

SUPPORTING KIDS & YOUTH IN A HYPERSEXUALISED CULTURE WORKBOOK

Equipping communities to
build resilience in children
& young people through
awareness, intervention,
proactive education and
advocacy

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Contents

<u>CONTACT DETAILS & RESOURCE LINKS</u>	<u>3</u>
<u>WORKSHOP OUTLINES</u>	<u>4</u>
<u>DECLARATION OF SEXUAL RIGHTS</u>	<u>5</u>
<u>DEFINING PORNOGRAPHY</u>	<u>6</u>
<u>SEXUAL SCRIPTS</u>	<u>9</u>
<u>CRITICAL PORN ANALYSIS.....</u>	<u>10</u>
Global Industry	11
Sex, Gender, Power & Relationships	12
Sexual Exploitation.....	14
Child Sexual Exploitation.....	15
Mental Health & Addiction	17
<u>THERAPEUTIC RESOURCES.....</u>	<u>20</u>
<u>A PUBLIC HEALTH RESPONSE.....</u>	<u>22</u>
eChildhood - Proposing a Pathway Forward.....	22
<u>ADDRESSING PORNOGRAPHY WITHIN SCHOOLS</u>	<u>25</u>
Contextual Safeguarding	25
Child Safe Standards.....	28
Staff Best-Practice Policies.....	29
A Holistic Approach for Schools.....	30
A Pathway Forward.....	33
<u>RESOURCES FOR MOVING FORWARD.....</u>	<u>33</u>

Contact Details & Resource Links

ESSENTIAL LINK: <https://www.youthwellbeingproject.com.au/perth-2018/>

Email contact@youthwellbeingproject.com.au

Websites <https://iqprograms.com/> and <https://www.youthwellbeingproject.com.au/>

Mobile +61 438 124 780

#SexEdOnline Closed Facebook Page

<https://www.facebook.com/groups/iqprograms/>

Facebook Page <https://www.facebook.com/YouthWellbeingProject/>

Twitter <https://twitter.com/YouthWellbeing>

LinkedIn <https://www.linkedin.com/in/lizwalkerpresents/>

School educational Resources



YOUTH WELLBEING
PROJECT



<https://iqprograms.com>

Awareness & Advocacy: Prevent – equip – restore



Australian Registered Health Promotion Charity
Strategising globally

<https://www.echildhood.org>

liz@echildhood.org

Free Online Parents Program

Available Globally

CULTURE REFRAMED PARENTS PROGRAM
BUILDING RESILIENCE & RESISTANCE TO HYPERSEXUALIZED MEDIA & PORN

<https://parents.culturereframed.org/>
walker@culturereframed.org

Workshop Outlines

Workshop 1: 9.30am-12.30pm

Responding to pornography as a public health issue

Increased numbers of educators, clinicians, health professionals and parents are witnessing concerning sexual behaviour trends amongst children and young people. With a rise in sexting, non-consensual online and offline activities, and normalisation of pornography that can trigger sexual harms amongst children and young people and leave them more vulnerable to online and offline exploitation, it is clear we need a broader understanding of how to address these issues in our schools and communities. Globally, an increasing number of governments are discussing the impacts of pornography through a public health lens.

Workshop Outcomes

- Understand Critical Porn Analysis as an educational response to the researched harms of pornography as a public health crisis
- Gain knowledge to engage in creating community awareness and initiative proactive change
- Be directed to resources that prevent access and increase conversations about pornography and its harms
- Gain strategies to engage and equip parents

Workshop 2: 1.30pm-4.30pm

Resilience to Porn - the missing link in RSE & Cyber Safety

Educators and school administrators are constantly dealing with the fall-out stemming from children and young people accessing online pornography. These behaviours include increasing online & face-to-face sexual harassment, sexting, body-image issues and classroom pornography use. This workshop will utilise international research and sound pedagogy to arm school leaders with concrete tools to implement education and frameworks aimed at preventing sexual harm and teaching resistance of exploitation from a hypersexualized culture.

Workshop Outcomes

- Investigate why many Relationships and Sexuality Education (RSE) approaches are inadequate to equip young people and access an alternative framework
- Explore school protocols for implementing processes and practices that prevent and respond to pornography and sexual harms
- Discover approaches to implement safeguarding responses to prevent sexual harms, and build young people's resilience and resistance to exploitation and hypersexualized culture
- Leave the workshop with classroom resources (1 x lesson plan for Primary Schools + 1 x lesson plan for High Schools)

Declaration of Sexual Rights

SEXUAL HEALTH:

is a state of physical, emotional, mental and social wellbeing related to sexuality; it is not merely the absence of disease, dysfunction or infirmity. Sexual health requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination and violence. For sexual health to be attained and maintained, the sexual rights of all persons must be respected, protected and fulfilled.

SEXUALITY:

is a central aspect of being human throughout life and encompasses sex, gender identities and roles, sexual orientation, eroticism (arousal and desire), pleasure, intimacy and reproduction. Sexuality is experienced and expressed in thoughts, fantasies, desires, beliefs, attitudes, values, behaviours, practices, roles and relationships. While sexuality can include all of these dimensions, not all of them are always experienced or expressed. Sexuality is influenced by the interaction of biological, psychological, social, economic, political, cultural, ethical, legal, historical and religious and spiritual factors.

WAS Declaration: Sexual Rights No. 4:

The right to be free from torture and cruel, inhuman, or degrading treatment or punishment

*Everyone shall be free from torture and cruel, inhuman,
or degrading treatment or punishment related to sexuality, including:*

...other forms of cruel torture, cruel, inhuman, or degrading treatment perpetuated for reasons related to someone's sex, gender, sexual orientation, gender identity and expression, and bodily diversity.

WAS Declaration: Sexual Rights No. 5:

The right to be free from all forms of violence and coercion

*Everyone shall be free from sexuality related violence and coercion, including:
rape, sexual abuse, sexual harassment, bullying, sexual exploitation and slavery,
trafficking for purposes of sexual exploitation, virginity testing,
and violence committed because of real or perceived sexual practices, sexual orientation,
gender identity and expression, and bodily diversity.*

Declaration of Sexual Rights, World Association for Sexual health.

Retrieved from http://www.worldsexology.org/wp-content/uploads/2013/08/declaration_of_sexual_rights_sep03_2014.pdf

With every right comes a responsibility...

Defining Pornography

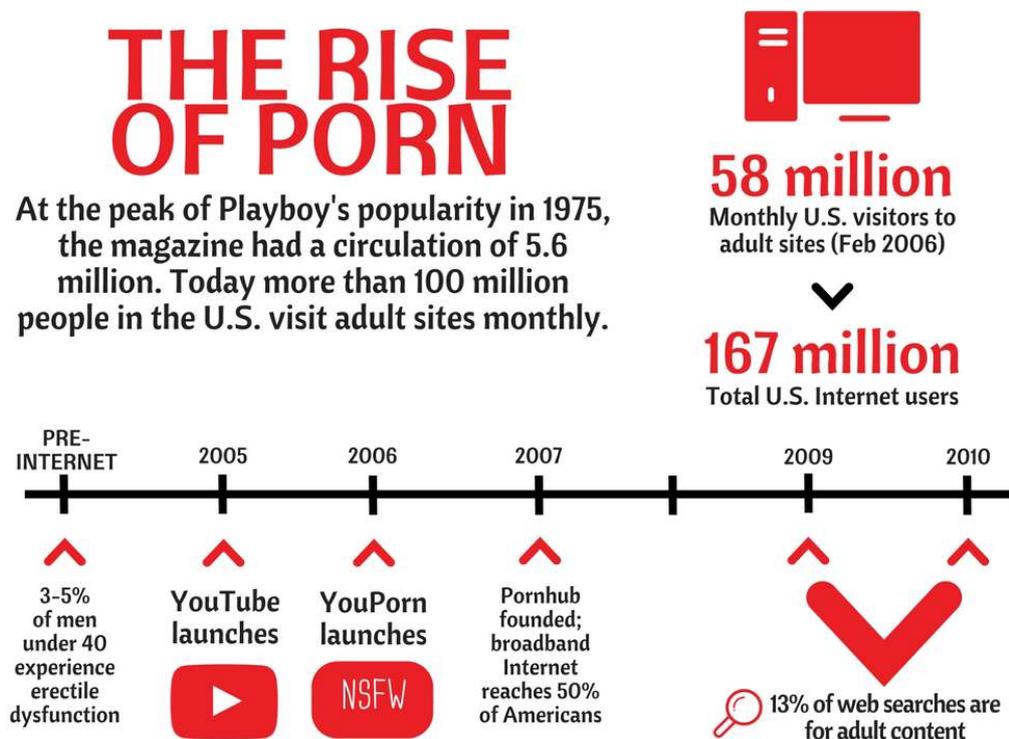
TYPICALLY, PORNOGRAPHY IS DEFINED AS:

‘Sexually explicit media that are primarily intended to sexually arouse the audience’.

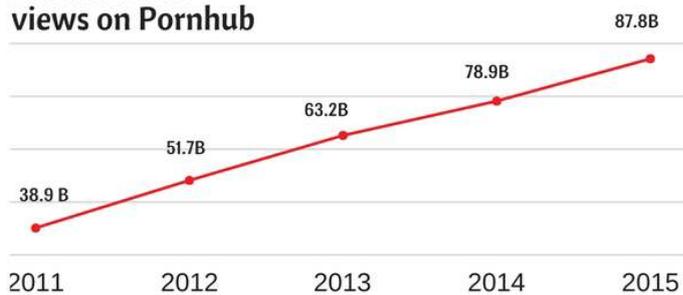
It includes images of female or male nudity or semi-nudity,
implied sexual activity, and actual sexual activity.

This term ‘pornography’ is a neutral term, rather than as a negative term referring to representations which are necessarily **offensive, obscene, or harmful**.

Pornography: Flood, M. (2009). Youth, Sex, and the Internet. *Counselling, Psychotherapy, and Health*, 5(1), The Use of Technology in Mental Health Special Issue, 131-147.



