Putting Pornography on the Agenda: Resources

The following resources for addressing the issue of pornography are not to be interpreted as CESA recommendations but as possible ways to inform the planning for learning. In context, your community may discern what aspects are relevant and appropriate using the policies and procedures recommended by CESA.

*The KS:CPC Curriculum is mandated*
Southern Cross Article by Teresa Hudson

http://www.thesoutherncross.org.au/?iid=139537&startpage=page0000009#folio=8
MITIOG
Addressing the harms of Pornography

The Christian anthropology (dignity) of the human person is the premise for exploring the impact of pornography on the social fabric of communities.

The topic of pornography is named explicitly in Standard 6: Being Sexual (Years 11 - 12)

• Invites students to critique the values and worldview of pornography culture.
• Invited to consider measures for countering the influence of pornography culture.

* Media Critical literacy is addressed from Year 5 onwards
Being Sexual

Catholic Church’s Foundational Beliefs:

Sexuality is part of the physical, moral, psychological and spiritual realities of life.

Sexuality is an integral part of God’s gift to humanity, a lens through which we relate to others and reveal God’s love to the world.

*We are more than our physical bodies*
SA Legislation: Sexting

What you need to know:

• Sexting can be a crime.
• The penalties can include jail sentences and sex offender registration.
• If a picture has been shared there are things we can do to stop these pictures being sent around.

See more at: http://www.lawstuff.org.au/sa_law/topics/Sexting#sthash.A8YL8BVZ.dpuf
A Link to Law Stuff on the Blog
www.keyteachers.wordpress.com
Data Reference


Percentage of Year 10s That Reported having Sex

- Yes about 25 percent
- No about 75 percent

Previously 27%

(Mitchell, Patrick, Heywood, Blackman, & Pitts, 2014)
Percentage of Year 11s that Reported having Sex

- Yes about 33 percent
- No about 67 percent

(Mitchell, Patrick, Heywood, Blackman, & Pitts, 2014)
Percentage of Year 12s that Reported having Sex

- Yes about 50 percent
- No about 50%

Previously 56%

(Mitchell, Patrick, Heywood, Blackman, & Pitts, 2014)
Additional Report Findings

• 50% of young people expressed significant dissatisfaction with sex education at schools, citing irrelevance to their real experiences, lack of relationship advice and lack of discussion of same-sex issues as problems.

• 36% of students commonly asked their mother about sex, 41% asked a female friend.

• 23% of sexually active students had sex with three or more people in the past year.

• 25% of sexually active students reported an experience of unwanted sex of some kind.

(Mitchell, Patrick, Heywood, Blackman, & Pitts, 2014)
Sexual Attraction

- The majority of the sample reported sexual attraction only to people of the opposite sex (83% of young men and 76% of young women).

- 8% of young men and 4% of young women reported sexual attraction only to people of the same sex. 5% of young men and 15% of young women were attracted to people of both sexes.

- Around 4% of young men and 5% of young women were unsure about their sexual attraction.

(Mitchell, Patrick, Heywood, Blackman, & Pitts, 2014)
More Stats - Marree Crabbe

- 30% of all internet traffic is porn-related
- More than 60% of girls have seen online porn
- 88% of scenes in the most popular porn include physical aggression

*In The Picture* was written by Marree Crabbe as part of Brophy Family and Youth Services’ community education project *Reality & Risk: Pornography, young people and sexuality*. For more information visit [www.itstimewetalked.com](http://www.itstimewetalked.com)
Pornography and Education
Dialogue Australasia May 2012, p.22

What we seek
- Closeness
- Intimacy
- Trust
- Security
- Love (sacred, mysterious and beautiful)

Pornography diminishes what we seek:
- A strong decline in intimacy and connection with partners
- Damages sexual responsiveness to another person
- Alters perceptions of sexuality
- Breeds discontent with partner’s physical appearance
- Inhibits trust and safety when porn acts are copied, particularly a prevalence of violence towards women.
Which voice will we give volume to?

Love-making can, in part, be taught and the very real question for liberal democracies is what sort of education is given?

Should we let the pornography image have the loudest voice?
Balancing Act
Amoris Laetitia

Sex education should:
- Provide information
- Be mindful that children and young people have not yet reached full maturity
- Information must be suited to age and development
- Not to overwhelm with data
- Develop critical abilities to deal with new ideas and messages
- Taught to recognise and seek out positive influences ‘to find joy’
- Taught to recognise the things that cripple their capacity to love
- Educate to defend our personal privacy ‘modesty’
- Teach sensitivity to different expressions of love, mutual concern and care.
Resourcing Complex and Emotive Topics

• Checklist for resources
• Careful discernment
• Not one recommended resource for dealing with complex and emotive topics
• Consider your intentions, your context, the scope of the curriculum and parent voice
• Utilise the parts of the resources that apply to context
Media Viewing Policy and Procedure
Film, TV, Online and Mobile Computer Games including Apps, and Print Texts

