



Policy considerations for teaching and learning about pornography in Health Education

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Introduction:

Upon the release of the Education Review Office report *Promoting wellbeing through sexuality education*¹ the aspect of the document that appeared to gain a disproportionate amount of media attention was teaching about the issue of pornography, even though this is only one of many aspects of sexuality mentioned in the report.

“In schools with a good curriculum, the sexuality education programme was comprehensive and age-appropriate, covering the areas of: anatomy, physiology and pubertal change, friendship skills, relationships, conception and contraception, gender stereotypes, communication skills, consent and coercion, gender and sexuality diversity, sexually transmitted infections*, sexting*, **pornography***, alcohol and drugs as they relate to sex*, sexual violence* (* in secondary schools).” (ERO, 2018, page 13)

The report goes onto say:

“International research² suggests that pornography is becoming an increasingly accepted and prevalent aspect of young people’s sexuality experiences. However, research also identifies a range of negative outcomes associated with viewing pornography, including mental and sexual health issues. Pornography rarely depicts meaningful consent, and often includes coercion and/or violence, particularly towards girls and women, as a normal part of sexual encounters. Upcoming draft survey findings from the Light Project³ suggest that these patterns are also visible in the New Zealand context, and highlight that many young people in New Zealand are learning about sex through pornography. This creates unhealthy views about sex and relationships, and is leading young people to engage in physically and emotionally risky behaviours. It is therefore of some concern that ERO found pornography was one of the least well covered aspects of sexuality education. ERO therefore recommends further investigation into the impact of pornography on young people.” (ERO, 2018, page 18)

This last sentence is not a teaching and learning recommendation as such. The only recommendations related to teaching and learning was that, ‘*ERO recommends that schools: ... implement a comprehensive sexuality education programme, making sure sufficient time is provided for delivery and that students at all levels have opportunities to engage with sexuality education*’ (ERO, 2018, page 20).

The earlier Ministry of Education document, *Sexuality education: a guide for principals, boards of trustees, and teachers*⁴ makes little mention of the topic but does highlight the changes in health and sexuality education (since the previous guidelines statement in 2002) noting that ‘*social media, internet sites with sexual content and sexual bullying via instant messaging and apps are new issues that need consideration. For example, some young people receive unwanted sexual material (e.g. **pornographic images, videos, or words**) on their mobile phone and/or on the internet*⁵’.

¹ *Promoting wellbeing through sexuality education* (Education Review Office, 2018)

<http://www.ero.govt.nz/publications/promoting-wellbeing-through-sexuality-education/>

² See for instance: The Office for the Children’s Commissioner UK. (2013). “Basically...Porn is everywhere” - A Rapid Evidence Assessment of the effects that access and exposure to pornography have on children and young people. Available from: <http://www.childrenscommissioner.gov.uk/publications/basically-porn-everywhere-rapid-evidence-assessment-effects-access-and-exposure> ; Australian senate inquiry into harm towards children through access to internet pornography. Available from: http://www.aph.gov.au/Parliamentary_Business/Committees/Senate/Environment_and_Communications/Onlineaccessstoporn45/Report

³ Pearson L., Powell M., Denholm N., Robertson J., Porn and Young People – what do we know? NZ Youth Stakeholder Survey. Auckland: The Light Project; 2018.

⁴ *Sexuality education: a guide for principals, boards of trustees, and teachers* (Ministry of Education, 2015)

<http://health.tki.org.nz/Teaching-in-HPE/Policy-guidelines/Sexuality-education-a-guide-for-principals-boards-of-trustees-and-teachers>

⁵ Citing Clark, T. C., Fleming, T., Bullen, P., Denny, S., Crengle, S., Dyson, B., Fortune, S., Lucassen, M., Peiris-John, R., Robinson, E., Rossen, F., Sheridan, J., Teevale, T., Utter, J. (2013). *Youth’12 Overview: The health and wellbeing of New Zealand secondary school students in 2012*. Auckland, New Zealand: The University of Auckland. <https://www.fmhs.auckland.ac.nz/assets/fmhs/faculty/ahrg/docs/2012-overview.pdf>

Clarifying 'the issue'

Current concern about the viewing of pornography by young people is in response to:

- Research data that suggests over 90% of boys and 60% of girls have viewed pornography.
- That much of the easily accessed online pornography shows sexual acts that are violent, demeaning, dehumanising, or exploitative (especially of women, children, and young people), and with no consideration of consent, or pleasure for all involved.
- The negative impact on relationships and overall wellbeing as a consequence of viewing this type of pornography as it creates new unhealthy 'norms' and unrealistic expectations of sexual behaviour.