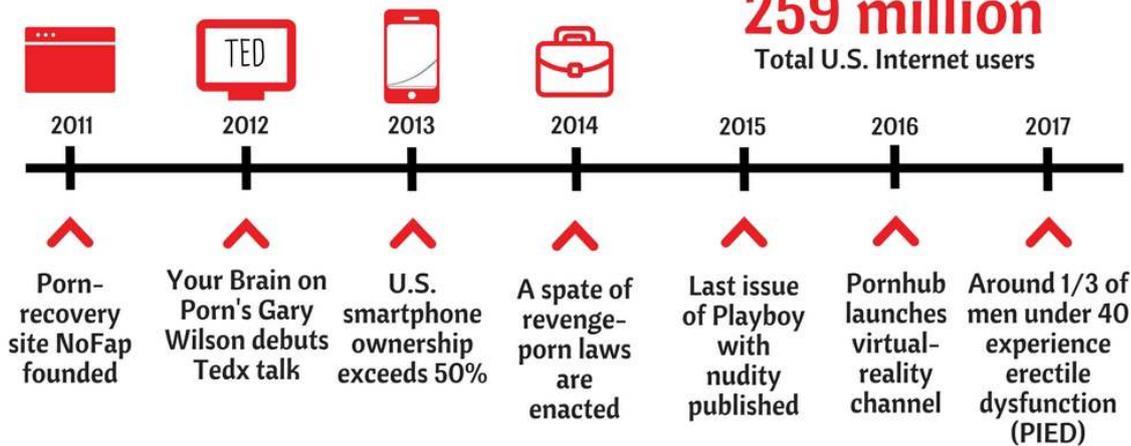
Annual video views on Pornhub



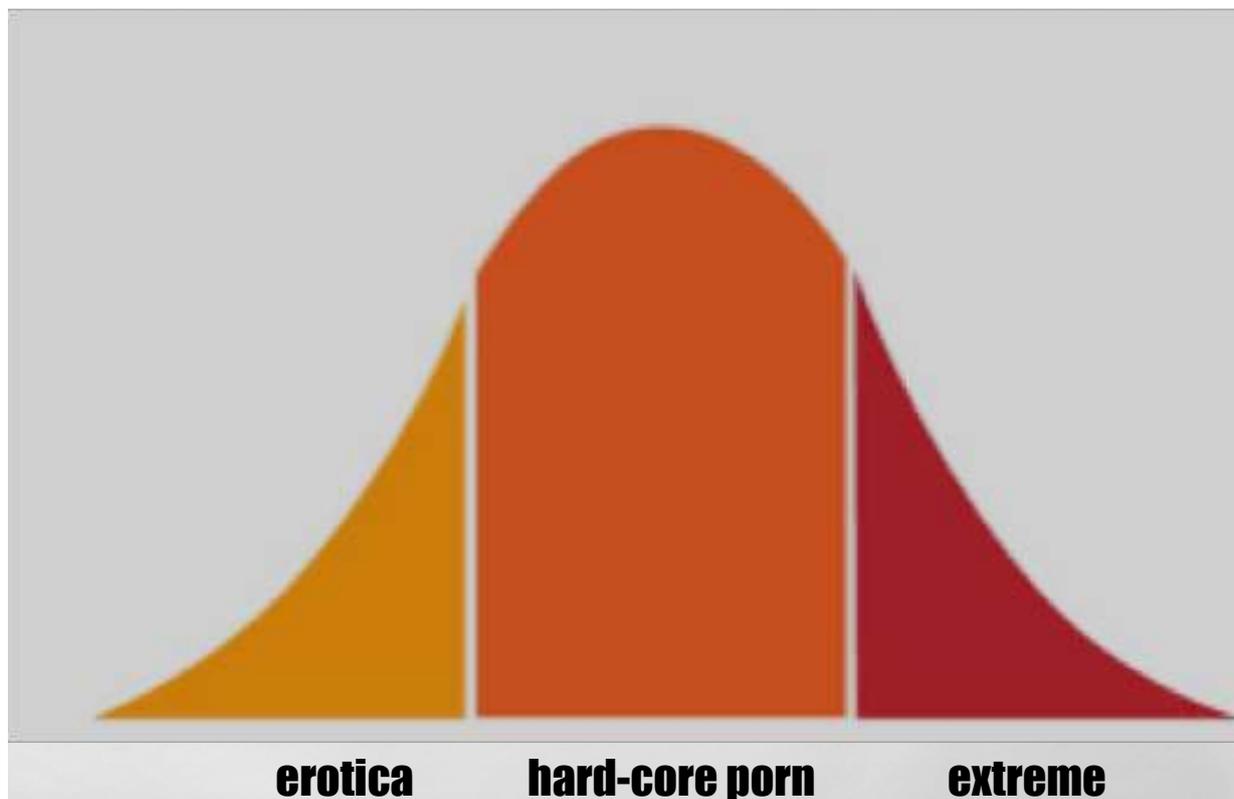
107 million
Monthly U.S. visitors to adult sites (Jan 2016)



259 million
Total U.S. Internet users



Source: Modified from TIME MAGAZINE: PORN & THE THREAT TO VIRILITY.
Available from: <http://time.com/4277510/porn-and-the-threat-to-virility/>



Source concept: Maree Crabbe

MAINSTREAM HARDCORE PORNOGRAPHY DEFINED AS:

A new definition springs from analysing visual material observed in free online sites such as porn hub, Red Tube, You Porn or the most extreme teen porn. This style of pornography appears to demand violence and inequity as its core script line.

[Illegal], unclassified, "gonzo" or hard-core XXX, "free online material that depicts individuals or groups engaging in sexual behaviours where inequity between the parties is clear, violence is observed or audible, where degradation, humiliation, punishment and extreme submission appear to be the general objective of the power dynamics or behaviour depicted.

Etheredge, L. (2015). Submission to the Royal Commission into Family Violence. Victoria. Pornography, problem sexual behaviour and sibling on sibling sexual violence. Citing Lemon, J. (2014) Unpublished Masters' Thesis: Characteristics of Young People Referred for Problem Sexual Behaviour: A thesis submitted to the faculty of Swinburne University of Technology Faculty of Life and Social Sciences In partial fulfilment of the requirements for the degree Masters of Psychology (Clinical Psychology). Available from URL: <http://www.rcfv.com.au/getattachment/B8A6174A-6C6F-495F-BF7B-9CA9BF902840/Etheredge-Linette>

STUDY OF 50 BEST-SELLING PORNOGRAPHIC VIDEOS

88% of scenes include physical aggression

48% of scenes include verbal aggression

94% of cases – including gagging, choking and slapping – are directed at females

95% of aggression was met with neutral or positive response

Reference: Bridges, A., Wosnitzer, R., Scharrer, E., Sun, C., Liberman, R. (2010). Aggression and sexual behavior in best-selling pornography videos: a content analysis update. *Violence Against Women*. 2010 Oct;16(10):1065-85. Available from URL: <https://www.ncbi.nlm.nih.gov/pubmed/20980228>

An overwhelming majority of online pornography depicts violent and aggressive acts in which the actor is usually male and the recipient is almost always female.

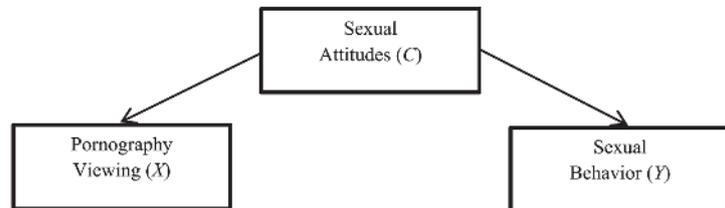
Reference: Foubert, J. D., Brosi, M. W., & Bannon, R. S. (2011). Pornography viewing among fraternity men: Effects on bystander intervention, rape myth acceptance and behavioral intent to commit sexual assault. *Sexual Addiction & Compulsivity*, 18(4), 212-231. Available from URL: <https://www.tandfonline.com/doi/abs/10.1080/10720162.2011.625552>

Reference: Sun, C., Bridges, A., Johnason, J., & Ezzell, M. (2014). Pornography and the male sexual script: An analysis of consumption and sexual relations. *Archives of Sexual Behavior*, 1-12. Available from URL: <https://www.ncbi.nlm.nih.gov/pubmed/25466233>

PORNOGRAPHY AND SEXUAL BEHAVIOUR – COMPARING THEORIES

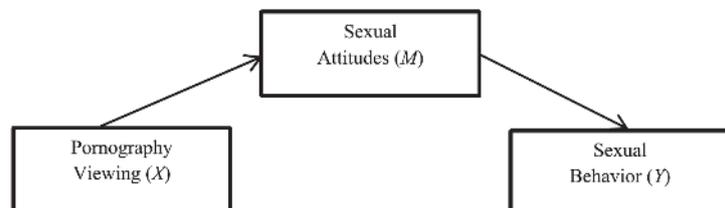
Libertarian theory

Conceptual Model 1: Sexual Attitudes (*C*) Confound the Relationship Between Pornography Viewing (*X*) and Sexual Behavior (*Y*).



Sexual Script theory

Conceptual Model 2: Sexual Attitudes (*M*) Mediate the Relationship Between Pornography Viewing (*X*) and Sexual Behavior (*Y*).



- **Libertarian theory** - the reason why people who consume pornography are more likely to engage in sexual behaviour similar to that in pornography, is because they prepossess sexual outlooks that cause them to do both. No evidence was found to support this argument.
- **Sexual script theory** - viewing particular sex acts and relationships in pornography affects an attitude change more favourable toward those acts and relationships—and a heightened probability of actually engaging in those acts and relationships.
- Wright recommended further research, however, suggested that the sexual script theory should be adopted, while the libertarian theory should be abandoned.

Variables include...

- a belief in the social realism of pornography
- an earlier age of first exposure to pornography
- the perception that pornographic scripts have functional value
- higher estimates of peer engagement in sex acts correspondent to pornography
- identification with actors in pornography, and
- the use of intoxicants during sex

...are all factors that prior studies suggest may enhance the probability that pornography users will model what they see.

Wright, P. J. (2018). Pornography and Sexual Behavior: Do Sexual Attitudes Mediate or Confound? Journal of Communication Research. <https://doi.org/10.1177/0093650218796363>

SEXUAL MEDIA SCRIPTS

Are more likely to be applied when:

- ✧ **exclusive** (predominate message in the absence of alternative messages)
- ✧ **formative** (early exposure or first source of information)
- ✧ **resonant** (consistent with real life experiences)
- ✧ **reinforced** (the viewer receives positive reinforcement from enacting the script – e.g. through masturbation to porn)

Alternatively, when other sexual scripts are...