You can access your own copies here:


*Please return all items to the sample pack for my next workshop. Thank you 😊
MITIOG Checklist for Resources

Docushare, Teaching and Learning, Religious Education, Made in the Image of God Human Sexuality Education, Section C, Documentation

CATHOLIC TRADITION The resource is:
- reflects appropriate Catholic Christian values
- is consistent with Catholic teaching
- is consistent with school policies, programs and practices

SCHOOL COMMUNITY The resource is:
- takes into account contemporary family relationships and structures
- is religiously sensitive and appropriate
- is gender sensitive and appropriate
- is culturally sensitive and appropriate

TEACHING AND LEARNING The resource is:
- is appropriate to the age level as per the school scope and sequence plan
- is appropriate to the stage of moral and cognitive development of the age group
- promotes positive messages

TEACHING AND LEARNING The resource is ctd:
- is relevant to the experiences of the audience
- assists with the development of content, skills, values, attitudes and dispositions appropriate to band level content
- encourages moral decision making
- encourages interactive and inclusive learning strategies and the active participation of learners
- uses appropriate language and correct terminology
- will be used within a specific context
- has been previewed before use with learners
- is current
- is compiled by people who are qualified, credible and authorities on the subject
- is relevant to Australian learners
- will be evaluated
Checklist for Engaging External Service Providers

• For the MADE IN THE IMAGE OF GOD Program Being Human, Being Connected and Being Moral Strands ONLY

• This check list should be utilised by class teachers when engaging a guest speaker or facilitator for students, and by Key Teachers when engaging a guest speaker or facilitator to work with staff or parents in the area of the Made in the Image of God Program.

• As directed by Archbishop Wilson and Bishop O’Kelly, schools should not engage guest presenters to work with staff, students or parents in the Being Sexual strand.*

Link to Checklist:
Docushare, Teaching and Learning, Religious Education, Made in the Image of God Human Sexuality Education, Section C, Documentation
Estimated that 70% of boys had seen porn by the age of 12 and 100% by 15

1 in 5 boys aged 16/17 are regular porn viewers

53% of girls under 12 had seen porn

97% have viewed porn by 16

(Flood and Saures cited in Tankard Reist & Bray, 2011, p. xvi-xvii)

Note Flood and Saures reports date back to 2007.
Learning with Rated Texts:
Film, television, online and mobile computer games including apps, and print texts

Principal or Principal delegate ensures staff and families are familiar with policy and procedures

Designing learning with rated texts in mind → Prepare Rationale → Check Rationale → Draft letter and consent form for the use of rated texts → Seek Approval

- Check rating
- Check classification guidelines in procedural document for suitability of age and hierarchy of impact
- Match age of students to materials to be accessed
- Discount texts that are rated R or above

- Decide and document how use of intended rated materials relates to curriculum demands and supports learning

- Ask if your purpose develops student capability in the analysis and critical reading of texts.

- Articulate clearly how a selected text will support the student to achieve the desired educational outcomes
- Consider use of alternative texts for students where the parent does not provide informed and timely consent

- Approach Principal or Principal delegate for approval to communicate with parents/family

- Negotiate alternative suitable texts for study, where the parent does not provide informed and timely consent, in order to meet the curriculum demands placed on the student

Evaluate learning outcomes

- the values and ethics of Catholic Education
- learning requirements, curriculum demands and assessment standards to explore increasingly complex issues and themes
- the value of curriculum enrichment through appropriately selected and supported rated texts
- the enduring value of engaging students in practices of critical discernment for their reading and viewing beyond the classroom
• I share this information so that people can see where the topic of Pornography is covered outside of MITIOG.

• KS:CPC has it’s own training and expertise available through the Inclusion and Learning Team.

• The same sensitivities apply to how families are included in this curriculum.
Keeping Safe: Child Protection Curriculum


NOT MITIOG – This is a curriculum in it’s own right.

Keeping Safe: Child Protection Curriculum
The KS: CPC enables students to develop protective strategies for keeping themselves safe and this occurs from the early years starting at 3 years old right through to the final year of schooling in Year 12.

While these topics don’t always use the word ‘pornography’ the issue of how pornography impacts communities is countered through the KS: CPC curriculum potentially in a number of ways.
Keeping Safe: Child Protection Curriculum

Early Years (ages 3-5)

Focus Area 1: The Right to be Safe
• Children learn the concept of safe and unsafe as well as warning signs associated with feeling unsafe.
• They learn to recognise a range of situations that might make them feel uncomfortable including and not limited to scenarios where digital media may be involved.

