

# MYTH VS REALITY

A practical **PSHE** toolkit  
for educators to explore  
**online pressures** and  
perceived 'norms'

Lesson plans and talking  
head films focusing on the  
issues of:

- **Pornography**
- **Healthy relationships**
- **Body image**

**I felt each activity lead to a lot of discussions and those discussions were great and so important.**

*Teacher pilot feedback*

**My year 8 pupils loved the ‘online body image’ lessons and the conversations it has generated were amazing. It is truly sad to see the pressures that they are under to be the ‘perfect’ person online. We are slowly changing that and the lessons are really helping!**

*Teacher pilot feedback*

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# Letter from our CEO

Childnet International is a children's charity whose mission is to make the internet a great and safe place for children.

Childnet International is a leading online safety children's charity whose mission, since it was founded in 1995, has been to make the internet a great and safe place for children. By working in partnership with others, we seek to give young people the knowledge and skills to navigate the online environment safely and responsibly.

We are delighted to produce the second instalment of our practical PSHE toolkit for schools with support from the European Commission. Through our work in schools we speak to thousands of young people, staff and parents about online safety, and recognise that there is a real need for practical, easy to use educational resources that challenge and guide online behaviour. The internet can be a fantastic resource for young people, providing them with opportunities to learn, share and connect with the world, however it can also present them with challenging situations. This toolkit aims to empower educators to generate discussion amongst young people about their online lives, the things they see and experience and the positive choices they can make online.



The UK Council for Child Internet Safety (UKCCIS) conducted a literature review in 2017 which found that pornography topped the list of online content-related concerns for young people aged 9-16 (Livingstone et al., 2014b). We also saw a large increase in the number of children and young people contacting Childline about viewing sexually explicit images online – up 60% from 2014/15. With this and the new RSE curriculum in mind we've focused this toolkit on the topics of Online Pornography, Healthy Relationships Online and Online Body Image.

At Childnet, we believe it is important to include the voice of young people in all aspects of the work we do. By listening to young people on our school visits and conducting six focus groups with young people across the UK we have ensured this toolkit is covering the issues and experiences most relevant to young people. The young people we spoke to shared with us concerns about the portrayal of body image and gender within pornography and on social media, the pressure to create your own online 'brand' and the unwritten rules that exist within relationships played out in the online world. In regards to pornography, young people told us that, "The less educated people are about sex and relationships the more they are going to try and look for it," with one boy stating, "I think you need the education that what you see isn't what actually happens. It's not real life."

Issues that affect the overall safety of young people are constantly changing. The availability of pornography online, the creation and sharing of inappropriate images, and the presentation of sexual images in social media are an ongoing concern. It is vital that all young people are given a place to discuss the pressures they face and understand the gap between perception and reality, in a fully supported environment. However, in a recent PSHE and RSE in the digital age school consultation we found that staff reported not having enough training or confidence to deliver the online aspects of PSHE and RSE and felt least confident in teaching about online pornography.

We hope that this toolkit is able to support and empower you in exploring these sometimes delicate and sensitive topics with confidence and allows you to generate lots of interesting discussions about online behaviour.

**Will Gardner OBE,**  
**CEO of Childnet International & Director of the UK Safer Internet Centre**



# About this toolkit

'Myth vs Reality' is phase 2 of our practical PSHE toolkit for educators of young people in secondary school settings. Its purpose is to help educators generate discussion among young people about their online experiences and challenge them to consider how real the content is that we see online.

Using a set of talking heads films as a spring board, the toolkit covers relevant topics such as body image, healthy relationships and pornography; considering how all 3 topics connect together. It will explore key online myths in relation to these topics and guide teachers in supporting their pupils to seek out the reality and challenge the myths they are seeing online.

**"You're more concerned with how you look online because it's out there and you grow up with it."**

*Young person, Childnet focus group*

Young people are growing up in a world where the internet is an integral part of their lives and much of what they encounter on a daily basis occurs online. Each year Ofcom<sup>1</sup> records a rise in the amount of time young people are spending online. This increase in time spent online can result in more exposure to online risk. For this reason, it's important to equip young people with the skills to manage and understand the online environment. This should include the risks and pressures they could come across, such as the pressure to conform to idealistic views and images portrayed by celebrities and their peers.

This toolkit is comprised of 3 lesson plans which explore the idea of 'myth versus reality'. Each lesson plan comes complete with a set of talking heads films which explore the different experiences young people may have online.

Through discussion and activities, this toolkit not only challenges young people to reflect on their own experiences, their own behaviour and unpick the truth from the online myths, but also ensures that they know who to go to and how to get support when/if aspects of their online life worries them.

The purpose of this toolkit is to help educators generate discussion about young people's online experience and help develop young people's digital resilience. This toolkit, along with the talking heads films, can be found online at [www.childnet.com/psheetoolkit](http://www.childnet.com/psheetoolkit).

All aspects of the resource are free to download and are subject to **Creative Commons**.

**"I don't post pictures for others but if I'm having a bad day and I get a like then it reminds me people do care that I'm alive."**

*Young person, Childnet focus group*

## What age group is this toolkit for?

This toolkit is primarily to be used with young people in **Key Stage 3** (11-14 year olds). We recommend that you check activities and film content in advance to ensure they are appropriate for your year group, school and wider community. All activities have been reviewed by KS2 teachers (7-11 year olds) and activities which have been deemed appropriate for use with an upper KS2 group have been starred throughout. We advise that KS2 teachers check these activities first and only use them if they suit the needs and maturity of your pupils.

## How can I use this resource if my school doesn't have a dedicated PSHE lesson?

This toolkit has been designed to suit the needs of different educators. Although not designed as an assembly resource, educators can be selective in the activities they use according to their PSHE timetable. For example, should you have a 40 minute PSHE lesson, 15 minutes tutor time, or if you lead a youth group, there are different aspects of this toolkit that you can use to fit into your allocated time. We advise that you always use the films in conjunction with the follow on discussion questions to ensure you cover all the messages and that key themes are handled effectively.

If your school doesn't have a dedicated PSHE lesson, many of the topics and learning outcomes from this toolkit cover aspects of the **Computing curriculum**<sup>2</sup>. For example, this curriculum requires Key Stage 3 students to be taught to understand:

- how to use a range of technology safely, respectfully, responsibly and securely
- how to recognise inappropriate content, contact and conduct
- how to report concerns

For more questions about this toolkit, read the guidance for educators section from **pages 6 to 19**. For support on using the lesson plans, see the topic guidance pages at the start of each topic section of this toolkit.

1. [www.ofcom.org.uk/research-and-data/media-literacy-research/childrens](http://www.ofcom.org.uk/research-and-data/media-literacy-research/childrens)

2. [www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study](http://www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study)

# Guidance for educators

## Relationship and sex education (RSE)

The Department for Education's policy statement<sup>3</sup>, published in March 2017, explains the government's intention to amend the Children and Social Work Bill to introduce statutory:

- relationships education in primary schools
- relationships and sex education in secondary schools
- PSHE in all schools

It also outlines the need for statutory guidance and education, to address risks to children which have grown in prevalence in recent years, including online pornography, sexting and staying safe online. After a period of consultation, the Government has announced plans to make health education compulsory as well as new reformed relationships education in primary schools and relationships and sex education in secondary schools.<sup>4</sup> The new curriculum will focus on the following themes, with the intention to make it statutory in schools as of September 2020:

- different types of relationships, including friendships, family relationships, dealing with strangers and, at secondary school, intimate relationships
- how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships
- factual knowledge, at secondary school, around sex, sexual health, and sexuality
- how online pornography may affect health and wellbeing, including mental health and relationships

## What is high quality relationship and sex education?

The principles of high quality RSE in all schools<sup>5</sup> – including those with a religious character – are that relationships and sex education:

- is a partnership between home and school
- ensures children and young people's views are actively sought to influence lesson planning and teaching
- starts early and is relevant to pupils at each stage in their development and maturity
- is taught by people who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, pleasure, respect, abuse, sexuality, gender identity, sex and consent

### Knowledge and understanding

- includes the acquisition of knowledge, the development of life skills and respectful attitudes and values
- has sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills, and accessing services
- helps pupils understand on and offline safety, consent, violence and exploitation

### Factual

- is both medically and factually correct and treats sex as a normal and pleasurable fact of life
- teaches pupils about the law and their rights to confidentiality even if they are under 16, and is linked to school-based and community health services and organisations

### Inclusive

- is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience
- uses active learning methods, and is rigorously planned, assessed and evaluated
- helps pupils understand a range of views and beliefs about relationships and sex in society including some of the mixed messages about gender, sex and sexuality from different sources including the media
- promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs

**"I think we need education that shows us what you see [in pornography] isn't what actually happens. It's not real life."**

*Young person, Childnet focus group*



3. [www.gov.uk/government/publications/relationships-education-rse-and-pshe](http://www.gov.uk/government/publications/relationships-education-rse-and-pshe)

4. [www.gov.uk/government/news/new-relationships-and-health-education-in-schools](http://www.gov.uk/government/news/new-relationships-and-health-education-in-schools)

5. [www.pshe-association.org.uk/sites/default/files/SRE%20for%20the%2021st%20Century%20-%20FINAL.pdf\\_0.pdf](http://www.pshe-association.org.uk/sites/default/files/SRE%20for%20the%2021st%20Century%20-%20FINAL.pdf_0.pdf)

## What is high quality relationship and sex education? (Continued)

It contributes to:

- a positive ethos and environment for learning
- safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school
- a better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships
- helping pupils keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice
- reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying

## How do I address these topics within a faith school?

Young people from all faiths and backgrounds are entitled to a strong RSE curriculum which guides them through the journey from adolescence to adulthood; enabling them to form healthy relationships and explore their own sexual awareness safely, including in the online world. RSE should always be developed in partnership with parents and the wider community and should be sensitive to the range of different values and beliefs we have within a multi-cultural and multi-faith society. The Sex Education Forum outlines the underlying principles for RSE within faith schools in their factsheet 'Faith, values and sex and relationships education'<sup>6</sup>, stating that RSE should:

- be relevant to young people and support them in learning about different faiths/ cultures and is underpinned by values promoting equality and respect
- provide young people with opportunities to understand the law and healthy issues in relation to sex, sexuality and sexual health
- Value diversity and anti-discriminatory practice

Understanding how relationships work and developing relationship skills gives a context for understanding human sexuality and sexual health. This is consistent, for example, with the Catholic Church's view that the purpose of RSE (Southwark, 2016, p. 3) is to secure "an adequate knowledge of the nature and importance of sexuality and of the harmonious and integral development of the person towards psychological maturity, with full spiritual maturity in view, to which all believers are called."

Schools of a religious character should refer to curriculum guidance provided at diocesan and church level nationally, for example:

- **The National Society for Promoting Religious Education RSE guidance for Anglican schools**<sup>7</sup>
- **The Catholic Diocese of Southwark's Education Service 'Education in Human Love Diocesan Policy for Relationship and Sex Education' in Catholic schools**<sup>8</sup>
- **The Muslim Council of Britain 'Meeting the needs of Muslim pupils in state schools' guidance, which gives good practice advice for RSE (chapter 10)**<sup>9</sup>

## How do we keep Senior Leadership Teams, Governing Boards and Management Committees informed and engaged with RSE?

It is important that all members of the school community are engaged with RSE in order to make sure it is inclusive, effective and embedded within the ethos of the school. Draft guidance published for the Department for Education in Feb 2019<sup>10</sup> states that 'As well as fulfilling their legal obligations, the governing boards or management committee should also make sure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,

6. [schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/healthyschools/Faith,%20values%20and%20SRE%20-%20Sex%20Education%20Forum%20Factsheet.pdf](https://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/healthyschools/Faith,%20values%20and%20SRE%20-%20Sex%20Education%20Forum%20Factsheet.pdf)

7. [www.churchofengland.org/education/church-schools-academies/curriculum-and-religious-education.asp](http://www.churchofengland.org/education/church-schools-academies/curriculum-and-religious-education.asp)

8. [www.educationcommission.org.uk/SiteFiles/892.pdf](http://www.educationcommission.org.uk/SiteFiles/892.pdf)

9. [www.religionlaw.co.uk/MCBSchoolsreport07.pdf](http://www.religionlaw.co.uk/MCBSchoolsreport07.pdf)

10. [assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/781150/Draft\\_guidance\\_Relationships\\_Education\\_\\_Relationships\\_and\\_Sex\\_Education\\_\\_RSE\\_\\_and\\_Health\\_Education2.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/781150/Draft_guidance_Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education2.pdf)

- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.’

In order to effectively meet these requirements, the Sex Education Forum have provided a number of resources which can support your school:

- **Roadmap to statutory RSE** - This resource will help your school in preparing to provide high quality RSE
- **Principles of good RSE** - This resource sets out 12 principles of good RSE which have been led by research and are supported by a wide range of organisations including NSPCC, Barnardo’s, The Children’s Society and NCB, and the following education unions: ASCL, NASUWT, NEU, NAHT, UNISON and Voice
- **Whole school RSE audit tool** - This resource will help your school to self-audit your current provision for RSE and quickly identify areas of strength and those which need to be developed
- **Curriculum Design Tool** - This tool has been created to support educators in designing developmental, spiral and comprehensive curriculum programmes of study for RSE

## Handling sensitive and controversial issues

The topics discussed through RSE are likely to bring up some sensitive and controversial issues which could be challenging for a teacher to manage. Whilst young people must never be expected to discuss anything they feel uncomfortable with, it may be that they will want to discuss high profile cases or even draw on personal/peer experience and it is vital that they do so in a climate of trust, cooperation and support.

The PSHE Association outlined good practice when handling sensitive issues in their ‘Handling sensitive or controversial issues’ resource<sup>11</sup>, which states teachers should:

- work with pupils to establish ground rules and link PSHE education into the whole-school approach to supporting pupil welfare
- offer some opportunities for pupils to discuss issues confidentially in small groups as well as with the whole class
- be sensitive to the needs and experience of each pupil; remembering that some pupils may have direct experience of these issues
- make pupils aware of sources of information and support both inside and outside the school

You may wish to use a range of techniques to support class discussions around these sensitive topics, such as:

- same sex discussions – it may be more comfortable for the students/school/ parents if lessons are held in same sex groups taught by a teacher of the same sex. This may not be necessary for all lessons.
- distancing techniques – Using stories, TV programmes/characters, role play and scenarios based on real situations can provide fictional characters and storylines that stimulate discussion whilst ‘de-personalising’ any content

Some discussions or questions which young people raise might not feel appropriate for the session or may need more consideration before answering. In these cases you may wish to use one of the following techniques to pause the discussion:

- **‘Save it for later’** – Display a question wall or box in which questions, themes or topics which may not be appropriate for that lesson can be saved for future lessons or follow up discussions.
- **‘Oops and ouch’** - This method can be used if young people are discussing controversial issues which have the potential to cause offense. Anyone who finds a comment offensive or worrying can respond with ‘ouch’ and the speaker follows on by saying ‘oops’ and is given an opportunity to further explain their viewpoint. This method helps to avoid misunderstandings or possible resentment to form.
- **‘Time out’** - You could call a ‘time out’ when young people are showing signs of fatigue and or stress; this will provide them with a brief break and can give you an opportunity to take stock of the situation and decide how to proceed.
- **‘Pause and park’** - You may wish to hit the pause button on particular discussions and ‘park’ them until a later date. Try to give the young people an idea of when this discussion will be ‘unpaused’, this might be after the lesson, during a break or even after discussion with another member of staff.

11. [www.pshe-association.org.uk/curriculum-and-resources/resources/handling-sensitive-or-controversial-issues-through](http://www.pshe-association.org.uk/curriculum-and-resources/resources/handling-sensitive-or-controversial-issues-through)



## Support for the whole school community

It is important that support networks are communicated with young people.

**School** – Ensure young people know who they can go to within the school with specific worries or concerns. You may wish to display this information with photographs in key areas of the school, e.g. reception, lunch hall, tutor rooms, toilets.