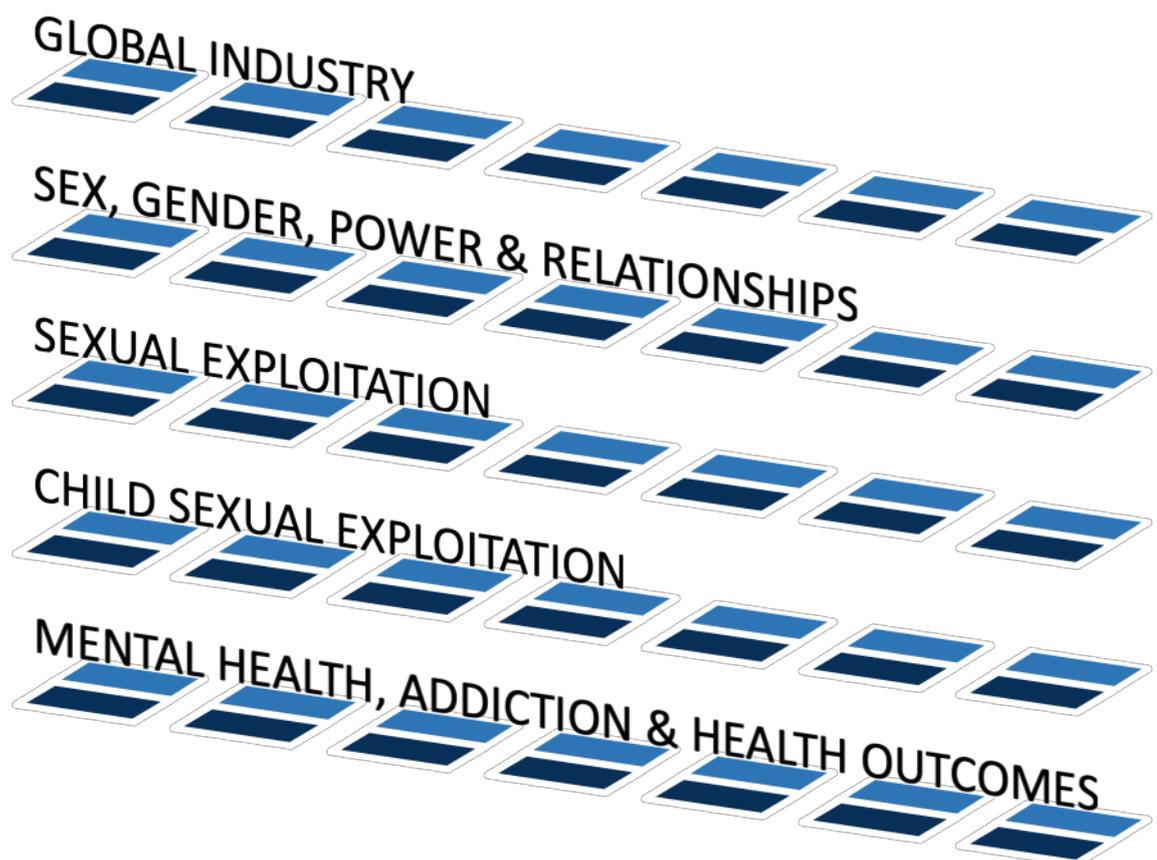
- ✓ early
- ✓ persistent and
- ✓ reinforced

...this can result in a LOWER likelihood of viewers applying sexual media scripts.

Leonhardt, N. D., Spencer, T. J., Butler, M. H., Theobald, A. C. (2018) An Organizational Framework for Sexual Media's Influence on Short-Term Versus Long-Term Sexual Quality. Archives of Sexual Behavior. <https://doi.org/10.1007/s10508-018-1209-4>

Critical Porn Analysis

P
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R
N
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P
H
Y



GLOBAL INDUSTRY

THE PORNOGRAPHY INDUSTRY INFLUENCE

- The modern online porn industry is curated by algorithms – not a result of free choice or sexual empowerment.
- Instead it is the result of technological and economics, decisions, innovations and manipulations.
- Adult men are the majority of paying consumers, thus their sexual choices are most represented in the porn industry – and this content is most accessible.
- Thus, adolescent boys being their sexual exploration at advanced stages of sexual maturity
- If adolescents start where adult men end up, where do they go with their sexual decisions from there? Predominantly, they have never had sex... this spells trouble.

Johnson, J. (2018) Current Research on Economics and Usage Patterns by College-aged Men and Women. Available from URL: <https://vimeo.com/270534983>

The marketing goals of affiliate programs and webmasters are to not simply find the consumer with the addictive personality but to enable, support and even create an addictive experience.

By circulating consumers inside a never-ending series of click manoeuvres and interrelated websites, constantly updated gonzo content and strategic targeting of addictive behaviour, the industry views consumers not as sexual beings with authentic desire but rather as dehumanized 'traffic' to be manipulated and maximally exploited.

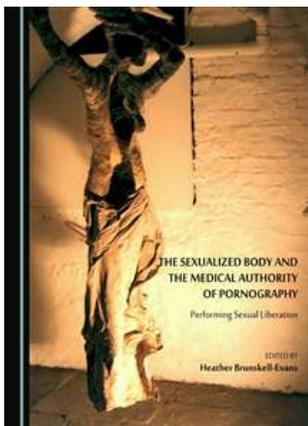
Johnson, J. (2011) Mapping the feminist political economy of the online commercial pornography industry: A network approach. International Journal of Media and Cultural Politics; 7 (2) doi: 10.1386/macp.7.2.189_1

NORMALISATION

The process by which an idea or behavior **goes from clearly problematic** to *an accepted part of societal culture*.

- Once this occurs, it is considered “**just the way it is**” or “**just what people do**”
- It is viewed as beneficial or preferential & then NOT questioned
- The problem is then with the questioner

Definition from: <http://www.cordeliaanderson.com>



RECOMMENDED READING

The Sexualized Body and the Medical Authority of Pornography: Performing Sexual Liberation. Edited by Heather Brunskell-Evans. Cambridge Scholars Publishing Available from Amazon or

<https://www.cambridgescholars.com/the-sexualized-body-and-the-medical-authority-of-pornography>

SEX, GENDER, POWER & RELATIONSHIPS

SEXUAL QUALITY – INTERPRETING THE RESEARCH

Sexual content (media scripts) refer to suggestive sexual media, explicit sexual media, and paraphilic sexual media.

How do sexual media scripts affect sexual quality of short- and long-term sexual relationships?

Short-term sexual relationships:	Long-term sexual relationships:
<ul style="list-style-type: none"> ○ sexual drive / gratification is a motivator ○ less focus on affectionate connection ○ Short-term sexual quality connected to: <ul style="list-style-type: none"> ○ sexual openness ○ arousal (physical excitement) ○ sexual technique (repertoire of knowledge for positions etc.) 	<ul style="list-style-type: none"> ○ romantic attraction ○ attachment to a specific sexual partner – bond through trust ○ Long-term sexual quality connected to: <ul style="list-style-type: none"> ○ Sexual communal strength (responsive to a partner’s sexual needs) ○ Sexual intimacy (closeness, connectedness, shared vulnerability & a developed relational identity) ○ Sexual Communication (exchanging information through symbols, signs, or behaviour)

FINDINGS:

Sexual media scripts are congruent with pursuing short-term sexual quality and incongruent with pursuing long-term sexual quality.

How couples interpret and apply pornography can influence sexual outcomes.

Leonhardt, N. D., Spencer, T. J., Butler, M. H., Theobald, A. C. (2018) An Organizational Framework for Sexual Media’s Influence on Short-Term Versus Long-Term Sexual Quality. Archives of Sexual Behavior. <https://doi.org/10.1007/s10508-018-1209-4>

VIDEO: Dr. John Foubert. Interview – Truth About Porn. <https://vimeo.com/190576748>

THE RELATIONSHIP AMONG ONLINE SEXUALLY EXPLICIT MATERIAL

EXPOSURE TO, DESIRE FOR, AND PARTICIPATION IN ROUGH SEX

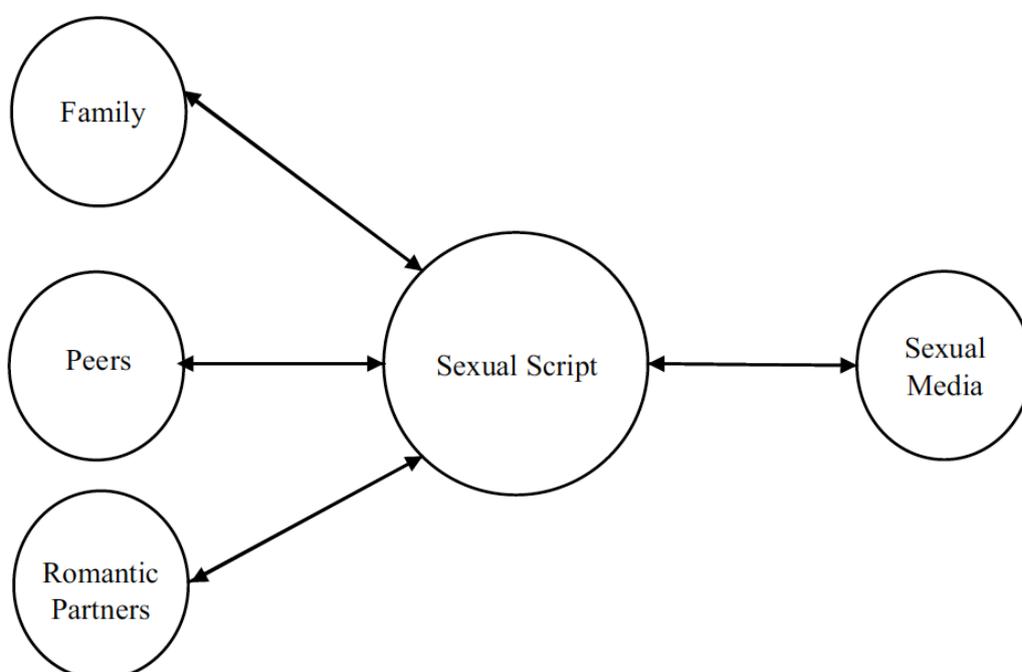
- New research reveals that it's common for those who have been exposed to rough sex in pornography to both desire and engage in those acts.
- Rough Sex is defined as hair pulling, spanking, scratching, biting, bondage, fisting, and double penetration.
- 91.4% of 19-30 year old's surveyed who had been exposed to sexually explicit material desired to engage in one or more of these behaviours.
- 81.7% had engaged in one or more behaviours
- Almost half of the study participants (49.5%) engaged in four or more rough sex behaviours.

Vogels, E. A., O'Sullivan, L. F. (2018) The Relationship Among Online Sexually Explicit Material Exposure to, Desire for, and Participation in Rough Sex. Archives of Sex Behavior. doi: 10.1007/s10508-018-1290-8

MODEL OF SEXUAL SCRIPT SOURCES

Double-sided arrows were used to acknowledge that while all these sources influence the formation of a sexual script, the sexual script also can influence interactions with each of these sources of information.

Note – The authors do not claim this is an exhaustive depiction of sexual scripting sources.



- Information regarding sexuality may not shape preferences and expectations as strongly as sexual experience itself.
- However, if the family is the first source of information, they will likely be a strong initial influence for understanding and interpreting sexuality.