Focus Area 4: Protective strategies
• Strategies for keeping safe, children learn strategies for dealing with feeling unsafe.
R-2 Focus Area 3: Recognising and reporting abuse,

**Topic 1: Names of parts of the body**

**Topic 2: Recognising abusive situations and secrets**

- Children learn about how to distinguish between touching that is okay and touching that is not okay.
- They also learn protective strategies for recognising and reporting on situations involving touching that is not okay and this may or may not include exposure to touching that is not okay on screen.

This topic can be found on page 85 of the KS: CPC (R-2) document.
Years 3-5
Focus Area 3: Recognising and reporting abuse

Topic 3: Electronic media
• Children learn about media classifications, video media, movies and DVDs, television programs and the internet. They learn protective strategies to deal with seeing or being shown images of naked bodies ranging from medical contexts to potentially abusive situations.

• A resource provided by Cybersmart is supplied in this curriculum titled Strategies to Manage Offensive Content. It includes strategies for staying safe online as well as the topics of photographs, digital images and magazines. This section explicitly deals with the notion of adult content and how to analyse and discern appropriate content.
Focus Area 3: Recognising and reporting abuse  

Topic 1: Identifying abuse and neglect

- students learn about pornography in the sub topics of grooming and cyberbullying. They are provided with information about laws, abuse of power in relationships, vulnerability and responsibility.
Collective Shout  
- for a world free of sexploitation

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<td>Susan McLean</td>
<td><a href="http://www.cybersafetysolutions.com.au">www.cybersafetysolutions.com.au</a></td>
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<td>Melinda Tankard Reist</td>
<td><a href="http://www.melindatankardreist.com">www.melindatankardreist.com</a></td>
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<tr>
<td>Liz Walker</td>
<td><a href="http://www.youthwellbeingproject.com.au">www.youthwellbeingproject.com.au</a></td>
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<td>Hugh Martin</td>
<td><a href="http://www.manenough.com.au">www.manenough.com.au</a></td>
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<td>Collett Smart:</td>
<td><a href="http://www.collettsmart.com">www.collettsmart.com</a></td>
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I am still in the process of checking these out... exercise careful discernment when considering these...
# The Sex Educational Supplement

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Link: [http://www.flipsnack.com/flip-preview/fdtps1uz/](http://www.flipsnack.com/flip-preview/fdtps1uz/)
Collective Shout  
- for a world free of sexploitation

Other Websites:

• Depression and anxiety support: [www.beyondblue.com.au](http://www.beyondblue.com.au)
• Aust Govt Office Children’s Safety eCommissioner: [www.esafety.gov.au](http://www.esafety.gov.au)
• Our Watch: end violence against women and children [www.ourwatch.org.au](http://www.ourwatch.org.au)
• Teaching kids safety online: [www.notforkids.info](http://www.notforkids.info)
• Porn-proofing today’s young kids [www.goodpicturesbadpictures.com](http://www.goodpicturesbadpictures.com) *(we have this resource in CRIS)*
• Australian Council on Children and the Media: [www.childrenandmedia.org.au](http://www.childrenandmedia.org.au)  [www.kf2bk.com](http://www.kf2bk.com)
Your Child has Seen Porn – Now What?

Link: http://educateempowerkids.org/your-child-has-seen-porn-now-what/

Targeted to Parents

Our KS: CPC does the same thing better

Downloadable lesson plans for parents
‘Not for Kids’

Australian

Works on the assumption children are affronted by images

Based on author’s experience of childhood exposure to pornography

Hi there! I’m Milly.
I teach kids how to stay safe online and seek help when they see upsetting adult images.

Written by Liz Walker
Illustrated by Anita Mary
ask@notforkids.info
www.notforkids.info

Milly loves to explore and learn. One day while using her friend’s phone, she sees images that make her feel sick. Milly was lucky to have a safe adult to help her through this experience and she now teaches children that some adult behaviours can be harmful for kids to see. Milly lets kids know that coming across these images is not their fault and she reminds them to always seek help from an adult if they see things that are not meant for kids eyes.
‘The Line’

- Site: [www.theline.org.au](http://www.theline.org.au)
- This website is for young people. It talks about relationships, gender, sex, bystander action, technology and communication.

Assumes sexual activity

Not recommended as a CESA classroom tool

Australian

Sex. What’s ok? What’s not? Click here...
Reality and Risk – project by Maree Crabbe

• *In the Picture* – Teacher Resource
• MA15+ videos not to be shown in CESA schools (CESA media policy)
• The resource comes with a teaching manual and ideas for a whole school approach
• We have ordered it to look at it and see what might be possible to draw from it.

*In The Picture* is a new, comprehensive secondary school resource that supports schools to address the influence of explicit sexual imagery. It provides guidelines, suggested strategies and practical resources for each aspect of a whole school approach to the issues.
The Men We Need: Reach the Boy
Change the Man

Being Sexual Standard 6

This resource is available for previewing at CRIS

It is NOT for LOAN

Samples can also be viewed: http://men.choicez.com.au/home/