**Childline** - [www.childline.org.uk](http://www.childline.org.uk) – A free, confidential service for children under the age of 19 to obtain counselling support online, via email or the phone – 0800 11 11

**The Mix** - [www.themix.org.uk](http://www.themix.org.uk) – A free and confidential multi-channel service for young people aged between 13-25 years old – 0808 808 4994

**Young Minds** – [youngminds.org.uk](http://youngminds.org.uk) - A mental health and wellbeing charity that offers support and guidance for young people through their website

**Papyrus** - [www.papyrus-uk.org](http://www.papyrus-uk.org) – A free and confidential helpline for young people who may be contemplating harming themselves or committing suicide – 0800 068 4141

**Respect Phone Line** - [respectphonenumber.org.uk](http://respectphonenumber.org.uk) - A confidential and anonymous helpline for anyone concerned about their violence and/or abuse towards a partner or ex-partner – 0808 802 4040

**Youth Access** - [www.youthaccess.org.uk](http://www.youthaccess.org.uk) – Finding access to local counselling services for young people



## Keeping parents and carers informed

It is important to always work in partnership with parents and carers, and this is particularly effective with the topic of RSE. Students will come to school with a varying level of understanding about RSE, much of which may come from parents and carers, peers or the internet. However, not all parents and carers will find it easy to address the topic of RSE with their children. Some may rely on the school to deliver this education, whilst others might shy away from the topic altogether. Whilst teachers do have a responsibility to ensure the safety and welfare of their students, it is also important to take into account the beliefs and feelings of the family. Teachers are also expected to work within the agreed school values outlined in the school's policy, which must be in line with current legislation.

A parents' poll conducted by the National Association of Head Teachers (NAHT) found that more than eight in 10 (83%) say issues around pornography should form part of sex education lessons. The same proportion thought that parents and schools should take joint responsibility for teaching children about the issue, with just 13% of parents saying it is the parents' job alone and 4% saying it should be left to schools.

### **Consulting parents**

It is important to consult parents and carers on the content of RSE lessons, school policy and national curriculum requirements. This should be done with careful consideration of the family's own beliefs and concerns. Parents and carers need to know that the work being done in school will be age appropriate and support their role as a parent. They also need to be aware that they can actively be involved in determining and shaping the school's policy.

On **page 11** you will find an example parent and carers letter about intended age appropriate RSE.

### **Parent's right to withdraw**

Parents and carers have the right to withdraw their child from all or part of the sex and relationship education provided at school except for those parts included in the statutory National Science Curriculum. However, with careful consultation and open discussion about age appropriate RSE this withdrawal should be minimal.

On **page 12** you will find an example parent and carers consent form for RSE.

### **Informing parents about intended RSE education**

One way of effectively working in partnership with parents and carers is to hold an RSE curriculum meeting. This will allow you to:

- Outline RSE as a subject
- Review and share specific resources about RSE
- Allay any concerns parents and carers may have

Parents and carers may be nervous about attending meetings on RSE, so you could hold it as part of a broader PSHE curriculum meeting. Consideration also needs to be given to:

- How parents/carers will be invited (phone/letter)
- The language that is used for the invitations and whether any translations are needed
- The timing of the meetings
- Whether meetings should be single or mixed gender

**The Ealing Grid for Learning** have produced guidance on running an effective RSE workshop which includes a session outline.<sup>12</sup>

#### **Example letters and forms**

On the following two pages you will find:

- an example letter for Parents / Carers – Schools and Educational Settings
- an example consent form for Parents / Carers – Schools and Educational Settings

These can be used exactly as they are or adapted to meet the needs of your school or setting and are designed to support you in effectively communicating the needs of the RSE curriculum to parents and carers.

You may wish to edit them to include:

- information about school policies
- a personal note from senior leadership
- references to the school's ethos, values and faith
- any relevant information about previous knowledge and understanding about RSE

12. [www.egfl.org.uk/sites/default/files/School\\_effectiveness/Health-improvement/training-resources/Running%20a%20RSE%20parent%20workshop.pdf](http://www.egfl.org.uk/sites/default/files/School_effectiveness/Health-improvement/training-resources/Running%20a%20RSE%20parent%20workshop.pdf)

## Keeping parents and carers informed (Continued)

### Example Letter for Parents / Carers – Schools and Educational Settings

Name and address of school

Date

Dear Parents / Carers

As a school, we continually strive to provide our pupils with high-quality opportunities to learn the skills they need for a healthy, successful and happy life. This includes delivering Relationships and Sex Education (RSE).

Our RSE programme is age-appropriate and taught with family, cultural and religious sensitivities in mind; we respect the backgrounds of all our children. Some parts of RSE are compulsory e.g. areas relating to the National Curriculum for Science, however you have the right to withdraw your child from all other parts of RSE if you wish to do so.

Issues that affect the overall safety of young people are constantly changing. The availability of pornography online, the creation and sharing of inappropriate images, and the presentation of sexual images in social media are an ongoing concern. It is vital that all young people are given a safe place to discuss the pressures they face and understand the gap between perception and reality, in a fully supported environment. Although not all young people will be involved in these behaviours, research suggests that it has the potential to influence young people, their attitudes and even their sexual behaviour, and the perception of what constitutes healthy relationships and interactions. Even if a child is withdrawn, many pupils will continue to discuss such issues with each other outside the classroom – so, rather than hear about the content second-hand, we hope all children will have the opportunity to take part in our carefully planned lessons.

Our RSE curriculum will be taught in line with government recommendations and guidelines from the PSHE Association. We will sensitively explore the issues surrounding pornography, body image and healthy relationships whilst also covering the laws that currently apply to these areas.

*We can assure you that under no circumstances will examples of pornography, or anything of an explicit nature, be shown.*

You might want to take the opportunity to talk to your child about these issues before the work is covered in school. Childnet International provide support and guidance on their website [www.childnet.com/parents-and-carers](http://www.childnet.com/parents-and-carers), including their page on having a conversation, advice on talking about difficult topics and a hot topic about online pornography.

If you have any queries about the content of the programme, or resources used, please do not hesitate in contacting me at school. We are happy to provide opportunities for parents and carers to find out more about our RSE Programme of Study, and in particular how we teach this topic. All materials used are available for you to browse through should you so wish.

I hope that after consideration of the above information you will give consent for your child to participate in lessons by signing and returning the attached slip. Should you have any further queries or concerns please do not hesitate to contact me.

Yours faithfully,

(Name)

(Title)



**Keeping parents and carers informed (Continued)**

**Example consent form for Parents / Carers – Schools and Educational Settings**

Dear Parent/ Carer,

Please indicate whether or not you give consent for your child to participate in the RSE lessons outlined in this letter.

These lessons will include the following;

1. The promotion of healthy, mutually respectful, positive relationships based on trust and friendship.
2. Key information on misconceptions about what is 'normal' behaviour in healthy relationships online.
3. Online safety, appropriate use of social media, and the impact being online can have on body image, relationships and sex.
4. Accurate and up-to-date information about the potential impact that underage exposure to pornography can have on body image, and personal attitudes, values and expectations regarding sex and relationships.
5. Education about the laws governing the making, viewing and distribution of pornographic material (including the use of social media).

Should you have any further queries or concerns please do not hesitate to contact me.

Yours faithfully

Name

Title

.....

**School RSE curriculum**

I / We give consent for our child to participate in the RSE lessons outlined in this letter.

Pupil's name: \_\_\_\_\_ Year group: \_\_\_\_\_

Parent / Guardian name (in capitals): \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_

Please return to (insert name) by: \_\_\_\_\_



# Accompanying talking heads guidance

Let's talk about... a series of talking heads that talk about online pornography, healthy relationships and body image.

## Three characters. Three voices. What's your opinion?

### Meet the characters

Shaped by young people



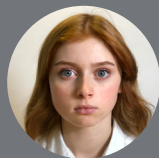
## Ryan

Ryan represents the percentage of boys who are heavily influenced by what they see online, by their peers, societal expectations and online pressures. Much of what he says is purposely controversial in order to spark debate.



## Beth

Beth represents the percentage of girls who feel pressurised by what they see online and worry about what might be expected of them. She often follows the trend in order to fit in and hides her thoughts and concerns.



## Sadie

Sadie represents those who aren't afraid to speak up and voice their opinion, even if it results in unwanted insults or derogatory comments from others. She shares a balanced opinion of her peers, being able to see things from other perspectives and understand the thoughts and feelings of others.

**"I think more people would like to say they are a Sadie but really they are a Ryan or a Beth... they might not want to say things or do things but they have to fit in."**


*Young person, Childnet focus group*


### About the talking heads


The talking heads have been formed from opinions and information we gathered through a series of focus groups conducted across the UK with young people aged 11-16. These open discussions unveiled the impact, expectations and pressure that young people are experiencing online with regards to **online pornography, healthy relationships and body image**. This information enabled us to devise three characters which provide a mouthpiece to represent these thoughts, feelings and concerns and provide a springboard for class discussion.

There are a total of nine talking heads with three sitting within each section of the toolkit to ignite a facilitated debate. Each character represents a varied viewpoint about online experiences, considering if we can trust everything we see online and how you separate the myths from the reality.

### Talking heads summaries

 **ONLINE PORNOGRAPHY** looks at the impact pornographic imagery is having on young minds. They set out to explore the influence, expectations and pressure young people can experience from viewing online pornography, both accidentally and on purpose, as well as the expectations that can arise from their peers/ partners engaging with it. They touch upon the reasons why someone might look at pornography, the ease of obtaining these images, the gender imbalance and the potential impact it can have in developing future relationships.

 **HEALTHY RELATIONSHIPS** encompasses the unwritten rules of relationships that young people shared with us and looks at how these occur in the online world. These talking heads talk about the pressure of updating statuses, the need to gain likes and followers and how certain posts can have a negative impact on someone else's feelings. They seek to explore what defines a healthy relationship, the importance of consent and how it is obtained.

 **BODY IMAGE ONLINE** explores the necessity, pressure and expectation that many young people are feeling to always look their best in whatever they post online. It explores the way in which ideal body types are portrayed to us and the impact of this. It considers how the barrage of online advertisements, celebrity culture, comments and posts can dictate how we feel about ourselves and subsequently choose to present ourselves online.

### How to use the talking heads

Before you watch the talking head films, use the 'starter' questions on your lesson plan.

Each talking head ends with the question 'WHAT DO YOU THINK?' as a starting point for discussions about the character's comments. Each talking head is also accompanied with a series of questions to generate a facilitated discussion.

Whether you choose to watch the films individually, altogether or use the character scripts in the lesson appendices, the objective of the talking heads is to encourage a whole group discussion. This provides an opportunity for students to openly, confidently and safely discuss, challenge and unpick online myths.

# Using the toolkit for staff training

'Myth vs Reality' focuses on the topics of online pornography, healthy relationships and body image and considers how all three can link together in the online world. To deliver this toolkit effectively and feel confident in supporting young people with the issue of online pornography in particular, it may be useful to first hold a staff training session.

## Below you will find a guide for using this toolkit with staff during a training session:

Begin the session by explaining which topics this resource covers and how you intend to use it within your school. This could include which sessions it will be used in, the year groups you will deliver it to and which staff might facilitate the sessions. Make use of the information on **page 5** which outlines the toolkit, how it can be used and intended age groups.

### Establishing school ground rules and consulting with parents and carers

- ✓ Familiarise staff with the principles of high quality RSE on **pages 6-7**.
- ✓ Consider how the topics will fit into your community and whether there are any cultural or religious sensitivities to be aware of. Refer to guidance on **page 7**.
- ✓ Agree on a plan for involving and consulting with parents and carers. Refer to guidance on **pages 10-12**.
- ✓ Make use of the FAQs from educators on **pages 18-19** to support with staff questions.

### Toolkit outline

Online pornography/Healthy Relationships/  
Body Image

- Topic guidance for educators
- Lesson plan
- Lesson starter
- Set of 3 talking heads films giving the voice of young people
- Follow on discussion
- Toolkit of activities to build a lesson to suit different settings and timings
- Plenary and lesson reflection

## Understanding the topics and familiarising yourself with the resources

Depending on time available you can use the following suggestions to structure your training session and discuss the topics in more detail.

### Online Pornography

- ▶ Introduce this topic to staff by showing the short video explaining the topic and lesson outcomes:  
*This section tackles the topic of online pornography, considering how the messages or 'myths' within it can impact on the way young people feel about their bodies and relationships as well as how it might affect their behaviour or choices and the behaviour/choices of others.*
- ▶ Review the topic guidance on **page 21** and ensure all staff are clear on the messages about online pornography which are covered within this topic.
- ▶ Depending on time pick one or a selection of talking heads and lesson activities to run.

### Suggestion

Why not show Ryan's talking head and use the accompanying discussion questions to reflect on his viewpoint? You could discuss whether this is typical of young people within your setting and how you would challenge his view point in an appropriate manner.

**Activity C** from the lesson plan would then make a great follow on activity where staff can consider what strategies young people can use to avoid watching pornography and communicate to their friends, partners or peers about how they are feeling.

### Key points to remember

- No pornography will be shown during the lesson or the talking heads films.
- Young people will not be asked directly to discuss whether they have or have not seen pornography.



# Using the toolkit for staff training (Continued)



## Healthy Relationships Online

- ▶ Introduce this topic to staff by showing the short video explaining the topic and lesson outcomes:  
*This section is all about how the online world can shape and affect young people's platonic and romantic relationships, both positively and negatively. It considers what constitutes a healthy relationship and explores how consent works in the digital world.*
- ▶ Review the topic guidance on **pages 36-37** and ensure all staff are clear on the messages about healthy relationships online which are covered within this topic.
- ▶ Depending on time pick one or a selection of talking heads and lesson activities to run.

### Suggestion

Why not show Beth's talking head and use the accompanying discussion questions to reflect on her viewpoint? You could discuss whether this is typical of young people within your setting and how you would identify and support young people who may be in an unhealthy relationship (refer to advice on **page 37**).

**Activity A** from the lesson plan would then make a great follow on activity where staff can consider which online behaviours are healthy within a relationship and which might be unhealthy. There is advice on what constitutes a healthy relationship on **page 36**.

## Body Image Online

- ▶ Introduce this topic to staff by showing the short video explaining the topic and lesson outcomes:  
*This section we tackle the issue of body image and explore what influence the online world can have on how young people feel about themselves. It will look at the online pressure to create and maintain your own personal 'brand' and how this can impact on young people.*
- ▶ Review the topic guidance on **page 52** and ensure all staff are clear on the messages about body image online which are covered within this topic. Particularly, the messages about personal online 'brands'.
- ▶ Depending on time pick one or a selection of talking heads and lesson activities to run.

### Suggestion

Why not show Sadie's talking head and use the accompanying discussion questions to reflect on her viewpoint? You could discuss whether this is typical of young people within your setting and how we can challenge the idea of a 'perfect' body, life, relationship etc that we may see being portrayed online.

**Activity B** from the lesson plan would then make a great follow on activity where staff can reflect on what goes into creating personal online 'brands' and the impact this can have on the young person posting the content and on the young people viewing it.

### Key points to remember

- During our focus groups young people told us that education around body image needed to change and evolve to include messages around your online 'brand'. Online pressures can not only effect the way we see our bodies but also the choices we make in terms of our clothes, poses, filter of choice etc. which all come together to produce the version of ourselves that we portray online.

## Handling sensitive topics

The topics discussed through RSE are likely to bring up some sensitive and controversial issues which could be challenging for a teacher to manage. It would be beneficial for staff to discuss what questions or topics might come up and consider how they would respond or formulate a school response together. There is advice for handling sensitive and controversial issues on **page 8** along with techniques which can be used to pause difficult discussions and regain focus.