To help give a New Zealand Curriculum teaching and learning perspective on this subject matter, this document draws attention to a range of policy related considerations in order to:

1. **Define what 'pornography' means** in a way that is consistent with understandings of 'objectionable' and 'restricted' material described by the **Films, Videos and Publications Classification Act 1993**;
2. Draw attention to teachers' ethical responsibilities and compliance requirements, as described in **The Education Council Code of Professional Responsibility**. Although the principles in the code are not specific to teachers teaching sexuality education, some aspects of the code have heightened relevance when teaching students about the issue of pornography.
3. Show how the **teaching as inquiry approach**, described in the effective pedagogy section of the NZC, can be used to decide learning focus and the teaching strategies for the aspects of the sexuality education programme that include consideration of the issue of pornography, and then evaluate the outcomes of the learning.
4. Illustrate how a selection of the **NZC HPE Achievement Objectives** can be used to frame learning intentions when learning about the issue of pornography.

Defining ‘pornography’ for the purposes of teaching and learning in the NZC

We need to use a definition of pornography consistent with the **Department of Internal Affairs** statement on objectionable and restricted materials, as described in the **Films, Videos and Publications Classification Act 1993**. *Extracts from the Department of Internal Affairs website follow on the next page.*

In health education we often talk of ‘**sexually explicit material**’ which tends to be an overarching term for:

- A range of materials that are viewed in the public arena (e.g. in advertising) that rely on references to sex, sexualised images of bodies, sexual messages (etc) to promote and sell products.
- **Erotica** – materials that show or describe sexual activity intended to arouse sexual feelings.
- **Pornography** – the definitions of which vary from source to source and include the definition of erotica above.

In order to give focus to the particular concerns about the type of violent, demeaning, dehumanising, or exploitative pornography dominating easily-accessed online sources, we need a definition that captures this distinction.

For this reason the definition of **pornography** used in the health education resource *Social and Ethical Issues in Sexuality Education*⁶ remains relevant.

***Social and Ethical Issues in Sexuality Education* uses the definition:**

Pornography is defined as sexual action which depicts harm towards another human being ie degrades, violates, connects violence with sex, or involves the use of power over another individual or a group. (p163)

⁶ *Social and Ethical Issues in Sexuality Education* by Gillian Tasker et al (Christchurch College of Education, 2000, and revised 2004) – see Section 7, pages 163-188 of this resource.

Department of Internal Affairs: Films, Videos and Publications Classification Act 1993

[Extract] What is 'objectionable' and 'restricted' material?⁷

Objectionable

Objectionable is defined under the Films, Videos and Publications Classification Act 1993 as: "a publication...(that) describes, depicts or expresses, or otherwise deals with matters such as sex, horror, crime, cruelty or violence in such a manner that the availability of the publication is likely to be injurious to the public good."

All objectionable material is banned. In deciding whether a publication is objectionable, or should instead be given an unrestricted or restricted classification, consideration is given to the extent, degree and manner in which the publication describes, depicts, or deals with:

- acts of torture, the infliction of serious physical harm or acts of significant cruelty
- sexual violence or sexual coercion, or violence or coercion in association with sexual conduct
- sexual or physical conduct of a degrading or dehumanising or demeaning nature
- sexual conduct with or by children, or young persons, or both
- physical conduct in which sexual satisfaction is derived from inflicting or suffering cruelty or pain
- exploits the nudity of children, young persons, or both
- degrades or dehumanises or demeans any person
- promotes or encourages criminal acts or acts of terrorism
- represents that members of any particular class of the public are inherently inferior to other members of the public by reason of any characteristic of members of that class being a characteristic that is a prohibited ground of discrimination specified in the Human Rights Act 1993.

Restricted

Restricted material is material which is only made available to people who are over a certain age.

