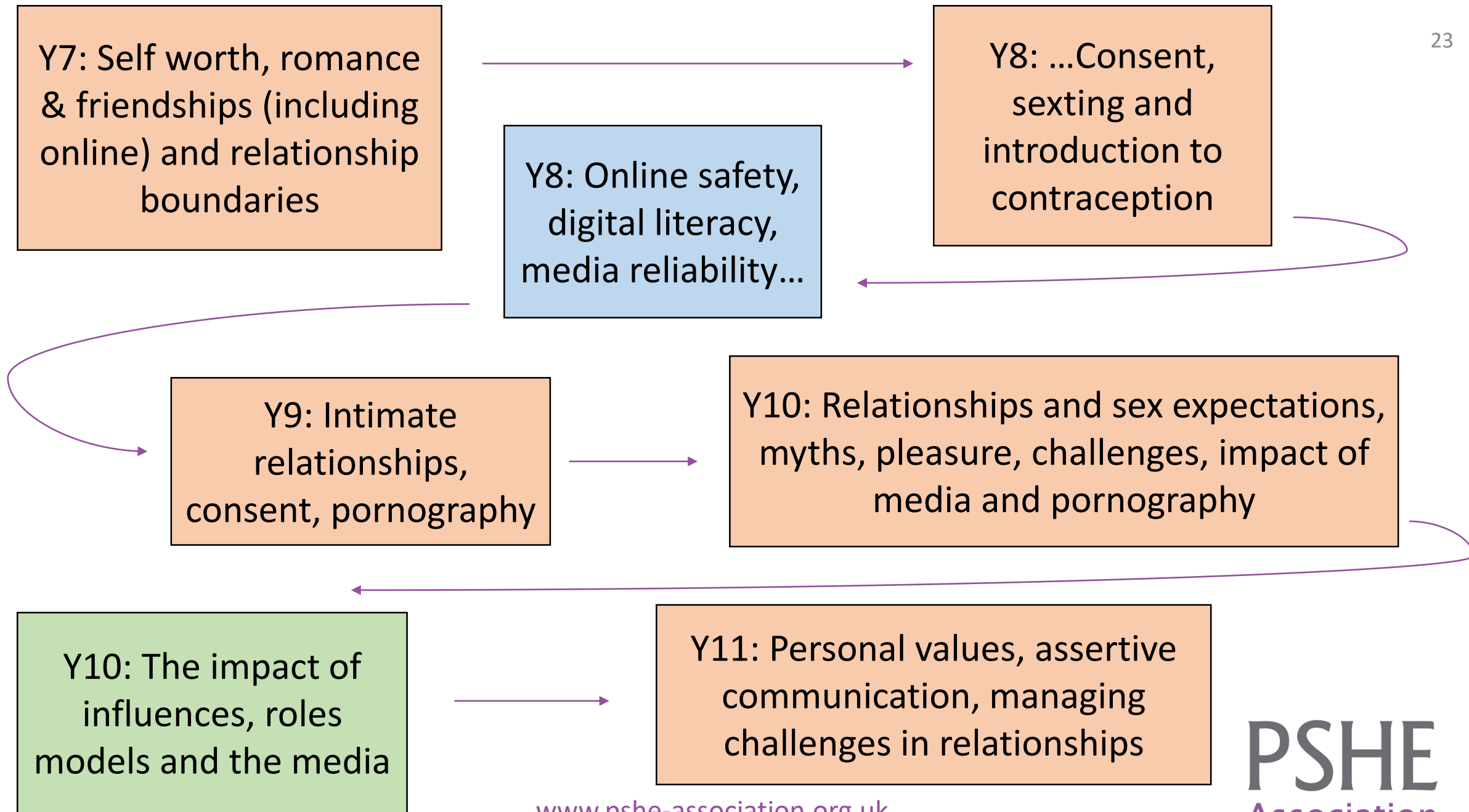
R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns

R22. about how to treat themselves and others with respect

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission 	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online 
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information 	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour 	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used 	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations 	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online 	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media 



	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 7	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations	Diversity Diversity, prejudice, and bullying	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries	Financial decision making Saving, borrowing, budgeting and making financial choices
Year 8	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks
Year 9	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	Employability skills Employability and online presence
Year 10	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of media and pornography	Exploring influence The influence and impact of drugs, gangs, role models and the media	Addressing extremism and radicalisation Communities, belonging and challenging extremism	Work experience Preparation for and evaluation of work experience and readiness for work
Year 11	Building for the future Self-efficacy, stress management, and future opportunities	Next steps Application processes, and skills for further education, employment and career progression	Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges, abuse	Independence Responsible health choices, and safety in independent contexts	Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	



PSHE Association

KS4

Teaching about consent

Lesson Plans & Resources

TEACHING ABOUT CONSENT | KS4 LESSON 3 | RESOURCE 4: SEXUAL IMAGE SCENARIOS

Scenario 1:
A couple send explicit images to each other during the course of their relationship. After they break up, one of them shares the images as revenge for being hurt.