## Need help?

If you need further support with online issues, then refer to Childnet's hot topics guidance

[www.childnet.com/teachers-hot-topics](http://www.childnet.com/teachers-hot-topics) or contact the Professionals

Online Safety Helpline (POSH) on

**0344 381 4772** or

[helpline@saferinternet.org.uk](mailto:helpline@saferinternet.org.uk)

# Establishing a safe environment for a high quality PSHE lesson

- \ **1 Set up clear ground rules:** Create ground rules through a class contract or working agreement with students which will clearly state the agreed basis on which all discussions/ participation will take place. Examples could include: taking care when divulging information about ourselves or listening to each other without judgement each other without judgement. An effective set of ground rules will be in language that is age appropriate and, as far as possible, devised as positive behaviours, e.g. 'We will listen to each other', 'We will be sensitive to the needs of other people'.
- \ **2 Non-judgemental approach:** A good PSHE lesson generates discussion, and although some views or opinions can and should be challenged, it is important not to shame or judge a student who shares something sensitive or controversial with the class. Instead, educators should praise students who keep to the ground rules and appropriately challenge those who do not.
- \ **3 'No real names' policy:** It is important that students feel that their learning is taking place in a safe environment and a PSHE lesson should be a safe place for them to speak about their feelings, thoughts and opinions, if they so wish. To protect themselves, and others, students should always talk in the third person and speak about 'a friend' or 'someone they know' instead of using people's real names.
- \ **4 Listening to others:** It is important that all students feel they can share their thoughts and opinions freely and that they will be listened to by both the other students and teacher. Students should feel that any comment or question can be asked no matter how small.
- \ **5 No obligation to participate:** It is important to reassure students that they do not have to participate in anything that makes them feel uncomfortable or answer any question which they feel is too personal. If at any point a student wishes not to participate in a certain activity it is better not to insist on it as it may be the case that they have direct personal experience of some of the issues being discussed, and therefore taking part may feel overwhelming.
- \ **6 Handling questions:** Given the sensitive nature of the topics discussed in PSHE lessons it may be that you are asked something which you are unsure of or not comfortable answering. It is important to check you've understood their question clearly and explain that you might not know the answer, but that you will find out more and get back to them later. You might need to consult a more senior colleague or check the school policy if it is a safeguarding issue. Try to always ask the students themselves what they think before giving your opinion.  
  
Be aware that how you answer a question may depend on the situation in which it was asked. Consider different responses such as: short, simple answer to the class, answer them privately after the lesson or value the question but explain it goes beyond the lesson's learning objectives and that you can talk about it another time. You may also wish to have an anonymous question box available for students to ask more sensitive questions. For more ideas on how to handle sensitive and controversial issues see **page 8**.
- \ **7 Seating plans:** As PSHE is a diverse curriculum area where discussion plays a large part in the learning, it may be worth considering an ideal or an alternative seating arrangement that encourages discussion and involvement. Some activities may also require the students to move around so a more open space may be preferable.
- \ **8 Expectations around disclosures:** It is important for young people to understand that while the session provides a space to be open and honest, the school has a duty of care to protect young people. Any disclosures made that are considered by an educator to be a safeguarding issue cannot be kept a secret and must be followed up. This should be reported in line with your school's safeguarding policy.

For more guidance on how to approach a high quality PSHE lesson you can read the **PSHE Association's guidelines**<sup>13</sup>.

13. [www.pshe-association.org.uk/curriculum-and-resources/curriculum](http://www.pshe-association.org.uk/curriculum-and-resources/curriculum)



# Laws about online behaviour

Often there is the perception that people can do whatever they want from behind a screen but there are a number of laws that apply to behaviour online. Below you will find a set of FAQs relating to the law online.

## ? Are there laws which relate to how people speak to each other online?

There are a number of laws which cover how people speak to each other in both the real world and online. They are:

- ▶ **Communications Act 2003:** This Act covers all forms and types of public communication. With regards to comments online, it covers the sending of grossly offensive, obscene, menacing or indecent communications and any communication that causes needless anxiety or contains false accusation.
- ▶ **Protection from Harassment Act 1997:** This Act covers any form of harassment that has occurred 'repeatedly'; in this instance, 'repeatedly' means on more than two occasions.
- ▶ **The Malicious Communications Act 1988:** This Act covers the sending of grossly offensive or threatening letters, electronic communications or any other form of message with the intention of causing harm, distress or anxiety.
- ▶ **Equality Act 2010:** This Act states that it is against the law to discriminate against anyone on the ground of protected characteristics. These include disability, gender reassignment (when a person undergoes a process, or part of a process – social or medical – for the purpose of reassigning their sex), race (including colour, nationality, ethnic or national origin), religion or belief, sex and sexual orientation.

## ? Are there laws around what should and shouldn't be shared online?

There are a number of laws which cover illegal online content. They are:

- ▶ **The Computer Misuse Act 1990:** Criminalises the impersonation or theft of someone else's identity online. For example, this would mean that writing a status on social media pretending to be your friend would technically be against the law.
- ▶ **The Protection of Children Act 1978:** Criminalises the taking, creating, showing, distributing, possessing with a view to distributing, and publishing any advertisement of indecent photographs of children (anyone under the age of 18).
- ▶ **Criminal Justice Act 1988:** Makes the possession of indecent photographs of children (under 18) a criminal offence.
- ▶ **Section 33 of the Criminal Justice and Courts Act 2015** criminalises the sharing of private, sexual photographs or films ('revenge porn') of adults without their consent, with the intent to cause distress.

## ? Are there any specific laws around pornography?

Pornographic magazines and videos can be legally bought at 18, and all regulated porn websites try to prevent under 18s from accessing them. The government has recently clarified existing obscenity laws to ensure that materials rated only suitable for 18 year olds (and above) have age verification controls in place to stop children under 18 from accessing them.

However, there are certain types of pornography that are illegal to ever be seen, distributed and held – even for an adult (anyone 18 or over). These are called "extreme pornographic images", and include acts that threaten a person's life, acts which are likely to, or, result in serious injury, degrading porn, violent porn (which includes rape and abuse) or anything involving animals or those under the age of 18.

[www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-porn/](http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-porn/)

Creating, distributing or generating a sexually explicit or partially nude image of someone under the age of 18 is illegal under the **Protection of Children Act 1978**. It is illegal for a person under 18 to send explicit images or films of themselves, or of another young person. By sending an explicit image, a young person is producing and distributing indecent images of a child and risks being prosecuted, even if the picture is taken and shared with their permission.

As with anything, context is always key to a situation and whilst these laws exist police are not necessarily looking to prosecute young people, particularly for a first offence. Instead any incident will be first and foremost be dealt with as a safeguarding concern. Refer to '**Sexting in schools and colleges: Responding to incidents and safeguarding young people**' guidance produced by the UK Council for Internet Safety (UKCIS)<sup>14</sup>.

14. <http://www.gov.uk/government/publications/sexting-in-schools-and-colleges>

# FAQs from educators

## ? What should I do if I suspect that one of the issues is directly affecting any of my students?

If a student displays worrying behaviour or makes reference to events/experiences which concern you then always refer to your school's safeguarding policy and share your concerns with the designated safeguarding lead (DSL). It may be that this student needs additional support and advice which the lesson is not designed to cover, so it is important to work in partnership with the student and their family to ensure appropriate provision is made.

If you would like advice on a specific concern then we recommend you contact the Professionals Online Safety Helpline (POSH) on **0344 381 4772** or by emailing [helpline@saferinternet.org.uk](mailto:helpline@saferinternet.org.uk). Alternatively you can contact the NSPCC helpline on **0808 800 5000** or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

## ? How should I handle disclosures made about something online?

Online safety is a safeguarding issue, as recognised by Ofsted and by the Department for Education. If a child comes to you about something that is worrying them online, whether it be from negative contact they have received or from being shown something upsetting online, you should deal with this information in the same way as you would treat any safeguarding issue. Ensure you are familiar with your school's safeguarding policy so that you know how to take the appropriate action. For more information on **how to deal with disclosures**, visit our Childnet website [www.childnet.com/handling-disclosures](http://www.childnet.com/handling-disclosures).

In **Ofsted's eyes**, "Safeguarding is not just about protecting children, learners and vulnerable adults from deliberate harm, neglect and failure to act. It relates to broader aspects of care and education, including: ...online safety and associated issues." In the Department for Education's '**Keeping children safe in education: Information for all school and college staff**'<sup>15</sup> (September 2018) safeguarding requirements are outlined and negative online contact could be seen as a form of emotional abuse and being shown something inappropriate online as a form of sexual abuse.

## ? My students switch off when I talk about being safe online as they say that I don't understand, or they explain that they know all about the risks online. What should I do?

Between the ages of 11-14, young people are finding out who they are, where they fit in and who their friendship groups are. Sometimes they may turn to the internet for answers and although many young people find comfort from support groups online, others may find it a confusing place. It is important to acknowledge young people's views and remember that they will use the internet differently given that they are growing up with it. However, you still know how to keep them safe and can share with them reporting routes and where they can go to get advice and support.

Although it is vital that young people know about the online risks that exist, this toolkit is more about generating discussion about what they see online, or how online content might make them feel. The online world contains so many different sources of information and content that it can be hard to know what you can truly believe. This toolkit helps young people explore different online messages and separate the myth from the reality. Moreover, an Ofsted report from 2013 '**Not yet good enough: PSHE education in schools**'<sup>16</sup>, stated that in "just under half of schools, pupils received lessons about staying safe but few had developed the skills to effectively apply their understanding, such as assertiveness skills to stand up for themselves and negotiate their way through difficult situations." This shows that although young people might be aware that they need to be safe online, they don't always apply their learning so it is always worth revisiting and giving them opportunities to apply their skills to different situations.

## ? How can I talk about these issues when I don't want to introduce my students to things they haven't necessarily heard of?

Young people are experiencing increasing pressures from the internet and social media but it is important to remember that they all have different maturation rates and levels of sexual awareness. Therefore it is vital to explore the issues they may be facing in an age appropriate manner in order to enable them to form healthy relationships with others and their own sexual awareness.

Beginning any unit of work with a brief pre-assessment of your students' understanding and needs will help you to ensure the lesson is pitched appropriately. This can be done through mind mapping existing knowledge and exploring a topic further using the suggested starter activities and the talking heads questions.

It is important to take a sensitive and non-judgemental approach to these topics and work in partnership with parents. Review our advice for involving parent and carers on **pages 10-12**.

You may also wish to use techniques such as 'Save it for later' boxes/walls to capture questions and discussions not appropriate for that session.

15. [www.gov.uk/government/publications/keeping-children-safe-in-education--2](http://www.gov.uk/government/publications/keeping-children-safe-in-education--2)

16. [www.gov.uk/government/publications/not-yet-good-enough-personal-social-health-and-economic-education](http://www.gov.uk/government/publications/not-yet-good-enough-personal-social-health-and-economic-education)



# FAQs from educators (Continued)

## ? How do I approach topics that I feel uncomfortable in teaching and use terminology that I am unfamiliar with?

From our work with educators we know that they feel least confident in talking about the topic of online pornography with their students. This toolkit has been designed to address this and support teachers in tackling this important and difficult topic with young people.

It is understandable that not every teacher will feel best placed to discuss such sensitive topics with their students but there are a number of things you can do in order to feel more prepared. You can:

- ▶ Begin by reviewing the educator's guidance and individual lesson guidance in full to ensure you are clear on the key objectives and messages.
- ▶ Run through the teacher's guidance with other staff as part of a CPD session and speak with senior leadership or lead teachers to make sure you know your school's policy. You will find a guide for using this toolkit in a staff training session on **pages 14-15**.
- ▶ Refer to the 'Handling sensitive and controversial issues' advice on **page 8**.
- ▶ Keep to the discussion questions and use the Childnet focus group quotes and suggested answers as a guide for discussions.
- ▶ Check for CPD training in your area, local authority or through external agencies such as the PSHE Association [www.pshe-association.org.uk/cpd-and-training](http://www.pshe-association.org.uk/cpd-and-training).

## ? How can I use this resource with young people who have specific learning needs?

Whilst this resource is not specifically designed to be used in a SEN school many of the activities are easily adaptable and have been created under a Creative Commons license. You may wish to replace some words with images by using software such as Communication in Print or by allowing the students to draw instead of write or discuss their answer.

In some of the lesson plans suggestions have been made for how the activity can be tailored to meet specific needs.

## ? Can I make changes to the worksheets to adapt them for my group?

'Myth vs Reality' is a free, downloadable Creative Commons resource for schools and youth groups to use. Lesson plans can be easily downloaded from our website, although changes can't be made directly to the worksheets as they are in PDF form. For more information, look at the following link: [creativecommons.org/licenses/by-ncsa/4.0/](http://creativecommons.org/licenses/by-ncsa/4.0/)

If you do have amendments, suggestions for activities or feedback then please contact [education@childnet.com](mailto:education@childnet.com).





# ONLINE PORNOGRAPHY

1. Guidance
2. Lesson Plan





## Online Pornography

The Collins English Dictionary defines pornography as, 'Writing, pictures, films, etc. designed to stimulate sexual excitement'.

### What can I do as an educator to support young people with the issue of pornography?

It is important to remain non-judgemental and open when discussing sensitive topics like pornography. Offer support and guidance to students by helping them to challenge the messages portrayed in pornography and understand where they can go for support and information. You can find signposting to support guidance at the end of the lesson plan on **page 28**.

### Advice on running a lesson on online pornography:

Always follow your school's policy and ensure that you have appropriate parental consent. Explain to the students that you will be discussing a sensitive topic, pornography, in today's lesson and reassure them that:

- Everyone's thoughts and opinions are to be respected
- No one will be expected to talk about anything they do not wish to
- No pornography will be shown during the lesson, or is expected to be viewed as a result of this lesson
- There is no expectation that they will have watched pornography before or that they will have to divulge whether or not they have seen it before

### Access vs. exposure to:

Research carried out in 2017 by the **NSPCC and the Children's Commissioner** found that nearly half (48%) of 11-16 year olds had seen online pornography. Of those who had seen it, the older the respondent, the more likely they were to have seen pornography (65% of 15-16 year olds vs 28% of 11-12 year olds), and proportionally more boys (56%) reported having seen pornography than girls (40%).

It is important to remember that viewing pornography can be both accidental and on purpose and that peer pressure and influence can play a role. In fact the research found that 46% of young people had seen online pornography for the first time because it "just popped up", as opposed to 22% who reported being shown it by others and 22% who searched for it themselves.

### Where does the law stand?

Pornographic magazines and videos can be legally bought at 18, and under the Digital Economy Act, all online commercial pornography services accessible from the UK will be required to carry age-verification tools to prevent children from seeing content which isn't appropriate for them. The British Board of Film and Classification (BBFC), will oversee the implementation of the regulations, and Internet service providers that do not comply could face fines of £250,000, or five per cent of financial turnover.

However, there are certain types of pornography that are illegal to ever be seen, distributed and held – even for an adult to be in possession of. These are called "extreme pornographic images", and include acts that threaten a person's life, acts which are likely to, or, result in serious injury, degrading porn, violent porn (which includes rape and abuse) or anything involving those under the age of 18.

It is illegal for a person under 18 to send explicit images or films of themselves, or of another young person. By sending an explicit image, a young person is producing and distributing child abuse images and risks being prosecuted, even if the picture is taken and shared with their permission.

[www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-porn/](http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-porn/)

### Key issues:

- ▶ Obtaining or giving consent
- ▶ Showing respect
- ▶ Feeling pressured
- ▶ Illegal pornographic content
- ▶ Discrimination e.g. gender
- ▶ Unrealistic expectations e.g. gender, body, sexual acts

Guidance for the accompanying films is available on **page 13**

**"I think porn would affect us when we are older because after all we are still children and porn isn't supposed to be for us. So the fact that some people might watch it when they are younger makes them think about things differently and look at life in a different way."**

*Young person, Childnet focus group*

### Impact of online pornography on young people:

Studies have shown that when children and young people are exposed to sexually explicit material, they are at greater risk of developing:

- unrealistic attitudes about sex and consent
- more negative attitudes towards roles and identities in relationships
- more casual attitudes towards sex and sexual relationships
- an increase in 'risky' sexual behaviour
- unrealistic expectations of body image and performance

Source: [www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-porn/](http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-porn/)





# Online Pornography



**Key words:** pornography, influence, peer pressure, myth, reality, law, resist, consent



**Time:** 60 minutes+



**Resources:** projector/whiteboard, PowerPoint slides, worksheets, plain paper

## Intended learning outcomes:

- Students will understand that pornography can show a stereotypical portrayal of relationships, bodies, gender and sex.
- Students will discuss and develop strategies for resisting pressure to view pornography.
- Students will know where they can go to find reliable information about sex and relationships.

This toolkit has been created with timings as a guide. The activities are designed to facilitate discussions which may fall outside of the suggested timings. In this case, the follow on activities can be used in subsequent sessions or you may wish to select the most appropriate activities for your session and pupils.