Typically, this is R18 or adult material similar to that which can be legally purchased from video or magazine outlets. This material is available on the Internet providing the person accessing it can prove they meet the age required.

Anybody who knowingly supplies, distributes, exhibits or displays a restricted publication to any person who does not meet the age criteria is committing an offence. A restricted publication is objectionable if made available to a person underage, and an individual can receive up to three months imprisonment or a fine not exceeding \$10,000. Examples of offences that could occur - This would include (but is not restricted to):

- a video outlet renting a restricted DVD to an underage youth; or
- a parent supplying an R18 computer game to underage children; or
- an adult sending sexually explicit text or images to a person under 18.

The Act seeks to maintain a balance between control of objectionable and restricted publications and individual freedom of choice. There is a tension between the concept that the availability of some types of material may be 'injurious to the public good', and section 14 of the Bill of Rights Act 1990, which states that everyone 'has the right to freedom of expression, including the freedom to seek, receive, and impart information and opinions of any kind in any form.'

See also the *Plain English guide to offence provisions in the Films, Videos, and Publications Classification Act 1993 and its Regulations (2015 update)*⁸.

⁷ Source: <https://www.dia.govt.nz/Censorship-Objectionable-and-Restricted-Material> and https://www.dia.govt.nz/diawebsite.nsf/wpg_URL/Resource-material-Our-Policy-Advice-Areas-Censorship-Policy?OpenDocument#four

⁸ Plain English Guide to offence provisions in the Films, Videos, and Publications Classification Act 1993 and its Regulations (2015 update) <https://www.classificationoffice.govt.nz/assets/PDFs/plain-english-guide-to-the-offence-provisions.pdf>

Safe and ethical teacher practice when teaching students about pornography

“For sexuality education to be effective, it is critical that it be taught by well-trained, confident and capable teachers” (ERO, 2018, p. 15).

The Education Council **Code of Professional Responsibility** applies to ALL teachers. However, when teaching sexuality education, and especially contexts like pornography, some aspects of the code have high relevance.

Extracts from: **The Code of Professional Responsibility: Examples in Practice**⁹

| 2. COMMITMENT TO LEARNERS | Examples of behaviour that promotes learners’ wellbeing and protects them from harm include: | Examples of behaviour that does not promote learners’ wellbeing and may cause harm include: |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2. 1 Promoting the wellbeing of learners and protecting them from harm*. | <ul style="list-style-type: none"> creating learning environments (including online spaces) that are safe and inclusive, and that promote the dignity and emotional wellbeing of all learners | <ul style="list-style-type: none"> using verbal or body language that is unreasonable and inappropriate (for example, using aggressive, threatening or humiliating language, or using an intimidating stance and demeanour) |
| 2. 2 Engaging in ethical and professional relationships with learners that respect professional boundaries. We recognise that : <ul style="list-style-type: none"> teachers are in a unique position of trust, care, authority and influence over our learners the teacher–learner relationship is not equal, and there is always an inherent power imbalance teachers have a duty of care to ensure that the physical and emotional wellbeing of learners is safeguarded teachers have the responsibility to ensure and maintain professional boundaries with their learners. | <ul style="list-style-type: none"> being careful to manage professional boundaries both within and beyond the learning environment taking steps to establish and maintain positive and professional relationships focused on their learning and their wellbeing taking steps to ensure that my learners understand the limits and boundaries of the teacher–learner relationship being transparent about actions that could be interpreted as blurring professional boundaries, by informing, and seeking authorisation from, my professional leader. | <ul style="list-style-type: none"> fostering online connections with a learner outside the teaching context (for example, ‘friending’) or privately meeting with them outside the education setting without a valid context adopting a role with a learner that is inappropriate and beyond the scope of my teaching position, such as treating the learner as a friend communicating with them about very personal and/or sexual matters without a valid context [see following discussion] engaging in a romantic relationship or having sexual or intimate contact with a learner or with a recent former learner** making jokes or innuendo of a sexual nature toward a learner, or making inappropriate comments about their physical appearance. |
| 2. 3 Respecting the diversity of the heritage, language, identity and culture of all learners. | <ul style="list-style-type: none"> fostering a learning culture that celebrates diversity and inclusion, and protects against discrimination understanding my world views may be different from those of my learners using the correct pronoun for a learner’s preferred gender identity | <ul style="list-style-type: none"> making discriminatory or derogatory comments about a learner’s heritage, language, identity, beliefs or culture dismissing or belittling a learner’s personal, cultural, religious or spiritual beliefs displaying a lack of respect for a learner’s cultural or customary protocols |