Scenario 2:
At a party someone gets very drunk. They end up naked in bed with someone, but pass out before having sex. The other person takes photos of them naked and shares them.

Scenario 3:
Someone puts a photo of themselves on Facebook in their underwear. This photo is printed out and shared around the school with abuse about the person written on it.

bbfc
Age Ratings You Trust

Let's watch a film! Making choices about what to watch

Teacher Guidance
Primary Lesson Plans
Key Stage 2 (Year 5/6)

bbfc View what's right for you

British Board of Film Classification: Teacher Guidance
Making Choices: Sex, Relationships and BBFC Age Ratings

PSHE Association Quality Assured Resource

PSHE Association Quality Assured Resource

bbfc View what's right for you

New from Think U Know for 8s-10s

PLAY • LIKE • SHARE

THINK U KNOW

Send me a pic?

PSHE Association Quality Assured Resource

MEDWAY PUBLIC HEALTH DIRECTORATE
Relationships and Sex Education
Teacher guidance for key stage 3-4

A BETTER MEDWAY
Easier ways to be healthy

Lesson 3: Healthy and Unhealthy Relationships
KS3 Year 7

This is the third in a series of five lessons for year 9 students. This lesson explores what healthy relationships look like and how to establish them. It also discusses signs of unhealthy relationships and considers potential solutions to such relationships.

We are learning:

- about the qualities of healthy and unhealthy relationships.
- I can describe the features of committed, stable, healthy relationships.
- I can identify healthy and unhealthy relationship behaviours.
- I can explain appropriate online relationship behaviours.

Resources:

- Box of envelopes for anonymous questions
- Y7 L3 Healthy Relationships PowerPoint
- Resource 1: Gender stereotypes talking heads (1 per 2-3 students)
- Resource 2: Healthy and unhealthy relationship talking heads (optional support)
- Resource 3: Healthy and unhealthy relationship behaviours (2 each or project onto whiteboard)
- PSHE notes (optional)

Activity	Description	Time
Baseline assessment	Students create a class mind-map on healthy relationships.	10 min
Gendered expectations talking heads	Students analyse a set of relationship talking heads.	10 min

Healthy and unhealthy relationships
KS3 Year 7 Lesson 3

PSHE Association Quality Assured Resource

THINK U KNOW

ONLINE BLACKMAIL.
A ONE-HOUR LEARNING SESSION HELPING 15-18 YEAR OLDS IDENTIFY RISK AND GET SUPPORT WHEN THEY NEED IT.

Ground rules:

Which are most important today?

What happens if ground rules aren't followed?

Activity	Description	Timing
1. Introduction	Introduce learning objectives and outcomes and reinforce ground rules.	5 mins
2. Baseline assessment	Invite students to submit anonymous questions about pornography and consent.	5 mins
3. Diego's story	Students respond to questions about a case study of a teenager's pornography use.	10 mins
4. What is the impact of porn?	Students work in pairs, identifying consequences of viewing porn experienced by Diego	15 mins
5. Youth produced sexual imagery	Students respond to scenarios focusing on youth produced sexual imagery and discuss issues relating to consent and the law.	10 mins
6. Signposting support	Make students aware of where they can find information and advice in relation to pornography, and support for those affected by sexual violence or harassment.	5 mins
7. Endpoint assessment	Students write advice to Diego about how to reduce or manage his pornography use.	10 mins

Baseline assessment:

Find out what students know and their misconceptions

Provide facts

Students deserve to know the research base into the harms of porn and to challenge misconceptions

Realistic, non-scary scenarios:

Short scenarios which are non-gender specific explore how porn can create pressure to produce and share sexual imagery.

Anonymous questions:

Especially important for a topic where some students may be afraid to ask questions

Theory into practice:

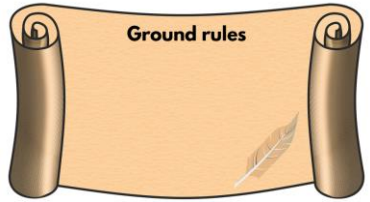
This fictionalised story explores porn use over time;

- how it increases,
- becomes more intentional,
- gradually more problematic,
- the impact on the character's behaviour and attitudes.