Lesson outline	Description	Time	Resources	Class set up
<b>Starter</b>	'It's OK to watch porn, everyone does it.' - Group discussion	5 mins	n/a	Whole class/ pair work
<b>Talking Heads</b>	<b>3 talking heads</b> - discussing the unrealistic nature of pornography, and the consequential expectations and pressure young people experience	10 mins	Films and/or worksheet 1.1	Whole class
<b>Discussion</b>	<b>Discussion questions</b> – Explore the themes of the talking heads in more detail	10 mins	n/a	Whole class
<b>Follow on activities</b>				
<b>Activity A</b>	<b>Myth or reality?</b> – Sorting activity	10 mins	Worksheet 1.1	Group work
<b>Activity B</b>	<b>Gender Stereotypes</b> – Word cloud	10 mins	Plain paper	Group work
<b>Activity C</b>	<b>Resisting the pressure</b> – Strategy building	10 mins	Worksheet 1.2	Group work
<b>Plenary</b>	<b>#RealityCheck</b> - Review starter and hand out exit slip	5 mins	Worksheet 1.3	Whole class

A PowerPoint presentation has been provided as a guide to support the flow of activities and delivery of questions. This can be found at [www.childnet.com/pshetoolkits](http://www.childnet.com/pshetoolkits).

## Reminder of the ground rules

At the beginning of each lesson, briefly go through your agreed ground rules to ensure everyone knows what is expected of them during the discussions and activities that follow. Explain that this lesson may explore some sensitive issues. Review the guidelines for a successful PSHE lesson in the educators' guidance section or on **page 16**.



Starter:

### 'It's OK to watch porn, everyone does it.' - Group discussion



5 mins



No resources needed

Display or share the following statement,

**'It's OK to watch porn, everyone does it.'**

Ask students to discuss the statement in pairs considering whether or not they agree and why. Remind them that they are reflecting on young people's views as a whole and are not expected to comment on their personal use.

Explain to them that you will shortly be holding a class vote to gauge their opinion on the statement. You may want to ask your class to close their eyes during the vote to ensure it is anonymous, particularly given the sensitive nature of the topic. Do a quick survey of the class using thumbs up if they agree or thumbs down if they disagree with the statement.

If they would like to share, encourage some students to feedback on their thoughts and opinions. Reminding them not to mention names of others if they choose to share a particular example.

The Collins English Dictionary defines pornography as, 'Writing, pictures, films, etc. designed to stimulate sexual excitement'.



### Key statistics relating to young people's viewing of pornography

- Over half (53%) of the 11-16 year olds surveyed by the NSPCC reported that they had been exposed to online pornography
- Viewing pornography appears to increase with age. Children first view it between 10 and 17 years old
- Accidentally seeing pornography is more common than deliberately looking for it
- Boys are more likely to access pornography than girls
- Boys generally view pornography more positively and say they access it mainly out of curiosity
- Girls have more negative attitudes about pornography and say it is distasteful
- Girls feel more uncomfortable than boys when viewing pornography

NSPCC, Children's Commissioner and Middlesex University, 2016<sup>17</sup>

Explain to the students that you will be discussing a sensitive topic, pornography, in today's lesson and reassure them that;

- Everyone's thoughts and opinions are to be respected
- No one will be expected to talk about anything they do not wish to
- No pornography will be shown during the lesson, or is expected to be viewed as a result of this lesson
- There is no expectation that they will have watched pornography before or that they will have to divulge whether or not they have seen it before

**"I think that if people watch porn [young] and then in the future in relationships they might think people are always 'up for it' and relationships are all about having sex when actually it's about love."**

*Young person, Childnet focus group*

17. [www.childrenscommissioner.gov.uk/publications/basically-porn-everywhere-rapid-evidence-assessment-effects-access-and-exposure](http://www.childrenscommissioner.gov.uk/publications/basically-porn-everywhere-rapid-evidence-assessment-effects-access-and-exposure)



# Talking Heads



20 mins



Films and/or scripts (worksheet 1.1)

Guidance for the accompanying films is available on [page 13](#)



## Overview

Beth, Sadie and Ryan talk about the influence, expectations and pressure online pornography can have on young people, whether they actively engage with it or experience it second hand from others. They look at the myths surrounding pornography and the inaccurate portrayal and role modelling of what a relationship should be.



### Starter questions



5 mins



n/a

Before watching the talking heads, use the following starter questions to assess young people's prior thoughts, feelings and opinions about how online pornography can impact on us and our relationships.

#### What impact could watching pornography have on a young person?

Studies have shown that when children and young people are exposed to sexually explicit material, they are at greater risk of developing:

- unrealistic attitudes about sex and consent
- more negative attitudes towards roles and identities in relationships
- more casual attitudes towards sex and sexual relationships
- an increase in 'risky' sexual behaviour
- unrealistic expectations of body image and performance

Source: [www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-porn](http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-porn)

#### What do you think the gender ratio of viewing pornography might be?

Significant gender differences were observed in young people aged 11-16 during research conducted by the Children's Commissioner, NSPCC and Middlesex University. Males reported a higher frequency of exposure to pornography (56%) than females (40%). It also explored whether young people had ever seen pornography, whether intentionally, or not. If looking at their intentional seeking of pornography, then the gender differences are wider with 59% of males reportedly doing so compared to 25% of females.



### Watch the talking heads



5 mins



Films and/or scripts (worksheet 1.1)



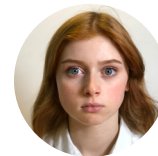
### Ryan

"What's the big deal?"



### Beth

"Is this what's expected of me?"



### Sadie

"Let's get real."



### Follow on discussion questions



10 mins



n/a



### Ryan "What's the big deal?"

- 🗣️ Ryan says he started looking at pornography when he was 11. At what age do you think young people might first see a pornographic image or video? Is it usually accidentally or intentionally?
- 🗣️ Ryan says that pornography is everywhere and that everyone will see it at some point. How true do you think this statement is?
- 🗣️ According to Ryan, he's learnt everything he needs to know about sex from watching pornography. Do you agree with Ryan that we can learn about sex from pornography?
- 🗣️ What kind of influence or impact could pornography have on a relationship?

**"If boys when they are younger are constantly seeing girls with the 'perfect' body then when they actually get to having sex with someone with a normal body then it might not meet their high expectations."**

*Young person, Childnet focus group*



# Talking Heads (Continued)



20 mins



Films and/or scripts (worksheet 1.1)

Guidance for the accompanying films is available on [page 13](#)



## Follow on discussion questions



10 mins



n/a



### Beth "Is this what's expected of me?"

- How easy is it to avoid the pressure to see something that you don't want to see?
- Is it ok to go ahead and share pornographic images with your friends?

*Discuss whether or not someone should always ask permission before they show pornography to someone or whether that person should make it clear that they don't want to see it. Should it be the responsibility of one person over the other or a shared responsibility?*

- Beth says that she looks nothing like the women in porn. Do you think that people in pornographic images represent a truthful image of real bodies?

*The porn industry uses actors to take part in sexual acts, however websites do also host 'home made' pornography which will show non-performers. The actors within pornography will behave in a certain way for the film/image and often have surgery in order to portray a particular type of body. Typically, a pornography actor will be seen to portray the 'ideal' sexual body, e.g. no body hair, large and symmetrical genitalia. Pornography will often show the extremes of an act (including violence), of bodies (including size and shape) and of relationships.*

- Beth says that the other girls remain silent when porn is shown. Why would someone choose to remain silent and not speak up?



### Sadie "Let's get real."

- Sadie says that, 'Everyone goes along with it and watches pornography.' Do you think this is true and if so, why?
- Sadie's not afraid to speak her mind but gets called 'frigid' as a result. Do you think it's fair that she gets called this?
- Sadie talks about her friend who is trying to figure out their sexuality and watches gay porn. Why might someone see pornography as the best place to explore sexuality?

*Anyone with questions about sexuality can obtain clear and factual advice and support from organisations like Stonewall, Brook or the LGBT foundation. They can also speak to a close friend or trusted adult or contact a helpline like Childline or The Mix (See helpline details on [page 9](#)).*

- Unlike Sadie, many people might be confused and think that pornography is real. What could be the impact of this belief?

Young people who might have questions about sexuality will view pornography for the same reasons as those who do not. Some may choose to view this out of curiosity, excitement or because they have questions about the mechanics of sex.





Activity A:

## Myth or Reality? - Sorting activity



10 mins



Worksheet 1.2

This activity asks young people to consider whether the messages portrayed in pornography are realistic or just a myth.

### How to run the activity:

1. Begin by asking students to vote on how close to reality they think the portrayal of relationships are in pornography out of 10. (1 being not realistic at all and 10 being completely realistic). Then do the same for gender portrayal and body portrayal.
2. In groups ask the students to sort the activity cards, **worksheet 1.2**, into two piles; myth and reality. Remind them that there is no expectation that they will have seen pornography, nor do they have to share this. Instead, this activity asks them to consider the perceptions young people have about pornography.
3. As a class, feedback on where the students placed each card and why. Focus particularly on the fact that often the people shown in pornography are acting and putting on a performance so things are exaggerated and the lines between consent, pleasure and violence are often blurred. It's important for young people to know the difference.

Studies have also shown that when young people are exposed to sexually explicit material, they are at greater risk of developing:

- ▶ unrealistic attitudes about sex and consent
- ▶ more negative attitudes towards roles and identities in relationships
- ▶ more casual attitudes towards sex and sexual relationships
- ▶ an increase in 'risky' sexual behaviour
- ▶ unrealistic expectations of body image and performance

[www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-porn/](http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-porn/)



Activity B:

## Gender Stereotypes - Word Cloud



10 mins



Plain paper

This activity asks young people to consider whether pornography portrays realistic expectations of body, gender and relationships.

### How to run the activity:

1. Ask the students to create word clouds of what they perceive a male and female stereotypical pornography actor to be – ensure they have headings to consider – age, height, weight, body type/shape, hair colour, clothing etc\*
2. Ask the students to share the words they generated and create a class summary version on the board.
3. Ask students to discuss what impact seeing these stereotypes could have on someone:
  - Do you think someone would be affected by seeing these stereotypes of bodies?
  - How and why?
  - What impact could this have on someone in the future?
4. Discuss whether or not they feel these stereotypes accurately reflect people's bodies and annotate around the word clouds, in a different pen, words which they would associate with a more realistic body type/ image.

\*There is no expectation that students will have to have seen pornography to do this task. Their perceptions may be based on conversations with peers, TV or social media content and discussions.

**“People will look at porn and think I don't look like that so I'm never going to get a boyfriend or girlfriend because most of these people in porn are models and have surgery to make their boobs bigger.”**

*Young person, Childnet focus group*





Activity C:

## Resisting the pressure to watch - Strategy building



10 mins



Worksheet 1.3



This activity asks young people to consider how they would resist the pressure from others to watch pornography and the language and strategies they would use to do so.

How to run the activity:

1. Ask students if it is always easy to say no to someone if they want you to do something? What language/ strategies can you use instead of the word no? E.g. make a joke, explain why you don't want to do something, ask a question to change the subject or take the pressure off you.
2. Explain to young people that sometimes we can find ourselves in situations where people may pressure us into looking at things online which may make us feel uncomfortable, confused or even upset. It is important to understand the strategies you can use to resist the pressure to view content like this.
3. In groups ask the students to look at a scenario, **worksheet 1.3**, and discuss how they would resist the pressure and say no.
4. Come back together as a class and ask groups to share their scenario and chosen strategy for avoiding peer pressure to view pornography online.

**“I know a lot of people who do watch it and I know a lot of people who don't watch it and they always make it clear that they don't want to be shown it and some people who do watch it respect that. They kind of go off with a friend that doesn't watch it either and then they can come back when the topic has changed.”**

*Young person, Childnet focus group*

When considering the pressure to watch pornography the following advice is important to remember:

- ▶ **Be honest** - Say how you feel and say what you think is right or wrong
- ▶ **Talk** - Explain what you want to happen and what you don't want to happen
- ▶ **Feel safe** - Make sure you feel safe where you are, and around those that you're with
- ▶ **Being comfortable** - Say if you don't feel comfortable with anything. Just because you have kissed someone or done something sexual, it doesn't mean you have to view sexual content
- ▶ **Make a joke** - sometimes making a joke can defuse a situation and change the topic, particularly if it is a friend you are talking to



Plenary:

## #RealityCheck - My Response



5 mins



Worksheet 1.4

Revisit the opening statement and ask students to write their own response based on everything discussed in the lesson. This can be done in pairs/groups or as a class.

***'It's OK to watch porn, everyone does it.'***

Ask the students to consider the following:

- Do they agree with what it is saying?
- How would they challenge the comment?
- What advice would they give or questions would they ask?



Review the intended learning outcomes and hand out the exit slip, **worksheet 1.4**, to each student to be filled out. Encourage each student to tear the last question from the page to add into the anonymous question box. These questions can be answered in the next lesson or be used to inform future planning.

Check with the students that they know who in their school they could turn to if they did ever need advice, support or information e.g. Head of Year, a PSHE teacher, a school counsellor or nurse, and refer to the external organisations on the next page for more support on sex and relationships.



## Signposting

**Brook:** A sexual health and well-being charity for under 25s which offers information, support and guidance for young people on anything from sex and relationships to gender and sexuality. They also provide resources for schools - [www.brook.org.uk](http://www.brook.org.uk)

**FPA:** A sexual health charity who give straightforward information and support on sexual health, sex and relationships to everyone in the UK - [www.fpa.org.uk](http://www.fpa.org.uk)

**Stonewall:** An LGBT charity who offer support to anyone on issues like gender, equality and sexuality and free educational resources for schools - [www.stonewall.org.uk](http://www.stonewall.org.uk)

**Childline:** 0800 11 11 – A service that allows young people to talk to someone anonymously without judgement via chat, or via phone, on whatever issue they would like. A lot of helpful support and advice is on their website – [www.childline.org.uk](http://www.childline.org.uk)

**Childline YouTube channel:** Childline have produced a series of videos called ‘Voice Box’ ([www.youtube.com/user/childline](http://www.youtube.com/user/childline)) which cover issues like **consent** ([youtu.be/jM\\_2hiSikAQ](https://youtu.be/jM_2hiSikAQ))

**The Mix:** 0808 808 4994 – A charity which offers essential support to under 25s on anything from embarrassing problems and weird questions to please-don't-make-me-say-it-out-loud thoughts - [www.themix.org.uk](http://www.themix.org.uk)

**YoungMinds:** This website has lots of information for young people about their well-being and mental health, and also has information for teachers and parents – [www.youngminds.org.uk](http://www.youngminds.org.uk)



## Extension activities

**Where does the law stand?** – Quiz

 **Worksheets 1.5 and 1.6**

This activity asks young people to consider where the law stands in relation to viewing pornography.

How to run the activity:

Ask students to consider where the law stands in relation to viewing pornography by completing the quiz, **worksheet 1.5**. Using the answer sheet, **worksheet 1.6**, review the answers to the quiz as a class and discuss any key misconceptions.

Finish this activity by reminding young people that it is important to be aware of where the law stands in relation to pornography. However, whilst some things may not break the law they may still not be advisable, e.g. a child showing another child pornography. You may wish to discuss other consequences such as upsetting someone, sanctions at school or home or even breaking trust within a friendship or relationship.

### **Porn as sex education debate**

Pose some short statements to students and ask them to debate each side. You could give one statement per small group and ask them to present their case to the class.

Possible statements:

- Pornography can teach you about sex and relationships.
- Pornography is a less embarrassing way to learn about sex and relationships than through parents or schools.
- You need to educate young people about pornography by showing them examples of it.
- Only secondary aged pupils should be taught about pornography.





# Worksheet 1.1

## Talking Heads Character Summary Scripts



### Talking Head 1 - Ryan - "What's the big deal?"

**This talking head represents how easy it is to become influenced and taken in by the fantasy of pornography.**



'I was about 11 the first time I looked at porn but I reckon others are younger than that. I heard my brother and his mates talking about it and although I'd heard about it, I wanted to take a look for myself. And once I started I wanted to see more. To be honest, you are going to see it sooner or later whether you like it or not. It's everywhere and you can find it so easily if you want to. You can learn everything you need to know about sex from watching porn. What to do, what people like and how they like to be treated. People who say they don't watch porn are probably lying or a bit weird. Everyone watches porn. So, what's the harm in watching it?

**What do you think?'**



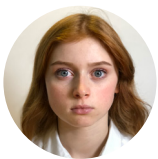
### Talking Head 2 - Beth - "Is this what's expected of me?"