SEXUAL EXPLOITATION

According to major dictionaries, “exploitation” is:

- the use of something or someone else (unfairly) for one’s own advantage,
- the action of taking advantage of a person or situation, especially unethically or unjustly for one’s own ends, or
- treating others unfairly in order to gain an advantage or benefit.

Citing the UN Definition:

Any actual or attempted abuse of a position of vulnerability, differential power, or trust, for sexual purposes, including, but not limited to, profiting monetarily, socially or politically from the sexual exploitation of another.

Sexual activities in exchange for something: ♦ Food ♦ Accommodation
♦ Drugs ♦ Alcohol ♦ Cigarettes ♦ Affection ♦ Gifts ♦ Money ♦ Social Status

Reference: Terminology Guidelines for the Protection of Children from Sexual Exploitation and Sexual Abuse. Retrieved from <http://luxembourgguidelines.org/english-version/>

CHILDHOOD SEXUAL ABUSE ⇄ EXPLOITATION

- 60–90% of prostituted persons (depending on the type of study) have been subjected to sexual abuse and assault in childhood.
- As a comparison with the general population, the occurrence of sexual abuse in childhood among women in the US is three times lower (approx. 20%–30% depending on the study).
- An online survey of performers in pornography from 2011 showed an almost three times greater prevalence of “forced sex” among these in childhood compared with the control group.
- The sexual abuse of the survivors started in earlier years, occurred with much greater frequency and over much longer periods, involved many more perpetrators and demonstrated a “dramatic” greater diversity and more serious abuse than among the control group

Unizon (2016) Pornography and Prostitution: a report on exploitation and demand. p44. Available from URL: <http://unizon.se/engagera-dig/resurser-och-material/unizons-rapport-om-porr-och-prostitution>

PORNOGRAPHY & SEX TRAFFICKING

1. TRAFFICKING IN PORN

Many professional performers in pornography are sex trafficked into a hostile environment of sexual exploitation, forced labour and physical abuse.

2. VICTIMS MADE TO PRODUCE PORN

Traffickers produce pornography of sex trafficking victims to diversify their profit and advertise victims for prostitution. Clients may also create their own pornography of victims.

3. PORN TRAINS VICTIMS

Traffickers show pornography to sex trafficking victims to train them and desensitize them to the sex acts they will be forced to perform.

4. PORN INCREASES DEMAND

Porn users often seek to act out what they have viewed in pornography. Additionally, porn users demand a constant stream of new, increasingly violent and fetishized content. In order to keep up with this demand, more women and children become prostituted and trafficked.

5. CHILD SEX TRAFFICKING

1 in 6 endangered runaways reported to the National Centre for Missing & Exploited children in 2014 were likely sex trafficking victims – that’s up from 1 in 7 in 2013.

REFERENCE 1: points 1-4 - <http://stoptraffickingdemand.com/facts/>

REFERENCE 2: point 5 - www.missingkids.com/1in6

VIDEO: Dr. Karen Country-Roswurm – Truth About Porn. <https://vimeo.com/190317258>

CHILD SEXUAL EXPLOITATION

The growing ubiquity of mobile devices means those targeted or indirectly implicated are getting younger and younger – with children as young as 5 or 6 years of age now exposed to cyber bullying and online pornography – sometimes of the most extreme kind. In some contexts online culture represents the worst form of gang violence.

The Cyber Violence Against Women and Girls Report – 2015 accessed from

http://unwomen.org/~media/headquarters/attachments/sections/library/publications/2015/cyber_violence_gender%20report.pdf

KIDS ACCESS TO PORNOGRAPHY

- Pornhub has a current global ranking of 27 (up from 65 in January 2016)
- A third of young people have seen porn by age 12
- A 2013/14 survey carried out by ChildWISE in the UK revealed that Pornhub was one of the “Top 5” internet sites for 11-16-year-old boys.
 - Nearly one in ten 12-13-year old’s are worried they are addicted to porn
 - Around one in five said they’d seen pornographic images that had shocked or upset them

REFERENCE 1: Alexa; Data accurate as of 27 Sept. 2018. Available from URL: <https://www.alexa.com/siteinfo/pornhub.com>

REFERENCE 2: Singh, N. Talk to Your Kids About Porn. The Atlantic (online) August 9, 2018. Available from URL:

<https://www.theatlantic.com/ideas/archive/2018/08/talking-to-kids-about-porn/568744/>

REFERENCE 3: The Wave News Article. NSPCC: Porn Addiction Concerns. Tuesday, 31 March 2015. Available from URL:

<https://www.bbc.com/news/education-32115162>

PORN HARMS KIDS REPORT

Children having access to pornography is essentially, child sexual abuse via digital images.

SOURCE: https://www.echildhood.org/report_2017

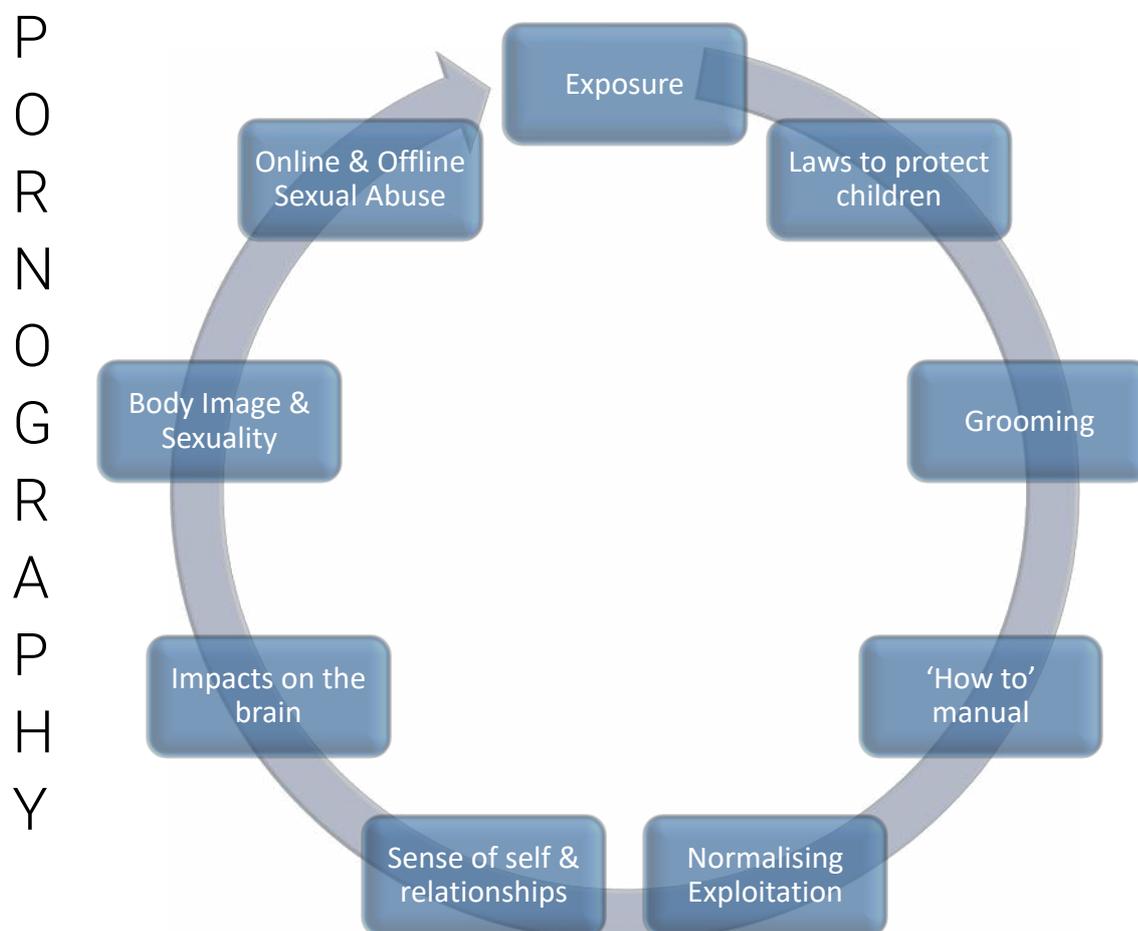
VIDEO: Ross Kemp's Britain Season 1 – Episode 2: Child Sexual Exploitation. Available at the Essential Link: <https://www.youthwellbeingproject.com.au/2018-perth/>

AUSTRALIAN ROYAL COMMISSION INTO INSTITUTIONAL RESPONSES TO CHILD SEXUAL ABUSE

This view of the negative effect of pornography on children's sexual behaviours is consistent with evidence submitted to the Royal Commission and other government inquiries. One practitioner who treats children with harmful sexual behaviours told us at a private roundtable:

'I can't think of anything that is going to impact us or what is actually happening for our young kids as much as the easy access of quite hardcore pornography'.

Royal Commission into Institutional Responses to Child Sexual Abuse. Final Report (2017). Volume 10, Children with harmful sexual behaviours, p. 66. Available from URL: https://www.childabuseroyalcommission.gov.au/sites/default/files/final_report_-_volume_10_children_with_harmful_sexual_behaviours.pdf



MENTAL HEALTH & ADDICTION

FOUR VULNERABILITIES UNIQUE TO TEEN BRAINS

1. Much stronger "Go get it!" signals
2. Decreased sensitivity to aversion
3. Weaker "Stop!" signals
4. Extensive pruning throughout adolescence

Your Brain on Porn (2011) Why Shouldn't Johnny Watch Porn If He Likes? Available from URL: <https://yourbrainonporn.com/why-shouldnt-johnny-watch-porn-if-he-likes>

A TEEN STORY ABOUT DECREASED SENSITIVITY TO AVERSION

When I was 14/15 I encountered [transsexual] porn while surfing the Internet. I still remember the graphic nature of the advert. Something just snapped in my pubescent brain.

All the straight and lesbian porn I had watched for several years seemed ordinary. My heart started racing. My head was thumping, and the fear of getting caught...not just watching porn, but watching what some could consider not exactly 100% straight porn...made it all the more memorable.

I remember crying after I finished. I didn't know what came over me. I was so terrified I wanted to curl up into a ball in my bedroom. But I didn't stop watching it. I was still attracted to girls, but with the [transsexual] porn, I could orgasm quicker. "

Your Brain on Porn (2011) Why Shouldn't Johnny Watch Porn If He Likes? Available from URL: <https://yourbrainonporn.com/why-shouldnt-johnny-watch-porn-if-he-likes>

VIDEO: Clip from: Is free pornography destroying our brains? Available from URL:

<https://www.youthwellbeingproject.com.au/sweden-2018>

Also helpful, particularly for youth:

The Science of Porn Addiction - Gabe Deem. Available from URL: <https://youtu.be/kGGxXHBVDYU>

THE TEENAGE BRAIN

The fact is, teenagers get addicted to every substance faster than adults, and once addicted have much greater difficulty ridding themselves of the habit— and not just in their teen years but throughout the rest of their lives.