⁹ Source: *The Code of Professional Responsibility: Examples in Practice* (Note particularly pages 11-14)
<https://www.educationcouncil.org.nz/sites/default/files/Code%20Guidance%20FINAL.pdf>

*Harm is defined as any detrimental effect on the learner’s (physical, emotional, social, intellectual or spiritual) wellbeing. This includes neglect, deprivation, abuse, discrimination, exclusion, threats of physical harm and harassment. It does not include accidental harm that does not involve negligence or misconduct.

**Inappropriate relationships: The length of time between the conclusion of the teacher–learner relationship and the beginning of an intimate relationship is only one of a number of factors that might determine the appropriateness of a teacher’s conduct. Other considerations might include the age difference between the learner and the teacher; the vulnerability and emotional or social maturity of the learner, and whether the relationship was formed while there was a teacher–learner relationship (Australasian Teacher Regulatory Authorities. (2015). Managing Professional Boundaries: Guidelines for teachers (ATRA).

Communicating with students about sexual matters without a valid context

Formally and purposefully planned and taught mental health and sexuality education, framed by NZC understandings and the sexuality education guidelines, **should** provide a legitimate and valid context for communicating with students about sexual matters.

However, it raises questions about how far that goes in context of learning about the issue of pornography.

What is clear is that the **Films, Videos, and Publications Classification Act 1993, Clause 127 - Exhibition to persons under 18** makes it a crime for teachers to show objectionable material to any person under the age of 18.

Films, Videos, and Publications Classification Act 1993¹⁰

Clause 127 - Exhibition to persons under 18

(1) Every person commits an offence against this Act who exhibits or displays an objectionable publication to any person under the age of 18 years.

(2) Every person who commits an offence against subsection (1) is liable on conviction,
 (a) in the case of an individual, to a fine not exceeding \$10,000;
 (b) in the case of a body corporate, to a fine not exceeding \$30,000.

(3) It shall be no defence to a charge under subsection (1) that the defendant had no knowledge or no reasonable cause to believe that the publication to which the charge relates was objectionable.

(4) Every person commits an offence against this Act who exhibits or displays an objectionable publication to any person under the age of 18 years knowing or having reasonable cause to believe that the publication is objectionable.

(5) Every person who commits an offence against subsection (4) is liable on conviction,
 (a) in the case of an individual, to imprisonment for a term not exceeding 10 years;
 (b) in the case of a body corporate, to a fine not exceeding \$200,000.

¹⁰ Films, Videos, and Publications Classification Act 1993. Clause 127 Exhibition to persons under 18
http://www.legislation.govt.nz/act/public/1993/0094/latest/whole.html?search=ts_act_classification_resel&p=1#DLM314155

However, what is less clear is ‘talking about it’ and how explicit is too explicit? This will need to be judged in context of the students, the school, and the school community.

It is recommended that HPE middle leaders and teachers (and a senior leader) discuss and reach agreement around:

- What is OK for a teacher to talk about in a planned and deliberate way? What situations or scenarios can a teacher provide (or cannot use) as a way to promote discussion to help students understand the wellbeing concerns associated with viewing pornography?
- How are teachers expected to respond (and not respond) if/when students contribute to class discussion their knowledge of violent and demeaning acts of sexual behaviour?
- How are teachers expected to respond if a student discloses sexual knowledge or behaviour that causes them concern?

Think of it this way, if a student takes home the sensationalist and sexually explicit aspects of their learning about pornography – and this is OUT of context (with the broader learning intentions removed) – and then a complaint is made to school that you are teaching obscenities - how are you going to deal with that? More is the point, how will you plan to prevent such a situation occurring?

What it brings into question is the effectiveness of the biennial consultation by schools with their communities about the broader intentions and focus of the health education programme. See the ***Sexuality education: a guide for principals, boards of trustees, and teachers*** (Ministry of Education, 2015), and ***Promoting wellbeing through sexuality education*** (Education Review Office, 2018) for further information about this matter.