**This talking head voices the concerns that young people are feeling regarding the expectations put on them from others who have been heavily influenced by pornography.**



'I was shocked when this boy from school showed me some porn. It was on his phone. Why did he think I would want to see it? It was actually really horrible. The others started crowding around to watch and then they started saying things like women are always up for it. Even though I was so embarrassed, I just sat there and I didn't say anything. Sadie told them to shut up but then they just called her frigid. It really worries me because I know some of them watch a lot of porn and I'm sure some of them think it's real. What if I was seeing someone that I really liked and they expected me to do the stuff that they've been watching? And if I didn't, then what?

**What do you think?'**



### Talking Head 3 - Sadie - "Let's get real."

**This talking head comments on the reasons why some people turn to pornography and the impact and influence pornography can have on the way women in particular are treated and spoken to.**



'I don't get why people look at it but then I guess some people might look at it to figure stuff out. Like my friend Sam. He watches gay porn because he's unsure about his sexuality. He says he can explore anonymously as he's not quite ready to tell other people just yet. The thing is, everyone goes along with it. Like the other day, this kid was showing porn on his phone and didn't consider for one minute that not everyone's into looking at that stuff. And I really hate the way some lads at school talk about girls. Like they genuinely think porn is real. I find it really insulting and I don't care that people call me frigid or gay because I'd rather stand up and speak out. It's not real. It doesn't represent reality!

**What do you think?'**



# Worksheet 1.2

## Myth or reality? - Sorting cards



Watching pornography is a good way to learn about sex and relationships	Only weirdos watch pornography	More males watch pornography than females
The bodies shown in pornography are what you can expect from future partners	Pornography uses actors	Pornography uses real people and real stories
Women are 'always up for it' just like in pornography	Sex in pornography is the same as sex in real life	Pornography only shows men as dominant
Pornography degrades women as it shows them as sex objects	Watching pornography when you are young will affect your future relationships	Women like to be treated as they are in pornography
Watching pornography is bad for you	Watching pornography is just a bit of fun and it helps to boost your body image and self esteem	You will only feel confident about your body if it looks similar to the people in pornography



## Worksheet 1.3

### Resisting the pressure to watch - scenario cards



#### Scenario 1

At lunch time you walk past a group of people in your year group sharing something on their phones. They ask if you want to see it but then another one makes the comment that you're boring and never look at stuff like this. You don't want to see it but how do you say no, especially in front of everyone?

#### Scenario 2

You overhear your older sibling talking about pornography and what they have seen. They tell you to look at it because you're going to see it sooner or later anyway. You're not sure you are ready but how do you say no?

#### Scenario 3

Your best friend tells you about something they saw online last night and they tell you to go and watch it because everyone else has. You don't really want to see it, but you don't want to miss out. How do you say no?





Online Pornography			
Intended learning outcomes	I'm still not sure	I'm nearly there	I've got it
I understand that pornography can show a stereotypical portrayal of relationships, bodies, gender and sex.			
I understand that pornography may not reflect a realistic body image.			
I understand how to resist pressure to view pornography.			
I know where to go to find reliable information about sex and relationships.			
Exit slip			
3	Things I have learned today...		
	2	Things I already knew...	
		Question I still have...	

Online Pornography			
Intended learning outcomes	I'm still not sure	I'm nearly there	I've got it
I understand that pornography can show a stereotypical portrayal of relationships, bodies, gender and sex.			
I understand that pornography may not reflect a realistic body image.			
I understand how to resist pressure to view pornography.			
I know where to go to find reliable information about sex and relationships.			
Exit slip			
3	Things I have learned today...		
	2	Things I already knew...	
		Question I still have...	





## Worksheet 1.5

### Where does the law stand? - extension quiz



Selling pornography magazines and videos in a shop to under 18s?

- Legal
- Illegal
- Not sure

A website allowing under 18s access to pornographic content?

- Legal
- Illegal
- Not sure

Watching violent pornography which causes harm to someone?

- Legal
- Illegal
- Not sure

Watching pornography which contains adults (over 18s)?

- Legal
- Illegal
- Not sure

Watching pornography which contains children (under 18s)?

- Legal
- Illegal
- Not sure

Producing homemade pornography under the age of 18?

- Legal
- Illegal
- Not sure

An adult (over 18) showing a child (under 18) pornography?

- Legal
- Illegal
- Not sure

A child (under 18) showing another child pornography?

- Legal
- Illegal
- Not sure



## Worksheet 1.6

### Where does the law stand? - extension quiz answers



Selling pornography magazines and videos in a shop to under 18s?



A website allowing under 18s access to pornographic content?



Watching violent pornography which causes harm to someone?



Watching pornography which contains adults (over 18s)?



Watching pornography which contains children (under 18s)?



Producing homemade pornography under the age of 18?



An adult (over 18) showing a child (under 18) pornography?



A child (under 18) showing another child pornography?



Pornographic magazines and videos can be legally bought at 18, and under the Digital Economy Act, all online commercial pornography services accessible from the UK will be required to carry age-verification tools to prevent children from seeing content which isn't appropriate for them. The British Board of Film and Classification (BBFC), will oversee the implementation of the regulations and Internet service providers that do not comply could face fines of £250,000, or five per cent of financial turnover.

However, there are certain types of pornography that are illegal to ever be seen, distributed and held – even for an adult to be in possession of. These are called “extreme pornographic images”, and include acts that threaten a person’s life, acts which are likely to, or, result in serious injury, degrading porn, violent porn (which includes rape and abuse) or anything involving those under the age of 18.

It is illegal for a person under 18 to send explicit images or films of themselves, or of another young person. By sending an explicit image, a young person is producing and distributing child abuse images and risks being prosecuted, even if the picture is taken and shared with their permission.

[www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-porn/](http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-porn/)



# HEALTHY RELATIONSHIPS ONLINE

1. Guidance
2. Lesson Plan





### What constitutes a healthy relationship vs. an unhealthy relationship online?

A sign of a healthy relationship is that both individuals are able to decide for themselves what they see as acceptable, and this view is respected and valued. It is important for young people to recognise unhealthy behaviours that are unacceptable in their relationships. For example, behaviours that are non-consensual, intentionally hurtful, or carried out under pressure to fit in or make others happy. It is important to note that there may be some examples of what could be unhealthy behaviours that happen within a healthy relationship, and are entered into with consent from both parties involved or challenged and effectively addressed.

#### Influence

There are many different factors that can influence young people's perception of what is healthy within a relationship. These include examples set by those who surround young people in their everyday life, such as parents or carers and other family members, behaviour they witness through the media and social media and even the portrayal of gender stereotypes and behaviour within pornography.

#### Public and private behaviours

The nature of the internet means evidence of unhealthy or abusive behaviour can easily be hidden from public view, via private messages or profiles. This may isolate the other person from family and friends, and cut them off from receiving support. It is therefore crucial that young people know of routes to get support from and that their voice will be listened to. Conversely to this, unhealthy behaviour can also take very public forms online. When a relationship is played out in public view, images and comments posted between the pair will most likely be seen by their peer group. This aspect can also be used as a tool in manipulation and control. For example, pressures to show 'proof' of an apparently happy relationship through sharing images or comments publicly. It is therefore crucial to encourage young people to look out for their friends online, to offer support, and to recognise that support can help someone who may be in an unhealthy or even abusive relationship.



**88% of young people have sent a kind message online to a friend who was feeling sad or upset**

*Digital Friendships Report 2017,  
UK Safer Internet Centre*

### How does consent form part of a healthy relationship online?

Consent is typically spoken about in relation to physical or sexual contact but it can encompass a range of different behaviours within a relationship, both platonic and romantic. In a healthy relationship, everyone should be able to openly talk about and discuss what kind of activity they wish to engage in. Whether it's physical contact, sharing information, posting images online or engaging with content online, it's important for everyone in the relationship to feel comfortable with what is happening.

Consent must always be communicated every step of the way when a new situation is entered into and respect should be given whether someone chooses to give consent or not.

#### Key issues:

- ▶ Feeling pressured or controlled
- ▶ Feeling worried or anxious
- ▶ Difficulties with boundaries
- ▶ Showing love and respect
- ▶ Friendship or relationship problems
- ▶ Consent

Guidance for the accompanying films is available on [page 13](#)

(On delayed responses to messages)  
"You start getting a bit self conscious, you're thinking 'what have I done? Why are they not answering me?'"

*Young person, Childnet focus group*

### What form can a 'relationship' take for young people?

#### Friends – offline and online:

friendships that were formed between individuals who knew each other offline, who also communicate using the internet.

**Friends – online only:** friendships that were formed online and communicate using the internet only.

**Boyfriends/girlfriends/partners – offline and online:** romantic/sexual relationships that were formed between individuals who knew each other offline, who also communicate using the internet.

**Boyfriends/girlfriends/partners – online only:** romantic/sexual relationships that were formed online and communicate using the internet only.

**Family members – offline and online:** Some family relationships may be only online e.g. family members who live abroad/long distance away.



# Topic Guidance (Continued)



## Healthy Relationships Online

The Collins English Dictionary defines a relationship as, 'The way in which two or more people feel and behave towards each other'. Healthy is defined as showing 'good sense'.



### What can I do as an educator to encourage healthy behaviours within young people's relationships?

Educators can encourage healthy behaviours by dispelling the myths about what is 'normal' in a relationship, and encourage young people to speak up if they find something unacceptable. The young people you work with may be entering into romantic relationships for the first time, and feel unsure of what is expected of them. It is important to be aware that young people may still be figuring out how relationships work, and there will be a learning process to go through. As an educator, it is also essential that you can reassure them that their views matter. There is no excuse for intentionally hurtful or controlling behaviour, and if they find something unacceptable they have the right to say so and seek help from a trusted adult or friend.

#### If you suspect a student is in an unhealthy or abusive relationship, what should you do as an educator?

- Follow your school's safeguarding policy
- Report any concerns you might have to your designated safeguarding lead (DSL)
- Raise awareness with your students of what is classed as unhealthy or abusive behaviour and give them opportunities to talk about any concerns they may have
- Provide them with clear reporting routes and signpost to further support

#### If a student thinks a friend is in an unhealthy or abusive relationship, advise them to take the following steps:

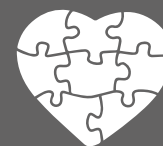
- Report any unacceptable comments or images if they violate the community guidelines of that site/service/app. Visit [www.childnet.com/how-to-report](http://www.childnet.com/how-to-report) for more information and advice on making reports on a variety of different sites/services/apps
- Talk to your friend and ask if they are okay. It can be hard for people to talk about this issue. Start a conversation with them by asking how they are and share your concerns for them in a neutral way, avoiding judgment and focusing on your concerns for their feelings, wellbeing or behaviour. Let them know you are there to support them if they need it
- Reassure your friend that you are here to help and offer to go with them to talk to a trusted adult or tell them about helplines like **Childline** and **The Mix** (See support services on [page 44](#))
- Do not confront the person who is being abusive, but do tell a trusted adult or support your friend in doing so

#### If a student is in an unhealthy or abusive relationship, advise them to take the following steps:

- Talk to a trusted adult – this could be a parent or teacher or by contacting:  
Childline on **0800 11 11** ([www.childline.org.uk](http://www.childline.org.uk))  
The Mix on **0808 808 4994** ([www.themix.org.uk](http://www.themix.org.uk))
- If you are experiencing abuse, remember that it is not your fault and that support is available. It is never too late to tell someone
- If you are receiving unacceptable or abusive messages, save them or 'screen shot' them, so you can show a trusted adult later
- Let your boyfriend/girlfriend/friend know that you find their behaviour upsetting. If you feel worried to do this alone, ask a trusted adult to be present when you have this conversation
- If you are worried your relationship is putting you at risk of harm, tell a trusted adult for further support and call 999
- If you are worried you are being abusive in your relationship, talk to a trusted adult – this could be a parent or teacher or by calling the Respect Phoneline on **0808 802 4040** or visiting [www.respectphoneline.org.uk](http://www.respectphoneline.org.uk)



# Healthy Relationships Online



**Key words:** relationships, respect, communication, platonic, romantic, control, behaviour, consent



**Time:** 60 minutes+



**Resources:** projector/whiteboard, PowerPoint slides, worksheets, plain paper

## Intended learning outcomes:

- Students will understand the key components of a healthy relationship online.
- Students will recognise the signs of an unhealthy relationship online.
- Students will explore misconceptions about what is 'normal' behaviour in healthy relationships online.
- Students will know where to go for help and advice on healthy relationships.

This toolkit has been created with timings as a guide. The activities are designed to facilitate discussions which may fall outside of the suggested timings. In this case, the follow on activities can be used in subsequent sessions or you may wish to select the most appropriate activities for your session and pupils.

Lesson outline	Description	Time	Resources	Class set up
<b>Starter*</b>	<b>Defining healthy relationships</b> - Assessing understanding	5 mins	Plain paper	Pair work
<b>Talking Heads*</b>	<b>3 talking heads</b> - discussing the unwritten rules in relationships and the pressure to be 'always available' online	10 mins	Films and/or worksheet 2.1	Whole class
<b>Discussion*</b>	<b>Discussion questions</b> – Explore the themes of the talking heads in more detail	10 mins	n/a	Whole class
<b>Follow on activities</b>				
<b>Activity A*</b>	<b>Healthy or unhealthy?</b> – Sorting activity	10 mins	Worksheets 2.2, 2.3	Group work
<b>Activity B*</b>	<b>Spot the signs</b> – Scenarios	10 mins	Worksheet 2.4	Group work
<b>Activity C*</b>	<b>Myth vs reality</b> – Matching activity	10 mins	Worksheet 2.5	Group work
<b>Plenary*</b>	<b>#RealityCheck</b> - Strategy building and hand out exit slip	5 mins	Worksheet 2.6	Whole class

A PowerPoint presentation has been provided as a guide to support the flow of activities and delivery of questions. This can be found at [www.childnet.com/pshetoolkits](http://www.childnet.com/pshetoolkits).

## Reminder of the ground rules

At the beginning of each lesson, briefly go through your agreed ground rules to ensure everyone knows what is expected of them during the discussions and activities that follow. Explain that this lesson may explore some sensitive issues. Review the guidelines for a successful PSHE lesson in the educators' guidance section or on **page 16**.



Starter:

## Defining Healthy Relationships - Assessing knowledge



5 mins



Plain paper

Ask the group to think of the 3 people they communicate most with online (via text, direct message, social media, gaming etc.).

Ask them to consider what their relationship is to each of the 3 people e.g. a friend, family member, boyfriend or girlfriend etc. Clarify that a relationship can be classed as any close connection you have with someone, including platonic relationships (family and friends) as well as romantic relationships (someone you're flirting with, boyfriends, girlfriends).

The Collins English Dictionary defines a relationship as, **'The way in which two people or a group feel and behave towards each other.'**

Explain that a relationship does not have to be 'official' or romantic for it to be classed as a relationship. Everyone has the right for all their relationships to be healthy and make them feel good about themselves, regardless of the form they take. Students will be learning how to recognise healthy relationships in this lesson, with a focus on how the internet can affect relationships and perceived 'norms'.

In pairs, ask the group to fold a piece of paper to create 2 halves. On one half ask them to write 3 traits of a healthy relationship. On the other half, write 3 traits of an unhealthy relationship. Allow 30 seconds, then each pair passes their paper to the next pair. Repeat the process, choosing different words. Repeat once more.

### Healthy and unhealthy relationship traits

Healthy	Unhealthy
Friendship	Uninterested
Love	Uncaring
Respect	Disrespectful
Trust	Suspicious
Honesty	Lying
Support	Indifference
Loyalty	Intimidation
Equality	Control
Kindness	Anger
Thinking of the other person's feelings	Unpredictable behaviour which causes distress
Compromise	Frequent mood swings
Thoughtfulness	Pressure

Take feedback and review the different traits as a group. Ask:

- Where do these ideas about healthy/unhealthy come from?
- Who and what influences our ideas?
- Do you think people can always recognise an unhealthy relationship?
- What might make the signs of an unhealthy relationship difficult for someone to see/recognise?

Explain to the students that you will be discussing a topic that can be very personal.