Jensen, F. E.; Ellis Nutt, A. (2015) The Teenage Brain: A neuroscientist's survival guide to raising adolescents and young adults (pp. 51, 117). HarperCollins Publishers. Kindle Edition.

COMPULSIVE PORN USE

1. In 2016, a study of 1565 18-19-year-old Italian male students,
 - 4 out of 5 stated consumed pornography.
 - Almost 22% reported that it became habitual
 - 10% stated that it reduced their sexual interest towards potential real-life partners, and
 - 9.1% reported a kind of addiction.
2. In 2017, a Swedish study on 18-year-old young men
 - 98% had watched pornography to different extents.
 - 11% were frequent consumers (watched porn 1 or more times/ day
 - 69% average consumers (at least once / month up to several times a week, but less than once per day)
 - 20% infrequent consumers (less than once a month)
3. In 2017, a cross-disciplinary survey of students (avg. age 23)
 - 10.3% scored in the clinical range for cybersex addiction (19% of men and 4% of women).
4. In 2017, a study on Australians ages 15-29 found
 - 100% of males (and 82% females) had viewed porn.
 - Of these, 85% of young men and 23% of young women watch pornography on a weekly or daily basis.
 - Also, 69% of males and 23% of females first viewed porn at age 13 or younger.
 - The more frequent pornography viewing correlated with mental health problems.

REFERENCE 1: Pizzol, D., Bertoldo, A., Foresta, C. (2016) Adolescents and web porn: a new era of sexuality. *International Journal of Adolescent Medicine and Health*;28(2):169-73. Available from URL: <https://www.ncbi.nlm.nih.gov/pubmed/26251980>

REFERENCE 2: Donevan, M., Mattebo, M. (2017) The relationship between frequent pornography consumption, behaviours, and sexual preoccupation among male adolescents in Sweden. *Journal of Sexual & Reproductive Healthcare*; 12:82-87. Available from URL: <https://www.sciencedirect.com/science/article/pii/S187757561630101X>

REFERENCE 1: Giordano, A. L., Cashwell, C. S. (2017) Cybersex Addiction Among College Students: A Prevalence Study. *Sexual Addiction & Compulsivity*, 24:1-2, 47-57. Available from URL: <https://www.tandfonline.com/doi/abs/10.1080/10720162.2017.1287612>

REFERENCE 2: Lim, M.S.C.; Agius, P.A.; Carrotte, E.R.; Vella, A.M.; Hellard, M.E.; (2017). Young Australians' use of pornography and associations with sexual risk behaviours; *Australian and New Zealand Journal of Public Health*; 41(4): 438- 443. Available from URL: <https://www.ncbi.nlm.nih.gov/pubmed/28664609>

COMPULSIVE SEXUAL BEHAVIOUR DISORDER -ICD-11 (2018) WORLD HEALTH ORGANIZATION

Compulsive sexual behaviour disorder is characterized by

- a persistent pattern of failure to control intense
- repetitive sexual impulses or urges resulting in repetitive sexual behaviour.

Symptoms may include repetitive sexual activities becoming a central focus of the person's life to the point of:

- neglecting health and personal care or other interests, activities and responsibilities
- numerous unsuccessful efforts to significantly reduce repetitive sexual behaviour
- and continued repetitive sexual behaviour despite adverse consequences or deriving little or no satisfaction from it.
- The pattern of failure to control intense, sexual impulses or urges and resulting repetitive sexual behaviour is manifested over an extended period of time (e.g., 6 months or more), and causes marked distress or significant impairment in personal, family, social, educational, occupational, or other important areas of functioning.
- Distress that is entirely related to moral judgments and disapproval about sexual impulses, urges, or behaviours is not sufficient to meet this requirement.

ICD-11 (International Disease Classifications). 6C72 Compulsive sexual behaviour disorder. World Health Organisation. Available from URL: <https://icd.who.int/dev11/l-m/en#/http://id.who.int/icd/entity/1630268048>

PORNOGRAPHY AND SEXUALLY TRANSMITTED INFECTIONS

- A meta-analysis found that Sexually Explicit Website (SEW) exposure was correlated with condomless sexual intercourse; a strong association between self-reported exposure to sexual content in new media and sexual behaviours in young people. (Reference 1)
- Men who have sex with men (MSM) - Sexually Explicit Media (SEM) consumption was found to be significantly associated with sexual risk behaviors. Participants with increased consumption of bareback SEM reported higher odds of unprotected anal intercourse (UAI) and I-UAI (insertive) after adjusting for other factors. MSM who started using SEM at a later age reported lower odds of UAI and I-UAI than MSM who started earlier. (Reference 2)

REFERENCE 1: Smith, L. W., Liu, B., Degenhardt, L., Richters, J., Patton, G., Wand, H., Cross, D., Hocking, J. S., Skinner, S. R., Cooper, S., Lumby, C., Kaldor J. M., Guy, R. (2016) Is sexual content in new media linked to sexual risk behaviour in young people? A systematic review and meta-analysis. *Journal of Sex Health*; 13(6):501-515. doi: 10.1071/SH16037 Available from URL: <https://www.ncbi.nlm.nih.gov/pubmed/27509401>

REFERENCE 2: Træen, B., Noor, S. W., Hald, G. M., Rosser, B.R., Brady, S.S., Erickson, D., Galos, D. L., Grey, J. A., Horvath, K. J., Iantaffi, A., Kilian, G., Wilkerson, J. M. (2015) Examining the relationship between use of sexually explicit media and sexual risk behavior in a sample of men who have sex with men in Norway. *Scandinavian Journal of Psychology*; 56(3):290-6. doi: 10.1111/sjop.12203 Available from URL: <https://www.ncbi.nlm.nih.gov/pubmed/25688731>

Therapeutic Resources

COUNSELLING QUESTIONS – WENDY MALTZ

- *Is porn increasing or decreasing your self-esteem and integrity?*
- *Is it upsetting or alienating your intimate partner (or harming your future chances of being in a healthy relationship)?*
- *Have you become preoccupied, out-of-control, dependent on, or compulsively en-gaged with porn?*
- *How is porn shaping your sexual thoughts, desires, and behaviors?*
- *What negative consequences could occur if you continue to use porn?*

REFERENCE: Is Porn Bad for You? https://www.alternet.org/story/146957/is_porn_bad_for_you

POTENTIAL QUESTIONS TO ASK

1. Sometimes, I feel unable to control the watching of porn sites.
2. I neglected my partner or my family because I had to watch porn sites.
3. I ignored my commitments to look at porn sites.
4. I told myself to stop using online pornography but I didn't succeed.
5. I feel that online pornography is like a drug for me
6. I have continued watching porn sites despite some negative consequences.
7. Sometimes, I watch porn sites to forget circumstances or painful situations.
8. Porn sites make me feel less alone.
9. I have lost some important relationships because of watching porn sites.
10. I watch porn sites in contexts where I should not (e.g. in other people's home, at school or at work ...).
11. I get sexually aroused only when I watch online pornography.

REFERENCE: Cacioppo, M., Gori, A., Schimmenti, A., Baiocco, R., Laghi, F., Caretti, V. (2018). Development Of A New Screening Tool For Cyber Pornography: Psychometric Properties Of The Cyber Pornography Addiction Test (CYPAT). Journal of Clinical Neuropsychiatry. 15,1,60-65. Available from URL:

https://www.researchgate.net/publication/323724021_Development_of_a_new_screening_tool_for_cyber_pornography_Psychometric_properties_of_the_cyber_pornography_addiction_test_CYPAT

TEST TO SEE IF ERECTILE DYSFUNCTION IS CAUSED BY PORN

1. Can you get hard to your favourite porn?
2. Can you get an erection to just touch alone?

SOURCE: <http://yourbrainonporn.com/>

EXPECT WITHDRAWALS

Reports from consumers giving up porn:

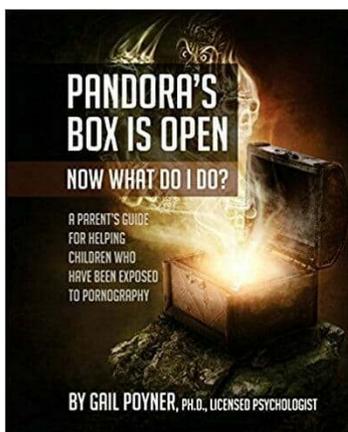
1. *Intense bouts of anger leading to interpersonal difficulties*
2. *Aggressive demeanor*
3. *Suicidal ideation*
4. *Severe depression*
5. *Insomnia*
6. *Shakes*
7. *Easily stressed out (I'm inexperienced confronting the world without that soup of post-orgasmic sedation)*
8. *Violent dreams (I actually enjoyed these, but others might consider them nightmares)*
9. *Hallucinations (jumped out of bed screaming because I felt a "presence"), "insects" crawling all over me in bed*
10. *Mania (energy far in excess of my ability to use it constructively), and inability to concentrate.*

SOURCE: <http://yourbrainonporn.com/>

WEB BASED FORUMS AND INFORMATION SITES FOR TEENS

- Fortify Program: online tool to help change behaviour. Free for youth aged 13-20. Training videos and community interaction for brainstorming questions and challenges.
- No Fap: Get a new grip on life. A secular porn recovery community website for all victims of pornography.
- Reboot Nation: helps people reboot their brains with encouragement and education.
- Addicted to Internet Porn: Learn how porn use can cause sexual and emotional dysfunction and how to recover. Coaching available by Noah Church.
- Online Porn: From Childline in the UK, this page is for young people aged 12 and over.
- Sex. Relationships. The Internet: From Think U Know in the UK, this site offers practical insight for teens aged 14+.
- Porn: what science says: From Think U Know in the UK, this page is for 14+ teens.
- Sex & U: your trusted resource for sexual and reproductive health

FIND MORE AND LINK TO THESE SITES AT <https://www.culturereframed.org/parents-of-teens/>



RECOMMENDED READING

Pandora's Box is Open, Now What do I do?

A Parent's Guide for helping children and teens who have been exposed to, or actively using, pornography. This book is also a useful resource for therapists.

Available from Amazon

<http://a.co/d/aNI037h>

A Public Health Response

HEALTH EDUCATION'S ROLE IN FRAMING PORNOGRAPHY AS A PUBLIC HEALTH ISSUE

- Social issues from the public health perspective involve problems that affect individuals or groups beyond their capacity to correct.
- Social issues are detectable when responsibility is shifted from individuals being able to adequately make changes themselves, toward holding external social causes or influences accountable.
- It is clear that many aspects of pornography meet this definition of social issue, and warrant public health advocacy efforts.