Signpost support:

Non-judgemental opportunity to reflect on reducing porn viewing and where to seek further guidance and help

Top tips for teaching challenging topics safely



Establish a safe teaching and learning environment

Protect students who may have higher vulnerability



Ensure inclusivity



Signpost further help and support



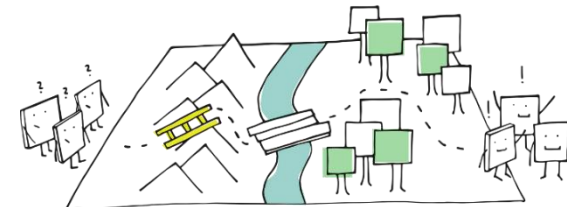
Consider imagery and media



Avoid instruction or inspiration



Consider your responses to questions



Take a positive approach



Close the lesson safely

Responding to tricky questions

1. Why do people watch porn?

2. What should someone do if their partner is making them watch porn?

3. Does everyone shave their pubic hair?

4. What's a gang bang?

Your response dictates the mood of the room

- Be honest if you don't know the answer
- Buy time so you can check the response with PSHE lead, SLT, or safeguarding lead if necessary
- Pre-empt possible tricky questions and rehearse responses to them
- Use anonymous questions
- Whilst it can be helpful to have a human response, avoid showing embarrassment or judgement to questions
- Does the question need answering in front of the whole class, or one-to-one?

Let me talk to you about that in a minute when everyone else is working on something

I don't know the answer. But I will find out for you before next lesson.

www.pshe-association.org.uk

Wow, no one's ever asked me that before...

Approaching the issue in the classroom...

- Give students the facts about the harms of porn; we cannot take an 'ambivalent' or porn-positive approach.
- Never speak in a way that normalises or assumes everyone in the room has seen porn – or that all boys have.
- Avoid making it feel shameful – this is likely to alienate some of the class and may feel targeted at young men.
- Young people are 'victims' of the porn industry and tech algorithms.
- They need support to reflect on how to manage or minimise porn use – and identify who else is responsible for protecting them online.
- Help young people identify their personal values regarding relationships, sex and intimacy.

Dr Tamasine Preece

Addressing pornography through the curriculum

Foundational principles for an anti-pornography curriculum:

It is not legal for children and young people under the age of 18 to be shown pornography; it is not legal for children and young people under 18 to take, request or share sexual images or video

It is not possible to support children and young people to understand child sexual exploitation (CSE), county lines and other related forms of exploitation whilst also normalising pornography

It is not possible to support children and young people to help create a society in which all individuals are valued and treated equally whilst also normalising a practice in which people's (particularly women and children's) bodies can be bought and sold

Our children and young people are too good for pornography; it does not deserve their well-being, their self-esteem or their developing sexuality

Addressing the issue of pornography through the context of exploitation helps to support the understanding that pornography is not relationship or sex education and will not help young people to learn what they want to learn or get where they want to go.

#lifegoals (2 KS4 classes)

A good group of friends

Being able to cook really well

Fun

Making the right decisions

Having a job you enjoy

Family

Being healthy

Living life to the fullest

Music

Being happy

An education

Financial stability

#relationshipgoals (3 KS4 classes)

Affection	Respect	Compassion	Friendship	Smart/ Intelligent
Loving each other	Fun	Making each other smile	Same interests	Sympathetic
Not using you	Understanding	Making time for each other	Kindness	Doesn't smoke
Someone who won't rush into things	Kind heart	Caring	Treats you well	Non- judgmental
Equality	Pretty face	Nice body	Pretty smile	Handsome

'Someone you can tell everything to'

'Doesn't change in front of their mates'

'Is willing to talk to you in school'

Girls, KS4

'A relationship where we can learn and discover sex at the same time.
We can share our first experiences together'

'Someone with a nice family. It would be nice if we could all spend time
together as a family... that we all got on'

Boys, KS4

Addressing pornography through an anti-exploitation curriculum:

PSHE Links	Cross-curricular links	Key Skills
Substance Misuse	English Literature	Critical thinking
Body Image	History	Media analysis
Equality	Religious Studies	
Gender stereotypes	Geography	
Racism	Science	
	ICT	

Year 7

Friendship/Bullying (using people)

Gender stereotypes

Body image

RSE: Puberty – changes to the male and female body; attraction; sexting (with emphasis on *not requesting* images – opportunity to introduce concept of power dynamics)

Year 8

Substance misuse - introduction of concepts related to cultivation, trafficking and distribution; introduction to the role of the neurohormone dopamine in addiction

RSE: CSE - focus on preventing victimisation

Year 9

Exploitation - revisiting 'using people' in relation to social media leading to criminal exploitation; revision of county lines, cuckooing

Addiction – Revision of the relationship between dopamine and addictive behaviours

RSE: focus on healthy relationships with reference to pornography; STIs, contraception

Year 10

Exploitation - focus on race in pornography

RSE: focus on healthy, respectful sexual relationships – contrasted with representation of sexual activity and behaviour in pornography

Year 11

Revision of county lines - focus on the relationship between *demand* and supply

RSE: Pregnancy choices

Classroom culture

Reinforces safeguarding and the law

Open

Relaxed

Respectful

Non-judgmental

Communication with parents and carers

Free exchange of ideas in good faith

Pornography does not help young people to learn what they want to learn or get where they want to go.

Our children and young people are too good for pornography; it does not deserve their well-being, their self-esteem or their developing sexuality