Reassure them that:

- ▶ Everyone's thoughts and opinions are to be respected
- ▶ No one will be expected to talk about anything they do not wish to
- ▶ No one has to talk about their own relationships
- ▶ There is no expectation that they will have had any romantic relationships i.e. boyfriends/ girlfriends before
- ▶ It does not matter what form your relationships take i.e. friendship, romance, straight, gay or other. All relationships deserve to be healthy and happy
- ▶ It is not appropriate to speculate on other people's relationships or sexuality





# Talking Heads



20 mins



Films and/or scripts (worksheet 2.1)

Guidance for the accompanying films is available on [page 13](#)



## Overview

Beth, Sadie and Ryan discuss the rules and expectations of a relationship in the online world. Here they talk about the urgency of updating statuses, the need to gain likes and followers and how certain posts can have a negative impact on someone else's feelings. They seek to explore what defines a healthy relationship, the importance of consent and how it is obtained.



## Starter questions



5 mins



n/a

Before watching the talking heads use the following starter questions to assess young people's prior thoughts, feelings and opinions about what makes a healthy relationship and how consent works in an online context.

### What makes a healthy relationship?

Refer to guidance on [page 36](#).

### What is consent?

The Collins English Dictionary defines consent as you agreeing to something or allowing it to be done.

It is important that consent is always obtained willingly and knowingly and that someone feels completely happy with the situation.

### How is consent given online and offline?

Whether online or offline consent within friendships and relationships is really important and should always be communicated and obtained every step of the way and respect should be given whether someone chooses to give consent or not. It can be given verbally or over message by asking if something is okay or by checking if someone feels comfortable with a situation.



## Watch the talking heads



5 mins



Films and/or scripts (worksheet 2.1)



### Ryan

"It's what I expect."



### Beth

"Is this what I should do?"



### Sadie

"What's the right thing to do?"



## Follow on discussion questions



10 mins



n/a



### Ryan "It's what I expect."


- ♥ Ryan states that he broke up with someone because they didn't reply to his message within 10 minutes. Do you think this is fair? What do you think is an acceptable amount of time to reply to a message?
- ♥ What do you think about the comment Ryan makes when he says that it's up to him what he shares or posts online when in a relationship?
- ♥ Is it ever okay to share pictures or information of someone online without their consent or knowledge?
- ♥ What should happen to posts and messages shared during a relationship once it comes to an end?

*Should content be deleted? Is it okay if one person deletes but the other chooses not to?*





# Talking Heads (Continued)

20 mins  Films and/or scripts (worksheet 2.1)

Guidance for the accompanying films is available on [page 13](#)



## Follow on discussion questions

10 mins  n/a



### Beth “Is this what I should do?”

- ♥ Do you think you find out more about what's going on in people's relationships from what you read online or what you see in real life? Why?
- ♥ She comments that her friend posted too much information about her relationship online. How much is too much?
- ♥ Beth thinks that it would be okay to share her password. Is this a wise move and what could be the repercussions of doing this?
- ♥ Are there any other unwritten rules of relationships and if so, what are they?

*Some examples might include:*

- *Updating relationship status*
- *Sharing login details*
- *Posting pictures together*
- *Liking each other's posts*
- *Replying to messages within a certain amount of time*
- *Not posting content with certain people, e.g. another boy/girl*

- ♥ What would happen if someone didn't follow these unwritten rules?



### Sadie “What's the right thing to do?”

- ♥ Sadie says that it makes her feel a bit down when she sees other people's relationship posts. Why might it make someone feel this way and what advice would you give them?
- ♥ Sadie tells us about her friend who is in a controlling relationship. Which behaviours do you consider to be controlling in a relationship?

*See topic guidance on pages 36-37*

- ♥ What could Sadie do if she was concerned about one of her friends again?

*See topic guidance on page 37*

- ♥ What makes a healthy relationship?

*See topic guidance on pages 36-37*

- ♥ What do you consider to be your rights and responsibilities when you are in a relationship?

*See Figure 1*

I have the right...	I have the responsibility...
To be treated with respect - always	To communicate my values and limits and listen to my partners
To not be abused - physically, sexually or emotionally	To respect my partner's limits, values, feelings and privacy
To enjoy friends and activities away from my partner	To accept my partner's culture and identities
To express myself honestly	To not abuse — physically, sexually or emotionally
To determine my values and set limits	To communicate clearly, honestly and respectfully
To decide what I share with whom	To give my partner space to enjoy activities and friendships outside of our relationship
To say no	
To feel safe	To not exert power or control in relationships and compromise when needed
To be treated as an equal	To admit to being wrong when appropriate
To feel comfortable being myself	To ask for consent before engaging in a new activity
To leave or stay in a relationship	
To decide what to do or what happens to me	

Figure 1



Activity A:

## Healthy or Unhealthy? - Sorting activity



10 mins



Worksheets 2.2, 2.3

This activity asks young people to sort different online behaviours into healthy, unhealthy, and warning signs of an unhealthy relationship.

How to run the activity:

1. Explain that the internet can play a big part in relationships, as it allows for communication, even when two people are physically apart. People may sometimes do or say things online they would never do face to face, because of the distance the internet can offer.
2. Ask the group to work in pairs, or smaller groups, to sort some online behaviours, **worksheet 2.2**, into a 'traffic light' template, **worksheet 2.3**:



**Green: Part of a healthy relationship**



**Amber: Warning signs in a relationship**



**Red: Part of an unhealthy or abusive relationship**

3. Choose 2 or 3 behaviours to run a group survey on, by a show of hands. Encourage the group to explain their choices.

Ask: Which were most difficult to categorise and why?

### Further questions for discussion:

- How have you formed your own opinions on what makes a relationship healthy or unhealthy? (I.e. parents, friends, vloggers, celebrities, TV programmes etc.).
- How would you be able to tell if these behaviours were meant as a joke or not? What difference would that make?
- Does it make a difference if these behaviours happen in platonic friendships or romantic relationships?
- Does it make a difference if these behaviours were happening offline too? Are any of these behaviours more acceptable online?

Some traits are very context dependent, so the group may interpret them differently.

For example, if someone has an argument or disagreement, it may still be part of a healthy relationship if approached and resolved in a healthy way, and not part of a pattern of unacceptable behaviour.

For more information on healthy relationships in general, visit: [www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/](http://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/)

The discussion questions are designed to help young people recognise that every relationship is different, and that unacceptable, unhealthy behaviour might present itself differently in different relationships.

This activity gives students the chance to explore what they feel is healthy and unhealthy, and to consider how different circumstances and contexts may affect this view.



Activity B:

## Spot the signs - Scenarios



10 mins



Worksheet 2.4

This activity asks young people to challenge unacceptable behaviour in relationships and explore misconceptions.

How to run the activity:

1. Split the class into 4 smaller groups. Give each group one scenario from **worksheet 2.4**.
2. Questions for each group:
  - What type of relationship is it? (E.g. romantic or platonic).
  - Does it seem unhealthy or healthy? Why?
  - Are there examples of both types of behaviour in the same scenario? What does this tell you about the relationship(s)?

**“If you have someone’s password it shows that you trust them, but it shouldn’t be used as proof of trust. You might just give it to them because you want to, or because you just do it.”**

*Young person, Childnet focus group*



3. Ask groups to write a response to the message, as if they were the person on the receiving end. In their response ask them to consider how they will explain their feelings about the messages, how they will share their own expectations of how they wish to be treated and how they will get the relationship back on a 'healthy' track.
4. Display each scenario to the whole group, and ask each of the 4 smaller groups to summarise the discussion they had around their scenario and their reply. Encourage group feedback on the suggested replies, and if they have expressed their concerns in a positive way.

Tips for dealing with an uncomfortable situation:

- ▶ **Be direct** - express your feelings without arguing or accusing. E.g. "I'm not okay with you sharing photos of me."
- ▶ **Be honest** - healthy relationships are built on trust and respect. E.g. "I feel uncomfortable when you ask for my passwords."
- ▶ **Use humour** - sometimes this can get your point across in a light-hearted way.
- ▶ **Give a reason** - in healthy relationships, each person can see things from the other's point of view. E.g. "I can't always reply after 10.30pm because I'm not allowed my phone in my room."
- ▶ **Tell someone** - if you are ever having a difficult time online, ask a trusted friend or adult for advice on how to handle the situation.

With a single scenario, young people may decide you cannot class it as an unhealthy relationship.

If it was a one-off situation or a genuine misunderstanding, that may be true. However, there is never an excuse for intentionally hurtful or controlling behaviour.

It is important for young people to find ways to speak up when they experience something unacceptable, so that their relationships do not develop into a pattern of unhealthy behaviour.



Activity C:

## Myth vs reality - Matching activity



10 mins



Worksheet 2.5

This activity asks young people to match the online myths about healthy relationships to the offline reality.

How to run the activity:

1. Hand out one statement to each person from **worksheet 2.5**. Ask students to consider if their statement is a myth or reality. They must then find the person with the matching statement i.e. the 'reality' to their 'myth' or vice versa. N.B. There is more than one possible pairing to fit within the time.
2. Once all pupils have found the matching statement to theirs, ask for volunteers to read out their matching statements. Ask: Which do you think happens more, the myth or the reality? Why?
3. Ask: What percentage of young people do you think know the following behaviours can be:
  - A. unhealthy,
  - B. unhealthy...but do them anyway?
    - Sharing passwords with close friends
    - Sharing passwords with boyfriends/girlfriends
    - Getting worried if someone does not reply to a message straight away
    - Getting angry if someone does not reply to a message straight away

**"Sometimes I don't get it, because if people didn't post pictures of themselves or where they're going, then what would be the point of social media?"**

*Young person, Childnet focus group*

Take some feedback on the estimates the group made about the percentage of young people's understanding of these issues. Explain that it is hard to know for certain how many young people know about these behaviours, or behave in this way themselves.

The key question is why do people continue to behave in this way, even if they know it is unhealthy? Take feedback on this question. If this sparks a larger debate, make notes that could be revisited another time.



To the whole group, ask:

- How easy is it to behave like the 'reality' examples?
- What worries young people about behaving like the 'reality' examples?
- What negatives can come from believing the 'myths'?
- What positives can come out of the 'reality' behaviours?

You may wish to remind students that feeling unhappy because of a close relationship is not OK. It's important to remember you are not to blame, and to seek help if you are experiencing signs of an unhealthy relationship.

Ask for advice from a trusted friend or adult on how you can let the other person know their behaviour is making you unhappy, and how you want your relationship to change for the better.



Plenary:

## #RealityCheck - Healthy Behaviour - Strategy building



5 mins



Worksheet 2.6, plain paper

1. Conclude that everyone can have slightly different views on what makes a healthy relationship. However, all healthy relationships have the same purpose: that each person feels happy, loved, confident, free to be themselves and not pressured into anything. i.e. 'believing the 'myths'.
2. Ask the group to write down 3 ways to keep / make relationships healthy online on 3 small pieces of paper. e.g. "I will stop worrying when someone takes a little longer to reply to me," "I will check before I tag someone in a picture." Collect these into a box, then let everyone take one as they leave the room, so everyone has a suggestion. Students can take these away with them, you may wish to use any spares to form a display.
3. Review the intended learning outcomes and hand out the exit slip, **worksheet 2.6**, to each student to be filled out. Encourage each student to tear the last question from the page to add into the anonymous question box. These questions can be answered in the next lesson or be used to inform future planning.
4. Check with the students that they know who in their school they could turn to if they did ever need advice e.g. Head of Year, a PSHE teacher, a school counsellor or nurse and refer to the external organisations below for more support on healthy relationships.

### #Bethechange

Talk to the group about being honest with themselves about what they want and don't want in a relationship.

It's a good idea for each person to start by respecting and liking themselves.

If you know what makes you happy and how you want to be treated, you'll know how to recognise a healthy relationship with another person, online and offline.

Take a look at our **PSHE Toolkit 'Crossing the Line' Self-Esteem lesson** for more on this topic.



## Signposting

**Respect Phonenumber:** 0808 802 4040 - A confidential and anonymous helpline for anyone concerned about their violence and/or abuse towards a partner or ex-partner - [respectphonenumber.org.uk](http://respectphonenumber.org.uk)

**Childline:** 0800 11 11 – A service that allows young people to talk to someone anonymously without judgement via chat, or via phone, on whatever issue they would like. A lot of helpful support and advice is on their website – [www.childline.org.uk](http://www.childline.org.uk)

**Childline YouTube channel:** Childline have produced a series of videos called 'Voice Box' ([www.youtube.com/user/childline](http://www.youtube.com/user/childline)) which cover issues like **different types of relationships** ([youtu.be/BJAnT9eicy8](https://youtu.be/BJAnT9eicy8)), **positive relationships** ([youtu.be/klrxZv1dW\\_A](https://youtu.be/klrxZv1dW_A)) and **abuse in relationships** ([youtu.be/XhcRxsSfC10](https://youtu.be/XhcRxsSfC10))

**The Mix:** 0808 808 4994 – A charity which offers essential support to under 25s on anything from embarrassing problems and weird questions to please-don't-make-me-say-it-out-loud thoughts - [www.themix.org.uk](http://www.themix.org.uk)

**Thinkuknow:** If someone has asked you to do things online that you feel uncomfortable with or to meet up offline, Thinkuknow offers a reporting tool and advice about staying safe online - [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)







# Worksheet 2.1

## Talking Heads Character Summary Scripts



### Talking Head 1 - Ryan - "It's what I expect."

**This talking head takes the stance that it's your right to do what you like with shared online information, especially after a split in a relationship.**



'It's up to you what you share and it's your right to post what you like. Especially if it gets more likes. And it's the same thing if you break up with someone. I think it's up to you what you say, good or bad. You have to be quick and get in there first though so they can't say anything bad about you. The main thing I expect from someone I'm seeing, and my friends too, is that they should respond to a message or something I send straight away. You know when something's been seen or read so it's rude if you don't reply immediately. I did end it with somebody once because they still hadn't replied to a message I sent them after 10 minutes. **What do you think?**'

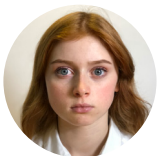


### Talking Head 2 - Beth - "Is this what I should do?"

**This talking head highlights the unwritten rules of how you are expected to behave online when you are in a relationship with someone.**



'A friend of mine was seeing someone and was completely obsessed with posting everything they did and everywhere they went together. It was a bit much but as soon as the updates stopped you could be pretty sure that they weren't seeing each other anymore. It was a clear way of letting people know what's going on. The other thing you're expected to share with the person you're seeing is your password. I don't really see any problem with that. It's like it is with your close friends. I actually like sharing my password with my best friends because it shows that you trust them. So I think if I started seeing someone I'd definitely let them have my password. **What do you think?**'



### Talking Head 3 - Sadie - "What's the right thing to do?"

**This talking head touches on how 'happy' posts can sometimes cause 'unhappiness' for others and offers an example of an unhealthy relationship and how it is played out and witnessed online.**



If you're not in a relationship, it can make you feel a bit down seeing all the 'look how happy we are and look at all the great places we go to' posts. I would never say anything about how it made me feel though. People would just think I'm looking for attention. I do have a friend though who posts things when she's not feeling great because she says that it makes her feel that people care that she's alive. I always make sure to respond. Ask if she's ok. Then this other friend of mine was seeing someone who wouldn't let her say or post anything without his consent. Decided who she could speak to and follow online. He completely controlled her. She wouldn't listen to any of us and everyone could see it apart from her. **What do you think?**'



# Worksheet 2.2

## Healthy or unhealthy - Sorting activity behaviours



Share your passwords/ PINS to your online accounts/ devices	Feel you have to respond to messages instantly so you don't upset the other person	Let the other person deal with online problems by themselves
Feel angry if the other person reads a message but takes a long time to reply	Message or call the other person more than they do to you	Message or call the other person less than they do to you
Update your online status to prove you are in a relationship	Tag each other in silly photos or memes because it's just a joke	'Like' all of each other's posts/photos
Take screenshots of each other's messages	Set your profile picture as a photo of you and the other person	Check the other person's messages/ phone without asking



## Worksheet 2.3

Healthy or unhealthy - Sorting activity traffic light



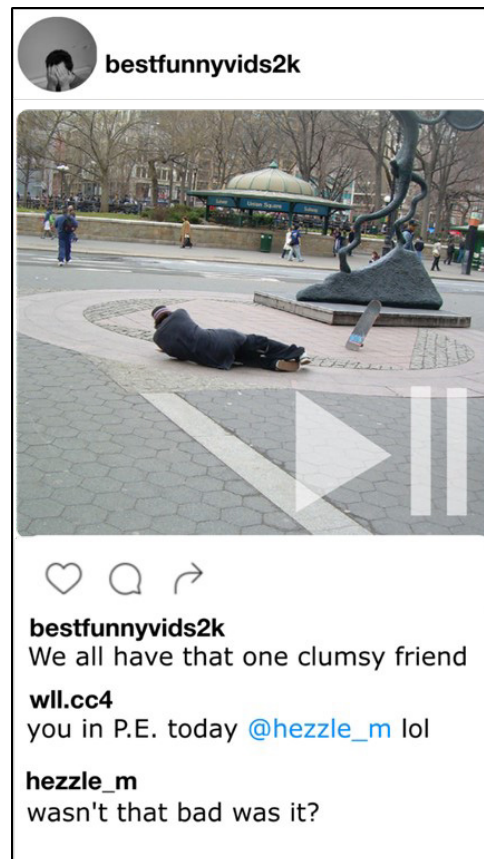
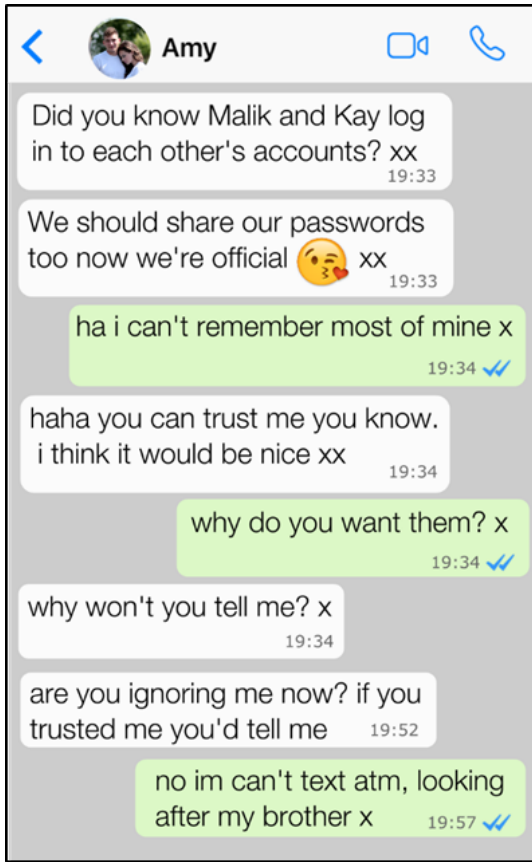
A vertical column of three colored circles representing a traffic light. The top circle is red and labeled 'RED'. The middle circle is orange and labeled 'AMBER'. The bottom circle is green and labeled 'GREEN'.