Perrin, P.C., Madanat, H.N., Barnes, M.D., Carolan, A., Clark, R.B., Ivins, N., Tuttle, S.R., Vogeler, H.A, Williams, P.N. (2008). Health education's role in framing pornography as a public health issue: local and national strategies with international implications. Journal of Promotion & Education, XV, No. 1. 2008;15(1):11-8. DOI: 10.1177/1025382307088093.

The Social-Ecological Model: A Framework for Prevention

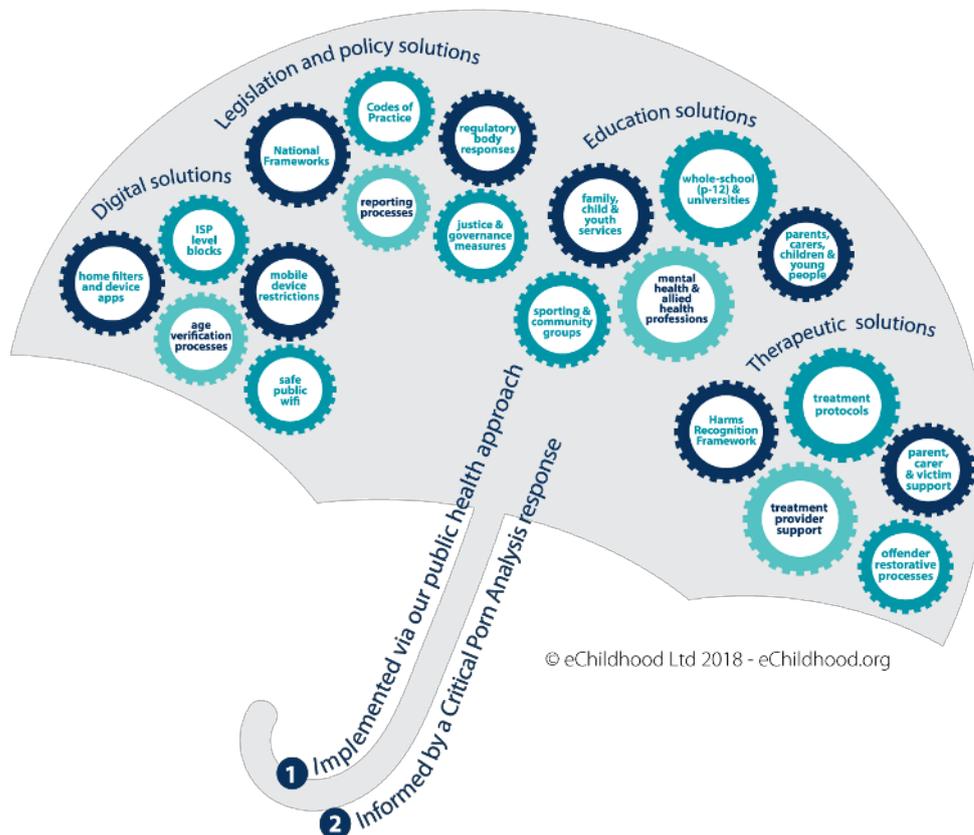
Centers for Disease Control and Prevention (CDC)

Available from URL: <https://www.cdc.gov/violenceprevention/overview/social-ecologicalmodel.html>

eCHILDHOOD - PROPOSING A PATHWAY FORWARD

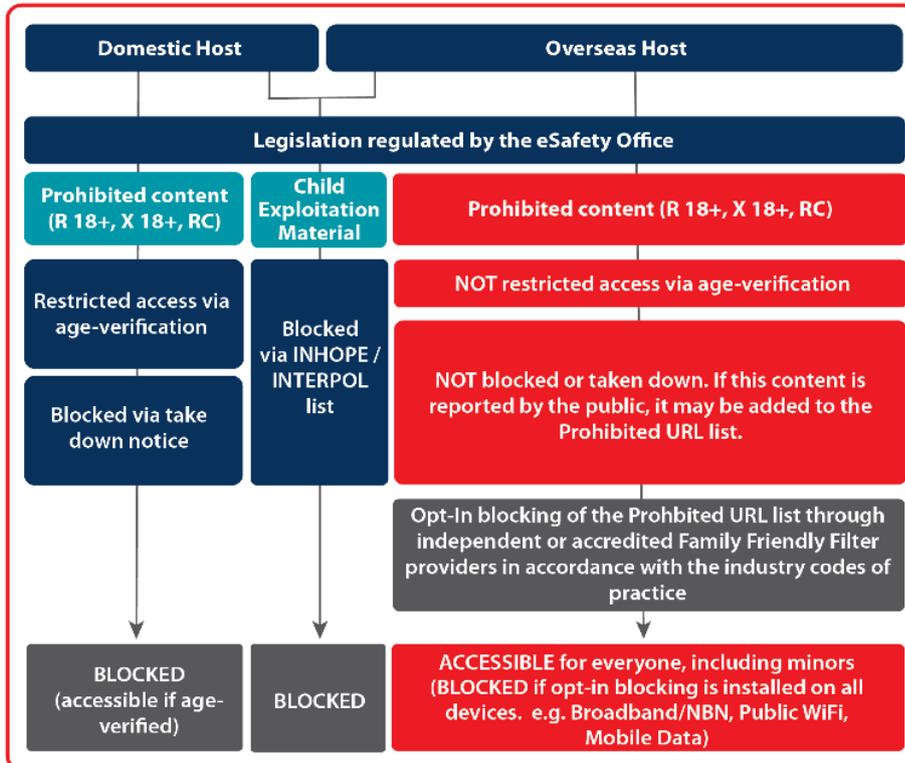
eChildhood - Stage 1 Action Plan 2017-2020

Addressing the harms of children and young people accessing online pornography



OUR KIDS CURRENT DIGITAL ENVIRONMENT

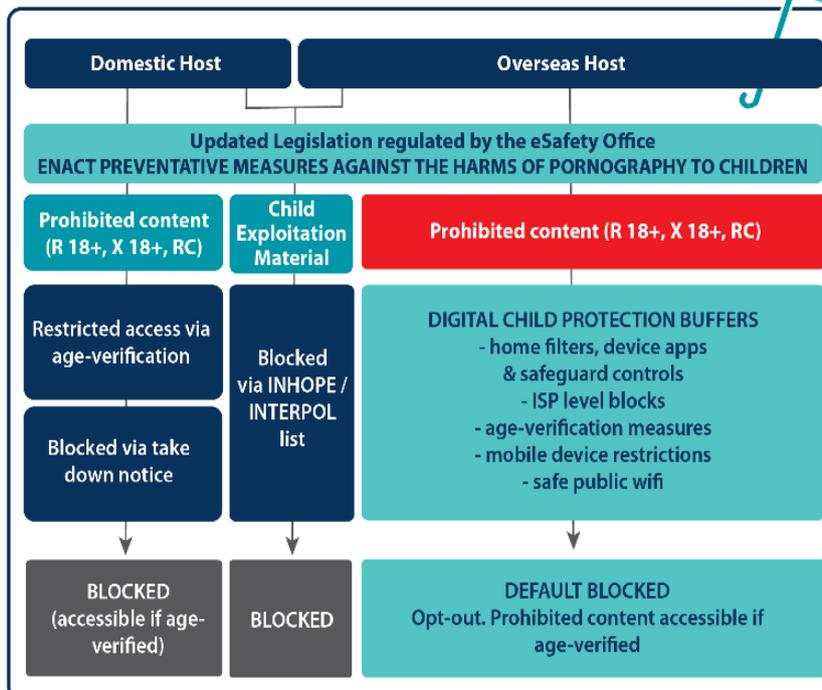
CURRENT DIGITAL ENVIRONMENT



**the diagram is only pictorial and not definitive indications of percentages of content coming from hosts domestically and internationally
© PORN HARMS KIDS LTD 2017 - pomharmskids.org.au*

PROPOSED DIGITAL ENVIRONMENT

DIGITAL SOLUTION



**the diagram is only pictorial and not definitive indications of percentages of content coming from hosts domestically and internationally
© PORN HARMS KIDS LTD 2017 - pomharmskids.org.au*

AGE VERIFICATION

- Age-verification places the responsibility of reducing access in the correct place - the hands of the commercial pornography producers.
- Age-verification does not restrict adults access to adult content
- Age-verification protects users data
- Age-verification has the potential to reduce predator access to children

RESOURCES FOR PARENTS

CULTURE REFRAMED PARENTS PROGRAM

BUILDING RESILIENCE & RESISTANCE TO HYPERSEXUALIZED PORN CULTURE

Culture Reframed understands how daunting it can be to raise kids in a culture where they are bombarded with sexual images, including porn. That's why we have provided this complete best-practice toolkit, which will help you raise porn-resilient kids.

In the Culture Reframed Parents Program, you will learn:

- The harmful effects of hypersexualized media and hardcore porn, which is mainstream, free, and easily accessible
- How to teach healthy sexuality and strengthen resilience to hypersexualized media and porn
- How unrestricted use of pornography affects the brain and can lead to habituation and addiction
- How to support and guide your child each step of the way

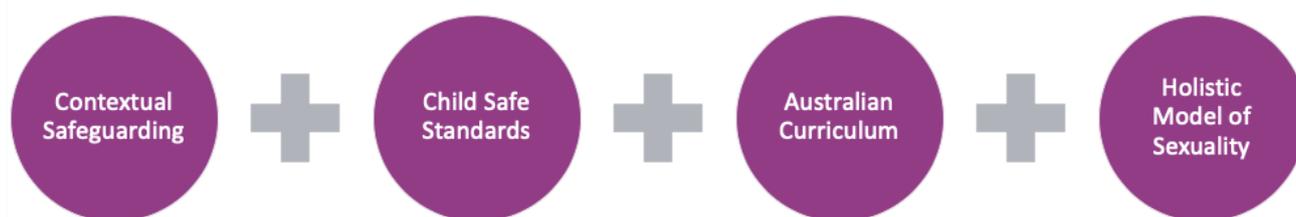
<https://parents.culturereframed.org/>

Addressing Pornography within Schools

WHY SCHOOL-BASED PORNOGRAPHY EDUCATION?