The New Zealand Curriculum

WHAT to teach, HOW to TEACH: the Teaching as Inquiry approach

This section focuses on how to use a **Teaching as Inquiry** approach (NZC, 2007, page 35) for deciding **WHAT to teach**, **HOW to TEACH** and **HOW TO EVALUATE** the effectiveness of teaching and learning about pornography.

Deciding what to teach and how to teach about pornography in just 1-2 lessons of a junior programme (and perhaps a more extended programme at senior level), requires careful thought to ensure that the learning is meaningful and relevant to the students, is sensitive and responsive to a diversity of students (not all of whom will have viewed pornography), results in intended learning outcomes, and is managed safely and ethically by the teacher.

The teaching as inquiry approach¹¹ in the effective pedagogy section of the NZC provides a framework for making these decisions. The following table lists a range of questions for consideration when making decisions about what to include in a learning programme when the focus is on the issue of pornography.

| <i>Teaching as inquiry cycle</i> NZC p.35 | Questions for consideration |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>What is important (and therefore worth spending time on), given where my students are at?</i></p> <p><i>The teacher uses all available information to determine what their students have already learned and what they need to learn next.</i></p> | <p>Where are my students ‘at’?</p> <ul style="list-style-type: none"> • What do I notice moment by moment and lesson by lesson about where my students are ‘at’? When my students participate in activities, produce learning artefacts individually or in groups for their learning portfolio, or demonstrate skills, what is this telling me about where they are ‘at’? • What situations or scenarios could I build into activities in my learning programme that would provide evidence about what my students know about the impact of viewing pornography on relationships and wellbeing? • What would indicate a need to give some focus to pornography issues in learning programmes? E.g. What would I notice if viewing of pornography by students was impacting negatively on their attitudes, and possibly their behaviours? <ul style="list-style-type: none"> ○ <i>Inappropriate use of sexualised language by students, not only but especially boys.</i> ○ <i>Students, especially girls, talking about expectations/pressure from boys to perform particular sexual acts.</i> ○ <i>Boys saying/assuming girls want anal sex.</i> ○ <i>Boys saying pubic hair is dirty and expecting girls to remove it, saying they wouldn’t have sex with a girl who doesn’t shave her pubic hair.</i> ○ <i>Students having knowledge of sexual acts that would not appear in national broadcasting controlled TV programming or films in cinemas.</i> ○ <i>Medical health information that may be made available through school health centres or community health networks highlighting local concerns about the medical impact of violent sex.</i> • What does the evidence from previous learning show about my students’ understanding of the underlying concepts – hauora, the socio-ecological perspective (personal-interpersonal-community/societal), attitudes and values like respect, care and concern for others, and fairness, and skills for taking critical action that will be needed for thinking critically about pornography? • What are the literacy levels of my students for reading and writing and what are the implications of this for the activities I need to include in my teaching programme? |

¹¹ Teaching as inquiry cycle in *The New Zealand Curriculum* (Ministry of Education, 2007 p.35) and see also <http://nzcurriculum.tki.org.nz/Teaching-as-inquiry>