A vertical column of three colored circles representing a traffic light. The top circle is red and labeled 'RED'. The middle circle is orange and labeled 'AMBER'. The bottom circle is green and labeled 'GREEN'.



# Worksheet 2.4

## Spot the signs - Scenarios



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 © Craig Dennis licensed under CC by 2.0  
 © Jackie licensed under CC by 2.0






# Worksheet 2.5

## Myth vs reality - matching activity



MYTH	REALITY 
Everyone shares their passwords with their best friend/boyfriend/girlfriend	You don't have to prove you trust your best friend/boyfriend/girlfriend by sharing your passwords
It's rude if you don't respond to someone's message within 10 minutes of reading it	You don't have to reply immediately to messages, there are lots of reasons why people don't/can't reply straight away
It's a worrying sign if you see someone has read your message but hasn't replied	You don't have to feel worried if someone reads your message straight away, they might be busy, or waiting for a time to give your message more attention
It's acceptable to get angry at someone if they take a long time to reply to you	Getting angry at someone for taking a long time to reply is not helpful. Everyone is allowed space, they will reply when they are ready
Posting images of your relationship online proves you are happy	You don't have to post images of your relationship online to prove you are happy
When other people in relationships seem happy in the photos and comments they share, that means their relationship is healthy	People sometimes only share what they want people to see and not what is actually going on. Looking happy online doesn't prove that people are in a healthy relationship
Other people have better friendships than you if they are always liking and commenting on each other's posts	Even if people online like and comment on each others posts, it doesn't mean they have better friendships than you do. A good friendship is about a lot more than online likes and comments
The internet shows us what other people are really thinking and feeling	It's easy to pretend about how you are feeling and what you are thinking when online
If you break up with someone, you can say whatever you want about them online	If you break up with someone, you still need to be respectful if you talk to them, or about them online
When you are in a new relationship, you need to update your online status to prove it	When you are in a new relationship, you don't have to update your status to prove it if you don't want to
When you are in a new relationship, you need to update your online status to make your boyfriend/girlfriend happy	When you are in a new relationship, you shouldn't have to update your online status to make your boyfriend/girlfriend happy
It's OK to screenshot a message and share it publicly if you are good friends with someone	You need to ask before you share a private conversation with other people. The other person might feel uncomfortable about it
It's OK to tag someone in a silly picture or meme when it is really funny	Think carefully before you tag someone in a silly picture or meme. They might find it really embarrassing. Send it to them privately first so you can check
If someone is annoyed you won't share your password with them, you need to share it to make them happy	A good friend will respect your right to privacy and will not expect you, or pressure you, to share a password
Followers online are really important and if you don't have that many then you aren't appreciated	If you don't have many likes or followers it doesn't mean you are not appreciated or don't have many friends. Friendships exist outside of the internet too



Healthy Relationships Online			
Intended learning outcomes	I'm still not sure	I'm nearly there	I've got it
I understand the expected behaviours of a healthy relationship online.			
I recognise the signs of an unhealthy relationship online.			
I understand that there are sometimes misunderstandings when it comes to what is considered 'normal' as part of a healthy relationship.			
I know where to go to find reliable information and advice on healthy relationships.			
<b>Exit slip</b>			
<b>3</b>	Things I have learned today...		
<b>2</b>	Things I already knew...		
<b>1</b>	Question I still have...		

Healthy Relationships Online			
Intended learning outcomes	I'm still not sure	I'm nearly there	I've got it
I understand the expected behaviours of a healthy relationship online.			
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<b>Exit slip</b>			
<b>3</b>	Things I have learned today...		
<b>2</b>	Things I already knew...		
<b>1</b>	Question I still have...		



# ONLINE BODY IMAGE

1. Guidance
2. Lesson Plan





### Factors influencing body image:

We can have both a positive or negative body image and this can change and fluctuate much like confidence or self-esteem.

Body image can be influenced by a number of different factors including pressure or expectations set by peers, family or society as well as the portrayal of bodies in the media, social media or pornography.

Young people will build up an idea of what they think the perfect body looks like for both genders and could feel pressured to conform to this.

### Impact of body image issues online on young people:

As young people go through hormonal changes and new experiences, their bodies naturally grow and change. Their weight and shape can fluctuate, and their skin type can change, all of which can have an impact on their self-esteem and emotional state.

Young people may also feel pressure from their friends, social media or the wider media to look a particular way. The internet is full of images and videos, some of which may seem to portray an idealised state of 'normal'. Frequently engaging with this portrayal of perfection can lead young people to compare their own body with others online and feel inadequate or less confident and unhappy with how others see them online. This could lead them to alter the way in which they portray themselves online in order to feel accepted or even 'normal'.

### What can I do as an educator to support young people with the issue of body image online?

It is important to challenge the online portrayal of perfection that young people may be seeing. Remind them that a lot of what we see online is highly edited or carefully selected to show only what the person wants you to see. You can also discuss practical tips with students for what to do if they ever need help with body image issues;

- Remember everyone is different so try not to compare yourself
- Report or block any unkind comments online and tell someone (this could be someone at home or school or even a friend)
- Contact [Childline](#) for advice and support
- Write down 3 things you like about yourself and read it each morning
- Focus on your hobbies and the things you are good at – this can help to build confidence

### Pressure of creating your personal online 'brand'

During our focus groups, young people spoke about the pressures online to look a certain way and conform to a particular 'ideal'. They commented that this didn't only include pressure about your body (size, shape etc.) but also on what you wear (branded clothing etc.), how you pose and what filter you use.

This pressure, along with how celebrities use social media, has promoted some young people to develop their own personal online 'brand'. This 'brand' often consists of selecting a certain look and style to your photos so that all of your online content has a uniform feel. It can be achieved by having a chosen filter or style of image with the hope of receiving more likes or follows.

During our focus groups one girl commented that mirror selfies were 'her style' and that she is constantly annoying her mum when they go shopping as she cannot pass a mirror without taking a new selfie.

This pressure to conform to a certain look may leave young people unnecessarily comparing themselves to an unrealistic idea of 'perfection'.

Some people have chosen to fight back against this online pressure and become part of a body positive movement online sharing a more realistic portrayal of body image and messages about being body positive.

### Key issues:

- ▶ Perception of one's own body image compared to others
- ▶ Desire to alter the online portrayal of appearance
- ▶ Pressure from using social media and filters
- ▶ Personal online 'brand'

Guidance for the accompanying films is available on [page 13](#)

"I wish we could just put pictures and selfies up of ourselves without filtering and feel like it's good enough to put up online. I wish our natural selves could be better than the filtered ones and that we were just as happy with ourselves as we are with filtered pictures."

*Young person, Childnet focus group*

### Key standards for teaching about body image:

The PSHE Association has published [practical guidance for teachers about the safe and confident teaching of body image in schools](#), as part of the PSHE curriculum.

This includes:

- Exploring what body image is and why it is an important part of the curriculum
- Creating a school environment that supports and promotes positive body image
- Building teaching about body image into a planned PSHE education programme
- Addressing the needs of vulnerable groups
- Using visitors in the classroom to support the teaching of body image
- Working with parents





# Online Body Image



**Key words:** body image, appearance, social media, personal online 'brand', filters



**Time:** 60 minutes+



**Resources:** projector/whiteboard, PowerPoint slides, worksheets, plain paper

## Intended learning outcomes:

- Students can identify where the pressure to look a certain way online comes from.
- Students can make comparisons between what is considered the 'ideal' body image online and the actual reality.
- Students can propose effective strategies to help young people develop a healthy and positive attitude towards their body image.
- Students will know where they can go for advice and support with body image concerns.

This toolkit has been created with timings as a guide. The activities are designed to facilitate discussions which may fall outside of the suggested timings. In this case, the follow on activities can be used in subsequent sessions or you may wish to select the most appropriate activities for your session and pupils.

Lesson outline	Description	Time	Resources	Class set up
<b>Starter*</b>	<b>What does 'body image' mean to you?</b> - Discuss and define	5 mins	Plain paper	Whole class
<b>Talking Heads</b>	<b>3 talking heads</b> - discussing the impact being online has on someone's body image and the pressure they may feel to look a certain way	10 mins	Films and/or worksheet 3.1	Whole class
<b>Discussion</b>	<b>Discussion questions</b> – Explore the themes of the talking heads in more detail	10 mins	n/a	Whole class
<b>Follow on activities</b>				
<b>Activity A*</b>	<b>Challenging online myths</b> – Myth cracking activity	10 mins	Plain paper	Group/pair work
<b>Activity B*</b>	<b>Changing the way we look online</b> – Discussion	10 mins	Plain paper, whiteboard	Individual
<b>Activity C*</b>	<b>Be the change</b> – Strategy building	10 mins	Plain paper	Group work
<b>Plenary*</b>	<b>#RealityCheck</b> - Reflect and hand out exit slip	5 mins	Worksheet 3.2	Whole class

A PowerPoint presentation has been provided as a guide to support the flow of activities and delivery of questions. This can be found at [www.childnet.com/pshetoolkits](http://www.childnet.com/pshetoolkits).

## Reminder of the ground rules

At the beginning of each lesson, briefly go through your agreed ground rules to ensure everyone knows what is expected of them during the discussions and activities that follow. Explain that this lesson may explore some sensitive issues. Review the guidelines for a successful PSHE lesson in the educators' guidance section or on **page 16**.



Starter:

## What does 'body image' mean to you? - Discuss and define



5 mins



No resources needed

This task asks young people to consider how important appearance and body image are by exploring the messages, comments and content they see online.

NB - Feedback given from students will give an indication of what they are seeing online and help you steer the lesson to respond to their needs.

1. Write 'body image' on the whiteboard and ask for any words, phrases, hashtags, photo crazes etc. they associate with body image online e.g. confident, inferior, curvy, size matters, #bodyconfident, #bodygoals, #skinnygoals, celebrity photo crazes to copy etc.
2. Record their chosen examples on the board as a thought shower or use an online word cloud generator like Wordle or WordArt. You could also ask students to complete this activity in pairs on plain paper.
3. Ask the class to point out which examples have a positive influence and consider why they are more positive than others?
4. You may wish to consider as a class whether the same word cloud could reflect body image influence for both males and female. Which examples would be just for males and which for females?

### Follow on questions:

- When you see comments online about body image, are they mostly positive or negative?
- Which gender has a harder time online? Why?
- Where does the pressure to look good come from? (Friends, celebrities, online companies, adverts etc.)
- Do the images young people see online make them take better care of their bodies or put greater pressure on them?
- What has greater impact on body image? – Pictures we see or comments underneath the pictures?
- Have you ever bought something that changes your appearance as a result of seeing something online? E.g. make-up, clothes etc. Why?

Explain that the lesson is about the things we see, hear and read online and how they affect the way we feel about our bodies and how we look. Be mindful the issue of body image can have a great impact on young people so it is important to treat the issue sensitively. Try to frame discussions during this session around health and well-being. The Collins Dictionary defines healthy as having a healthy attitude about something and showing good sense.

The Collins Dictionary defines body image as, 'An individual's concept of his or her own body.'

During our focus groups we found that young people also viewed body image as being about your whole look online as well as your physical body, e.g. clothes, make up, types of selfies they share, chosen filter etc.

**"Idols are what influences young people online, it's who they look up to and want to be the same as. It could be someone from school or anyone they know."**

*Young person, Childnet focus group*

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Number of selfies young people take before posting online

43%

of young people worry about how attractive they look online

30%

of young people said they have felt sad about their appearance after seeing something online

45%

of young people have used a filter in the last year to make themselves look better

*Power of Image Report 2017, UK Safer Internet Centre*



# Talking Heads



20 mins



Films and/or scripts (worksheet 3.1)

Guidance for the accompanying films is available on [page 13](#)



## Overview

Beth, Sadie and Ryan explore the necessity, pressure and expectation that many young people are feeling to always look their best online. They explore the way in which ideal body types are portrayed to us and the impact of this. They consider how the barrage of online advertisements, celebrity culture, comments and posts are dictating how we live, feel and think as well as what we wear, eat and drink.



## Starter questions



5 mins



n/a

Before watching the talking heads use the following starter questions to assess young people's prior thoughts, feelings and opinions about how being online can impact on how we feel about body image.

**How influential are the images we see online? Who has the greater online influence - celebrities or our peers?**

**Do you think people are more concerned with how they look online or offline and why?**

**Do you think there is more edited or unedited content online and what would people prefer to see?**



## Watch the talking heads



5 mins



Films and/or scripts (worksheet 3.1)



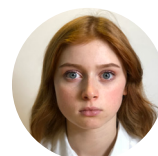
### Ryan

"It's just how it is."



### Beth

"How do I compare?"



### Sadie

"It's what people think."



## Follow on discussion questions



10 mins



n/a



### Ryan "It's just how it is."

- Online appearance is clearly very important to Ryan - On a scale of 1-10 (10=extremely high) how important do you think appearance online is to young people?
- Ryan thinks there's an equal but different type of pressure for boys to look good online as there is for girls. Do you agree and what are these pressures?
- Why does Ryan feel the need to post 'topless pictures' of himself?
- Ryan says that you will get more likes if you're fitter, skinnier or prettier - Is this comment realistic? Fair?





# Talking Heads (Continued)



20 mins



Films and/or scripts (worksheet 3.1)

Guidance for the accompanying films is available on [page 13](#)



Follow on discussion questions



10 mins



n/a



## Beth “How do I compare?”

- Beth says that, ‘Slim people are happier and more popular’ and this influences how she wants her online image to be. Do you think people compare themselves more to others online or offline?
- Beth talks about diets she has seen online and how much the images she sees online impact on how she feels about her body and weight. What advice would you give someone who was feeling this way?
- Beth tells us that she will take several selfies in order to obtain the perfect picture. How many selfies do you think someone would take before they post it online? Why do you think someone would choose not to post the first selfie they take online?