- Pornography education aligns with existing school priorities
 - sexuality, cybersafety, and violence prevention
- School-based pornography education can reach broad audiences
- Schools can provide high quality pornography education
- Schools are a setting for pornography's impacts
 - pornography accessed or shared at school
 - sexual imagery of students circulated within schools
 - schools can be sites of young people's exposure to pornography
 - unwittingly facilitate pornography incidents by providing or encouraging internet-enabled devices
- Resulting incidents can affect student wellbeing and school engagement, as well as potentially having legal consequences.
- Growing support for school-based pornography education

PROTOCOLS FOR IMPLEMENTING PROCESSES AND PRACTICES TO PREVENT AND RESPOND TO POR-NOGRAPHY AND SEXUAL HARMS



CONTEXTUAL SAFEGUARDING

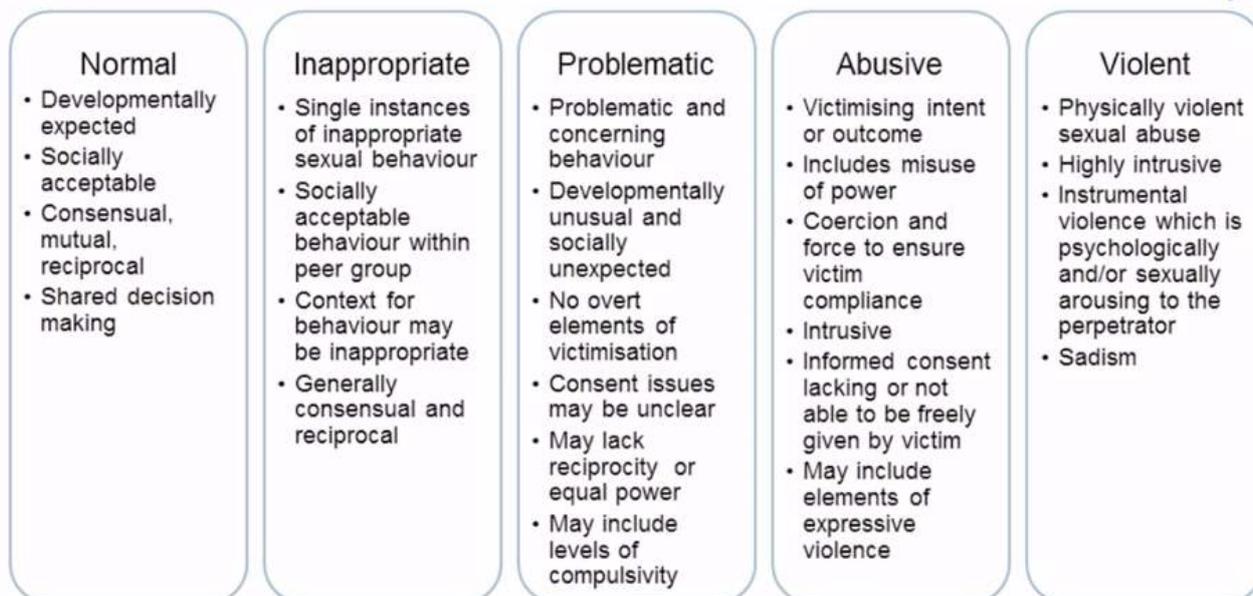
Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships.

Therefore, children's social care practitioners need to engage with individuals and sectors who do have influence over/within extra-familial contexts, and recognise that assessment of, and intervention with, these spaces are a critical part of safeguarding practices. Contextual Safeguarding, therefore,

expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts.

LEARN MORE: <https://www.contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>

Harmful sexual behaviour



(Hackett, 2011)



YOUNG PEOPLE EXPERIENCE SIGNIFICANT HARM IN A RANGE OF SETTINGS BEYOND FAMILIES

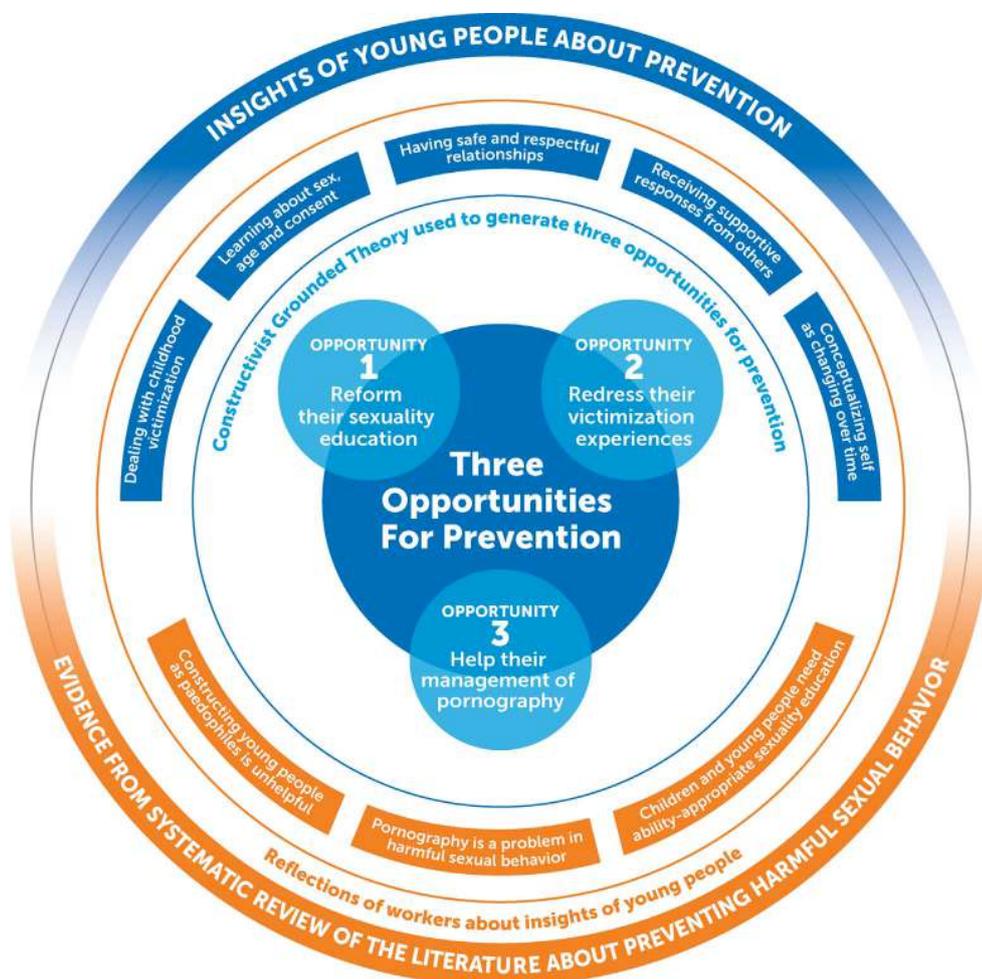
- Harassment on public transport
- Sexual violence in parks
- Gang-related violence on streets
- Online bullying and harassment from school-based peers
- Abuse within their intimate relationships
- In Australian primary schools: sexual harassment, acting out sexually, and attempting to verbally coerce other children to engage in sexual behaviours.

REFERENCE 1: Contextual Safeguarding: An overview of the operational, strategic and conceptual framework. Carlene Firmin. 2017.

REFERENCE 2: Ey, L.A., McInnes, E. (2017) Educators' Observations of Children's Display of Problematic Sexual Behaviors in Educational Settings'.

VIDEO: Dr Anita Elias interviewed for the Porn Factor by Maree Crabbe: <https://youtu.be/dnYiHufVJEK>

THREE OPPORTUNITIES FOR PREVENTION



REFERENCE: McKibbin, G., Humphreys, C., Hamilton, B. (2017). "Talking about child sexual abuse would have helped me": Young people who sexually abused reflect on preventing harmful sexual behaviour. *Child Abuse & Neglect* 70 (2017) 210–221. Available from URL: <https://www.ncbi.nlm.nih.gov/pubmed/28628898>

BEYOND REFERRALS: LEVERS FOR ADDRESSING HARMFUL SEXUAL BEHAVIOURS IN SCHOOLS

- Staffing capacity related to safeguarding within school
- The extent to which a school's response to HSB is integrated into wider safeguarding structures
- Referral pathways for raising concerns within school
- HSB strategy/procedure
- Structures through which the school can engage with, and understand, community and neighbourhood dynamics which affect students
- Level of external input from partnership to develop the school's response to HSB

- Procedure adopted for engaging parents in relation to the school’s approach to HSB
- Good quality staff training
- HSB referral pathway within school
- Relationships and sex education
 - RSE is embedded throughout the wider curriculum across all years, informs the school’s ethos, and is informed by high-quality resources, local expertise and national guidance.

SOURCE: Contextual Safeguarding Network. University of Bedfordshire. The International Centre Researching Child Sexual Exploitation, Violence and Trafficking

CHILD SAFE STANDARDS

NATIONAL PRINCIPLES FOR CHILD SAFE ORGANISATIONS

Principle 2: Children and young people are informed about their rights, participate in decisions affecting them and are taken seriously

2.3 Where relevant to the setting or context, children may be offered access to sexual abuse prevention programs and to relevant related information in an age appropriate way.
Communicating and interacting for health and wellbeing sub-strand

Principle 4: Equity is upheld and diverse needs respected in policy and practice

4.2 Children and young people have access to information, support and complaints processes in ways that are culturally safe, accessible and easy to understand

Principle 7: Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training

7.1-7.4

Principle 8: Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.

8.1 Staff and volunteers identify and mitigate risks in the online and physical environments without compromising a child’s right to privacy, access to information, social connections and learning opportunities.

8.2 The online environment is used in accordance with the organisation’s Code of Conduct and child safety and wellbeing policy and practices

8.3 Risk management plans consider risks posed by organisational settings, activities, and the physical environment

8.4 Organisations that contract facilities and services from third parties have procurement policies that ensure the safety of children and young people.

REFERENCE: National Principles for Child Safe Organisations. National Framework for Protecting Australia’s Children 2009-2020. Australian Human Rights Commission. Available from URL: <https://www.humanrights.gov.au/national-principles-child-safe-organisations>

STAFF BEST-PRACTICE POLICIES

STAFF PROFILE FOR TEACHING RSE

1. Facilitators know the subject they are teaching.
2. Facilitators know how teens grow.
3. Facilitators understand that learners learn differently.
4. Facilitators know how to communicate well.
5. Facilitators use correct terms.
6. Facilitators know how to manage the size of their learning group.
7. Facilitators are comfortable in their own skin.
8. Facilitators understand and use appropriate sharing.
9. Facilitators know how to monitor learner progress.
10. Facilitators are able to evaluate themselves.
11. Facilitators are connected with other sexual health professionals.

For a complete presentation on The Delivery of Relationships & Sexuality Education, go to <https://www.youthwellbeingproject.com.au/free-resources/> ALSO AVAILABLE: The Staff Profile for Teaching RSE Assessment Tool. This resource has been developed to assist staff in self-determining strengths and weaknesses related to teaching relationships and sexuality education.