**Research carried out by the UK Safer Internet Centre in 2017 found that young people aged 8-17:**

- ▶ Take on average 12 selfies before posting one online
- ▶ Want an average of 48 ‘likes’ on a photo in order to feel happy about it
- ▶ 23% of young people have deleted a photo because it didn’t get enough likes

- By doing this, Beth is carefully creating her online image. How might this impact on other people that see it? What other choices might someone make in order to build their online image?

*During our focus groups we found that young people viewed body image as being about your whole look online as well as your physical body, e.g. clothes, make up, types of selfies they share, chosen filter etc. They referred to this as building your own ‘online brand’. See further guidance about this on [page 52](#).*



## Sadie “It’s what people think”

- Sadie talks about how some people may take down a picture if it doesn’t get a nice comment. What has more impact – a positive or a negative comment online and why do you think this is?
- Sadie talks about body shaming. What is body shaming? How does it happen online and how does it make people feel?

*Body shaming is abuse of a person due to perceived physical flaws. This can happen online by the sharing of pictures and videos to point out flaws, and/or comments on a post or posts discussing body image.*

- Sadie challenges the idea that ‘only good people should post pictures online’ and is confident in ignoring the online pressures on body image. What do you think her strategy is?
- Can being online ever support someone to make healthy choices or improve how they feel about themselves and how does it do this?





Activity A:

## Challenging online myths - Myth cracking activity



10 mins



Plain paper

This activity asks young people to reflect on the messages they see online about body image and consider how realistic they are.

How to run the activity:

1. Work through the myths on the right as a class. Begin by sharing one myth with the class and decide what the real truth behind it might be.
2. Read out another myth and ask the students to decide on the real truth in pairs.
3. Repeat for the third myth and challenge students to generate their own myths and complete the task in pairs by sharing their myths with another pair for them to crack.
4. Each pair then works on the myths which have been passed to them in order to decide on the truth.
5. Ask some pairs to share the myths handed to them and their chosen truths.

**Follow on questions:**

- Are these myths targeted at one gender in particular?
- Where has this myth come from and what/who reinforces it?
- What could the issue be for a young person if they were to believe the myth?

### Myths

1. It is more important to look good online than offline.
2. Young people are obsessed with how they look online.
3. Only girls care about how they look online.

**“You’re more concerned with how you look online because it’s out there and you grow with it.”**

*Young person, Childnet focus group*



Activity B:

## Changing the way we look online - Discussion



10 mins



Plain paper, whiteboard

This activity asks young people to consider the ways you can alter your appearance online and create the idea of an online ‘brand’; reflecting on the positive and negative impacts this may have.

During our Childnet focus groups across the UK, young people viewed body image as including your whole look online as well as your physical body, e.g. clothes, make up, types of selfies they share, chosen filter etc.

How to run the activity:

1. Begin by discussing the idea of creating a personal online ‘brand’ by asking students:
  - What would this mean? – *Sharing content which all has a similar look and style.*
  - How would you do it? – *Choosing a set filter for every image, choosing particular clothing/ locations, editing/ cropping images to appear the same etc.*
  - Why would you do it? – *To look more appealing, to gain more followers/ likes etc.*
2. Display the words before and after on the board and pose the question,

**‘How can you change the way you look online?’**

**“You could have a really good body, but if you don’t wear branded clothes you won’t get as much attention.”**

*Young person, Childnet focus group*

**“First you have to decide what type of photo; is it a selfie or mirror selfie, what facial expressions to pull. It’s almost too much to think about when you’re young because everyone is just expecting your selfies to look great when you post them.”**

*Young person, Childnet focus group*



3. Ask the young people to discuss in pairs or small groups the choices we make before and after taking a picture/ filming ourselves e.g. **Before** - angle, clothing change, lighting. **After** – filter, cropping, caption.
4. Share the answers as a class and create a class table.  
Split the class in half, asking one side to discuss the impact of personal ‘brands’ on ‘the person sharing the content’ and the other half on ‘other people online viewing the content’
5. Ask for feedback from each side and discuss. Possible discussions/feedback could include;
  - Person sharing the content – increased pressure to take the right picture, desire to look the same as others online, increased awareness in what they are sharing etc.
  - Other people viewing the content – desire to look the same, increased feelings of inadequacy, etc.

**Follow up questions:**

- What are the perceived benefits of being able to alter the way you look online? (feel better, get likes, display your individual style)
- What are the disadvantages of being able to alter the way you look online? (length of time needed, comments you could receive about being ‘fake’, Everyone’s images looking the same, impact on self-esteem)
- How important are the clothes that people wear online?



Activity C:

## Be the change - Strategy building



10 mins



Plain paper

This activity asks young people to reflect on how we could achieve a positive body image for all.

How to run the activity:

1. Pose the statement:

***‘Everyone at our school feels confident in themselves and happy with their body image.’***

Discuss how true this is for your school/community.

2. Ask students how we could make changes to achieve this – allow them time in small groups to come up with a plan/ proposal to share with the class.
3. Explain to them that they can consider any way which they feel may benefit the students in their school.
4. Ask 1 or 2 groups to feedback their ideas as a class or ask groups to join together and so all groups are able to share their ideas.

**“There’s a lot of peer pressure when people want to look like their friends and they might see them as more popular than them so they want to step into their shoes and see what it’s like.”**

*Young person, Childnet focus group*



Plenary:

## #RealityCheck - Healthy Behaviour - Strategy building



5 mins



Worksheet 3.2, plain paper

Share the following statement with the class

***‘My friends, the people I follow, everyone always looks way better than me. It’s impossible not to compare yourself to others.’***

Ask students to use all that they have learnt from the lesson to help respond to the statement and help the person feel better about themselves. You may wish to ask them to write a written response or to discuss the advice they would give as a class.

Review the intended learning outcomes and hand out the exit slip, **worksheet 3.2** to each student to be filled out. Encourage each student to tear the last question from the page to add into the anonymous question box. These questions can be answered in the next lesson or be used to inform future planning.

**“I wish we could just put pictures up of ourselves without filtering and feel like it’s good enough. I wish our natural selves could be better than the filtered ones and that we were happy with ourselves as we are.”**

*Young person, Childnet focus group*





## Signposting

**YP Face It:** Online support for young people with visible difference - conditions or injuries affecting their appearance - [www.yfaceit.co.uk](http://www.yfaceit.co.uk)

**Beat:** 0808 801 0711 - A charity with a youth hotline who work to help people with eating disorders - [www.beateatingdisorders.org.uk](http://www.beateatingdisorders.org.uk)

If you wanted to follow this up with another lesson they also have a Beat Young Ambassadors programme where an 18-25 year old with past experience of an eating disorder can come into your school  
[www.beateatingdisorders.org.uk/get-involved/ambassadors](http://www.beateatingdisorders.org.uk/get-involved/ambassadors)

**Childline:** 0800 11 11 – A service that allows young people to talk to someone anonymously without judgement via chat, or via phone, on whatever issue they would like. A lot of helpful support and advice is on their website – [www.childline.org.uk](http://www.childline.org.uk)

**Childline YouTube channel:** Childline have produced a series of videos called 'Voice Box' ([www.youtube.com/user/childline](https://www.youtube.com/user/childline)) which cover issues like **body positivity for girls** ([youtu.be/vs5Qb2dKyvU](https://youtu.be/vs5Qb2dKyvU)), **boys' body image** ([youtu.be/G1Kdii4UN9g](https://youtu.be/G1Kdii4UN9g)) and **the portrayal of bodies in the media** ([youtu.be/38aVtDmLXOc](https://youtu.be/38aVtDmLXOc))

**The Mix:** 0808 808 4994 – A charity which offers essential support to under 25s on anything from embarrassing problems and weird questions to please-don't-make-me-say-it-out-loud thoughts - [www.themix.org.uk](http://www.themix.org.uk)

**YoungMinds:** This website has lots of information for young people about their well-being and mental health, and also has information for teachers and parents – [www.youngminds.org.uk](http://www.youngminds.org.uk)



## Extension activities

1. As a class create some of the ideas generated through the 'Be the change' activity and run them throughout the school.
2. In June 2017 the **British Youth Council** examined the issue of body image and collected evidence from young people and professionals about the online impact. Discuss the questions that the committee asked and hold a class debate:
  - Does the Government have a responsibility to discourage the use of social media, the internet and communications platforms in ways which promote poor body image? What should it be doing in this regard?
  - Do internet companies, social media platforms or other platforms have a responsibility to tackle trends which entrench poor body image? What are they already doing in this area? What more should they be doing?
  - Are their specific groups of young people particularly prone to poor body image, or less likely to seek help? What causes these trends?
  - To what extent is dissatisfaction with body image contributing to the reported increase in mental health problems amongst children and young people?





# Worksheet 3.1

## Talking Heads Character Summary Scripts



### Talking Head 1 - Ryan - "It's how it is."

**This talking head sets out to challenge common perceptions about the images we post and see online.**



'Girls reckon there's more pressure on them to look good in photo's but there's definitely just as much pressure on guys to look good as well. It's a different kind of pressure. Like, for girls it's all about wearing makeup. Whereas for me it's all about eating well, working out and looking good. For boys, I think it's all about looking fit and it's normal to post topless pics of yourself to show off your body. Because the reality is the fitter, prettier or skinnier you are, the more likes you're going to get. I really don't get it when ugly people post pictures of themselves online.

**What do you think?'**



### Talking Head 2 - Beth - "How do I compare?"

**This talking head looks at the influence of online images and how these images can cause us to compare our bodies to a perceived 'norm' we see online.**



'It's a fact that slim people are happier and more popular. They get more likes. They get more followers. It definitely influences how I want to look. I even went on this crazy diet a while ago because I wasn't happy with the way that I looked. Only then someone commented that I was way too skinny. You can't win. I do take extra care with the way that I look online and will literally take dozens of photos and change my clothes loads of times before I'm happy. The kind of photo you take matters as well. Like whether it's going to be a mirror selfie or just a regular selfie. What kind of angles you're going to use. Then I'll edit and filter before I post because you really do need to look your best online.

**What do you think?'**



### Talking Head 3 - Sadie - "It's what people think."

**This talking head questions the influence online imagery has on our body image and considers it from both a positive and negative angle.**



'I know so many people who constantly need to be told that they look OK and if they don't get a nice comment in response to a picture they post, they take it down. Then they feel rubbish about themselves. I'd say one of the biggest issues facing young people online is self-confidence and body shaming. People can be really unkind online because they think their identity cannot be found. I overheard a conversation where someone said 'only good looking people should post pictures online'. I mean, what is pretty anyway and what does it actually mean? Why should it be down to other people to make us feel good about ourselves?

**What do you think?'**





# Worksheet 3.2

## Exit slip



Online Body Image			
Intended learning outcomes	I'm still not sure	I'm nearly there	I've got it
I can identify where the pressures to look a certain way online come from.			
I can make comparisons between what is considered the 'ideal' body image online and the reality.			
I can propose effective strategies to help young people develop a healthy and positive attitude towards their body image.			
I know where to go to find advice and support with body image concerns.			
Exit slip			
3	Things I have learned today...		
	2	Things I already knew...	
		Question I still have...	

Online Body Image			
Intended learning outcomes	I'm still not sure	I'm nearly there	I've got it
I can identify where the pressures to look a certain way online come from.			
I can make comparisons between what is considered the 'ideal' body image online and the reality.			
I can propose effective strategies to help young people develop a healthy and positive attitude towards their body image.			
I know where to go to find advice and support with body image concerns.			
Exit slip			
3	Things I have learned today...		
	2	Things I already knew...	
		Question I still have...	

# Acknowledgements and further resources

Many people contributed to the creation of this toolkit. We would like to thank the following schools for allowing us to host focus groups that informed the key messages behind our lesson plans and talking heads.

## Focus group schools

The following schools contributed to the key messages behind online pornography, healthy relationships online and online body image:

- ▶ Greenford High, Ealing
- ▶ Hodgson Academy, Lancashire
- ▶ Lingfield Notre Dame, Surrey
- ▶ Burnside Secondary PRU, Chingford

The following schools contributed to the key messages behind healthy relationships online and online body image:

- ▶ All Hallows, Lancashire

## Pilot Schools

The following schools were involved in the pilot of this resource where the lesson plans and accompanying materials were reviewed and trialled with young people:

### Secondary pilot

- ▶ Cherry Tree Learning Centre, Dudley
- ▶ Aylesford School, Kent
- ▶ Bicester School, Oxfordshire
- ▶ Malvern College, Worcestershire
- ▶ St John's Catholic Comprehensive School, Kent
- ▶ The Judd School, Kent
- ▶ The New Rush Hall, Ilford

### Primary review

- ▶ Finton House, London
- ▶ St Peter's Roman Catholic Primary, Lancashire
- ▶ St Bartholomew's, Lancashire

Thank you to Go film and the cast and crew who made our films possible.

## Signposting

All the resources in this section are free unless marked with .

## Online Pornography

### Planet Porn - BISH Training

[bishtraining.com/planet-porn](http://bishtraining.com/planet-porn)

This is a downloadable lesson pack containing activities and resources exploring the idea of consent, boundaries, safer sex, the law etc.

### We Need to Talk About Pornography - Family Planning Association

[www.fpa.org.uk/product/we-need-talk-about-pornography](http://www.fpa.org.uk/product/we-need-talk-about-pornography)

A resource to educate young people about the potential impact of pornography and sexualised images on relationships, body image and self esteem.

### Making sense of relationships - NSPCC

[learning.nspcc.org.uk/research-resources/schools/making-sense-relationships/](http://learning.nspcc.org.uk/research-resources/schools/making-sense-relationships/)

A resource to educate young people about sexualised behaviour, consent and unhealthy relationships.

## Signposting (Continued)

### Healthy Relationships Online

#### **'This is abuse': discussion guide - Home Office**

[www.gov.uk/government/publications/this-is-abuse-discussion-guide](http://www.gov.uk/government/publications/this-is-abuse-discussion-guide)

Now an archived resource, this pack explores the issue of relationship abuse in a free downloadable PDF.

#### **Disrespect Nobody - Home Office and Government Equalities Office**

[www.disrespectnobody.co.uk](http://www.disrespectnobody.co.uk)

This is a Government campaign exploring relationship abuse, sexting, consent, rape and pornography.

#### **Expect Respect - Women's Aid**

[www.womensaid.org.uk/what-we-do/safer-futures/expect-respect-educational-toolkit/](http://www.womensaid.org.uk/what-we-do/safer-futures/expect-respect-educational-toolkit/)

This is a toolkit with lessons about tackling domestic abuse.

#### **Real Love Rocks - Barnardo's**

[www.barnardosrealloverocks.org.uk/](http://www.barnardosrealloverocks.org.uk/)

This resource is about helping all children and young people to think and chat about relationships, what they are, and how to keep happy and safe in them, whether that's now or in the future.

#### **loveisrespect - National Domestic Violence Hotline (USA)**

[www.loveisrespect.org/pdf/What\\_Is\\_Digital\\_Abuse.pdf](http://www.loveisrespect.org/pdf/What_Is_Digital_Abuse.pdf)

Free to download resources and quizzes exploring topics such as consent, healthy relationships, abusive relationships, building a support network and a guide on digital abuse.

### Online Body Image

#### **Dove Self-Esteem Project - Dove**

[www.dove.com/uk/dove-self-esteem-project](http://www.dove.com/uk/dove-self-esteem-project)

This is a set of resources to help support young people with their body image and develop confidence and positive self-esteem.

#### **Body Image and Advertising - Media Smart**

[mediasmart.uk.com/resources/teaching-resources/body-image-1](http://mediasmart.uk.com/resources/teaching-resources/body-image-1)

A resource which focuses on the representation of the male body in the media and the impact of advertising on body image.

#### **#MySenseOfSelf - The Diana Award and ASOS**

[www.antibullyingpro.com/asos-sign-up/](http://www.antibullyingpro.com/asos-sign-up/)

A resource tackling body image which explores three core themes: social media and its impact, celebrating difference and developing self-esteem.

#### **Body image resources - MediaSmarts**

[mediasmarts.ca/body-image/resources-teachers-body-image](http://mediasmarts.ca/body-image/resources-teachers-body-image)

Resources which cover topics such as exposing gender stereotypes and the gap between someone's self-image and lifestyle choices.



**I have already spoken to our neighbouring schools and encouraged them to use it when it comes out. Pupils and parents need to know and understand the pressure that comes with the internet.**

*Teacher pilot feedback*