ELEMENTS OF BEST PRACTICE SCHOOL-BASED PORNOGRAPHY EDUCATION

1. A whole-school approach
2. A sound conceptual framework
3. A tailored approach
4. Based in sexuality education
5. Builds student competencies
6. Age-appropriate and sequential delivery
7. Participatory teaching and learning approaches
8. A safe, inclusive, supportive learning environment
9. Sensitivity to inequalities of gender, sexuality and race/ethnicity
10. Skilled, well-equipped staff
11. Active engagement of parents as partners
12. Development of community partnerships
13. Support across the school organisation, culture and environment
14. Regular review and evaluation

REFERENCE: Crabbe and Flood (2017) School-based education to address pornography's influence on young people: A best practice framework. Unpublished manuscript

POLICIES IN CONJUNCTION WITH EDUCATION

- Updated policies
- Whole-school, collaboratively developed policies, plans and structures for supporting safety and wellbeing
- Clear procedures
- Clearly communicated procedures
- Agreements for responsible use of technology by staff & students
- Effective risk management plans
- Well-understood protocols about appropriate and inappropriate interactions

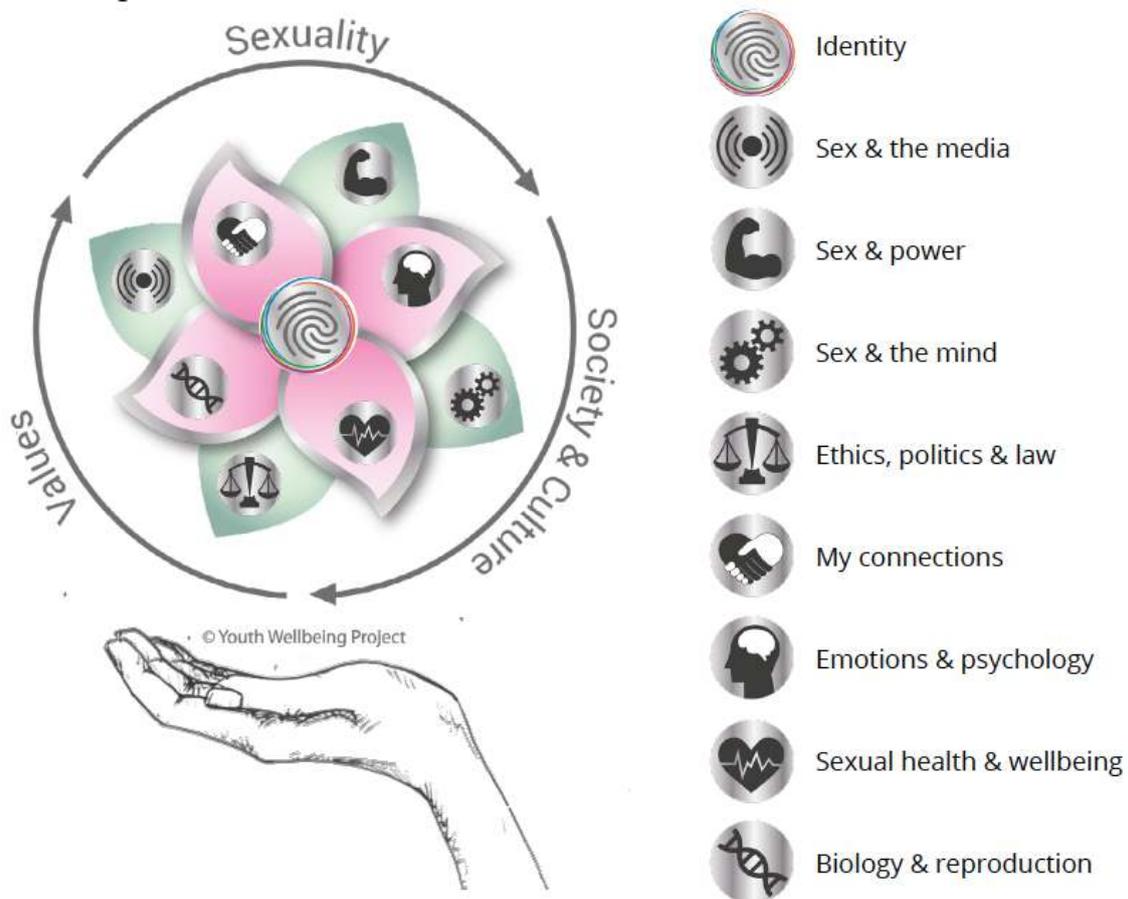
Reference: Safe Schools Hub – National Safe Schools Framework

<http://safeschoolshub.edu.au/safe-schools-toolkit/the-nine-elements/element-3/key-characteristics>

<http://safeschoolshub.edu.au/resources-and-help/Glossary#Harassment>

A HOLISTIC APPROACH FOR SCHOOLS

THE HOLISTIC MODEL OF SEXUALITY



IQ PROGRAMS

IQ PROGRAMS are an educational package designed to equip children & youth to confidently navigate hypersexualised culture and other 21st century challenges.

Compass IQ and Agency IQ are signature programs within the IQ package, designed to safeguard children and fortify youth against cultural and sexual harms. Growth IQ and Sustain IQ focus on personal development, relationships and holistic sexuality education – foundational skills essential for personal and relational wellbeing.

Learn more: <https://iqprograms.com/>

HEALTHY SEXUAL DEVELOPMENT - A MULTIDISCIPLINARY FRAMEWORK FOR RESEARCH

1. Freedom from Unwanted Activity

Healthy sexual development takes place in a context in which children are protected from unwanted sexual activity. This is a fundamental point. Its complexity must also be acknowledged. Hence the second point below.

2. An Understanding of Consent and Ethical Conduct More Generally

Healthy sexuality is not coercive. And so children need to understand the nature and complexity of consent - not just their own but also other people's - in sexuality. They need to learn about the ethics of human relationships and how to treat other people ethically.

3. Education About Biological Aspects of Sexual Practice

In healthy sexual development, children are provided with accurate information about how their bodies work. Research has shown that "in the absence of adequate and systematic sex education, children invent their own explanations for biological and sexual processes often in the form of mythologies".

4. An Understanding of Safety

In healthy sexual development, children learn what is safe sexual practice. This is meant in the widest possible sense, including physical safety, safety from sexually transmitted diseases (STIs); and safety to experiment.

5. Relationships Skills

In healthy sexual development, children learn relationship skills more generally. This includes, but is not limited to, communication and assertiveness skills. Children learn to ask for what they want assertively in relationships generally. At an appropriate point, this also includes sexual relationships.

6. Agency

Emerging from the previous point, in healthy sexual development children learn that they are in control of their own sexuality and in control of who can take sexual pleasure from their bodies. They are confident in resisting peer pressure. They understand their rights. They learn to take responsibility for making their own decisions.

7. Lifelong Learning

Every researcher who has studied the healthy sexual development of children insists that children are naturally "curious" about their bodies and about sex. Studies during many decades have shown that children explore their bodies—including touching and sometimes masturbating their genitals— from birth; they ask questions about sex at the same time as they begin to ask questions about other aspects of society; and they play "sex games" like doctors and nurses with other children from an early age. Research has shown

that this behavior is not only normal, it is healthy and has no harmful effect on later sexual development. Similarly, learning about sexuality does not stop at the point where sexual intercourse begins. Adults continue to learn about their sexuality throughout their lives, improving their knowledge of and attitudes toward their sex lives.

8. Resilience

There is a necessary element of risk in all learning. This is also true of sexual learning. In healthy development, children develop agency in order to facilitate resilience so that bad sexual experiences are opportunities for learning rather than being destructive.

9. Open Communication

Healthy sexual development requires open communication between adults and children, in both directions. As noted above, this means that children are provided with age-appropriate information about sex and particularly that they are given honest answers to any questions they may ask. There is absolute agreement in the literature that this is important for preventing sexual abuse, development of a healthy attitude toward their own bodies and sexuality, and preventing unwanted pregnancies and STIs when they do become sexually active. On the other hand, in healthy situations, children feel comfortable in coming to adults with problems, concerns, or issues they may have about their bodies or what is happening to them.

10. Sexual Development Should Not Be 'Aggressive, Coercive, or Joyless'

This is a key distinction between healthy and unhealthy sexual development. Healthy sexual development is "fun," playful, and light-hearted. Unhealthy sexual development is aggressive, coercive, or joyless.

11. Self-Acceptance

In healthy sexual development, children are supported in developing a positive attitude toward their own sexual identity and a "positive body self-concept".

12. Awareness and Acceptance that Sex is Pleasurable

Children learn to understand that it is acceptable for sexuality to be pleasurable in healthy development. It is not shameful to enjoy it. It is a desirable outcome, and when they become adults, they will have to option of enjoying satisfying and high-quality sexual relationships should they choose to do so.

13. Understanding of Parental and Societal Values

In healthy development, children learn social and parental values around sexuality to enable them to make informed decisions about their own sexuality in relation to them. These vary greatly. Research shows that parental values around sexuality range from extremely conservative to extremely liberal and that judgments about what is appropriate sexual behavior in children differ dramatically in different societies.

14. Awareness of Public/Private Boundaries

As a particular subset of values, children learn how the public/private distinction works in their culture as part of healthy sexual development. This allows them to manage their own privacy, understand public behavior, and understand how to negotiate the boundaries between the two.

15. Competence in Mediated Sexuality

In healthy sexual development, children will develop skills in accessing, understanding, critiquing, and creating mediated representations of sexuality in verbal, visual, and performance media.

REFERENCE: McKee, A., Albury, K., Dunne, M., Grieshaber, S., Hartley, J., Lumby, C., & Mathews, B. (2010): Healthy Sexual Development: A Multidisciplinary Framework for Research, *International Journal of Sexual Health*, 22:1, 14-19. To link to this article: <http://dx.doi.org/10.1080/19317610903393043>

A PATHWAY FORWARD

- Identify the lead staff
- Gain the support of school leadership
- Review existing structures and ascertain if and how pornography is addressed
- E.g. Child Safety, Cybersafety, RSE, Violence Prevention
- Review wider Harmful Sexual Behaviour strategy/procedure
- Review school filtering and monitoring systems
- Identify if referral pathways (internal and external) have skills to address pornography impacts
- Clarify what external partnerships are needed to move forward?
- Provide quality staff training
- Adopt holistic and comprehensive RSE and Pornography Education materials that include a critical porn analysis

Resources for Moving Forward

YOUTH WELLBEING PROJECT IQ PROGRAMS <https://www.iqprograms.com/>

CULTURE REFRAMED PARENTS PROGRAM

<https://parents.culturereframed.org/>

THANK YOU FOR ATTENDING!

Please provide your feedback, download the workbook, and find resource and support links at <https://www.youthwellbeingproject.com.au/perth-2018/>