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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> • How digitally literate and fluent¹² are my students – are they effective and responsible digital citizens¹³ (what’s my evidence for this)? <p>Other considerations to help answer the question <i>‘What is important to focus on?’</i></p> <ul style="list-style-type: none"> • What direction does the NZC offer to help me decide ‘what is important to focus on’ when teaching about pornography? What are the key learning outcomes when learning about the issue of pornography? • How well does my programme build on prior learning so that what I am planning to teach about pornography is grounded in other knowledge about wellbeing? • Has my programme included learning around how to act to support wellbeing in situations related to the viewing or pornography or have I just focus on ‘the problem’? Where can I include teaching and learning about strategies to promote wellbeing (building on prior learning of these)? • What do I know about my learners as students and as people (<i>as far as this is ethical to know</i>)? What other data is on the SMS about their cultural backgrounds, family situation, and health and social data? What do I need to be sensitive to when designing my learning programme? • What else could I ethically find out from my students about their learning interests and priorities? • What are the planned learning and qualification pathways for the students in my senior classes? Which health education Achievement Standards could this learning contribute to? • What is my experience teaching this topic and what support might I need if I’m not confident that I can lead my students to a successful achievement outcome with this topic? • What are my ethical boundaries and limits as a teacher around what I can discuss or show students when teaching about pornography? • What pornography-related issues are of current interest in the community and in media, and do I have access to (or can I find) suitable teaching and learning resources for my students when they are learning about these issues? • Are there any school wide approaches to promoting wellbeing (in general) that have relevance for learning about pornography which the learning could contribute to? |
| <p>What strategies (evidence-based) are most likely to help my students learn this?</p> <p><i>In this teaching inquiry, the teacher uses evidence from research and from their own past practice and that of colleagues to plan teaching and learning opportunities aimed at achieving the outcomes prioritised in the focusing inquiry.</i></p> | <ul style="list-style-type: none"> • How will I ensure that my class is a safe and inclusive place to discuss and learn about the issue of pornography and the impact this has on wellbeing? • What does the collection of student voice (and my observations of students learning in class) tell me about the ways my students learn best, especially when dealing with sensitive issues? • How are these preferred (or successful) strategies connected with the key competencies? Are these learning strategies representative of all key competencies (or are there some ways of learning my students need to develop alongside their learning of health education knowledge?) • How proficient are my students at using critical thinking and other strategies for constructing knowledge? Where can I build in deliberate act of teaching so that my students learn how to think critically about the issue of pornography? • How do I ethically and safely engage students in discussion and learning about the impact viewing pornography has on wellbeing without showing them images or talking too explicitly about the sexual acts that are causing |

¹² Ministry of Education digital fluency <http://elearning.tki.org.nz/Teaching/Digital-fluency>

¹³ Netsafe digital citizenship <https://www.netsafe.org.nz/digital-citizenship-and-digital-literacy/>

| | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>concern? How much (and what sort of) information can I ethically solicit from students to find out what they know and therefore where to ‘pitch’ my lessons about pornography?</p> <ul style="list-style-type: none"> • How do I respond in situations where students clearly have knowledge of violent sexual acts featured in pornographic material, and the share these in class – despite my intentions to be sensitive to students who don’t have knowledge of this material, and to keep within my ethical boundaries as a teacher and that the focus stays on the learning purpose? • How well do my students work together (are they cooperative, do they share ideas, can they work effectively in groups)? How well do my students work independently? How well do my students learn when working with digital tools? Therefore, what teaching and learning strategies do I need to include in my programme? • Given the sensitive nature of the topic matter, what other considerations will I need to address if the teaching and learning is to be culturally responsive (and what does this even mean when teaching around issues like pornography)? • Do I need to integrate literacy strategies into my lessons so that the intended meaning of the ideas about the issue of pornography are understood by all students? • Do I need to integrate strategies that help develop students’ digital fluency and digital citizenship so that they become critical users of digital technology? • What school wide initiatives are there around implementing or strengthening pedagogy that I need to include to support student learning? e.g. differentiated approaches, culturally responsive approaches, strategies that enable e-learning. • Are there any reputable external providers that could make a meaningful contribution to my programme and enhance student learning? (<i>See NZHEA materials about effective use of external providers in learning programmes.</i>) |
| | Teaching and learning occurs |
| <p>What happened as a result of the teaching, and what are the implications for future teaching? <i>In this learning inquiry, the teacher investigates the success of the teaching in terms of the prioritised outcomes, using a range of assessment approaches. They do this both while learning activities are in progress and also as longer-term sequences or units of work come to an end. They then analyse and interpret the information to consider what they should do next.</i></p> | <p>As I informally notice what my students are learning in class during these lessons about the impact of pornography on wellbeing, and as I (more formally) sight evidence compiled in their learning portfolio, or as they produce other learning artefacts:</p> <ul style="list-style-type: none"> • What evidence do I have that my students have achieved the learning intentions? If they haven’t, what do I need to do differently? If I don’t know, how could I go about finding out? • If they have achieved the learning intentions, what are the next steps for learning – this year and/or in subsequent years of learning about the issue of pornography? • What do the students’ reflections on their learning (collected as student voice) indicate worked well, and therefore what do I need to keep doing? What do I need to do differently to meet the learning needs for all or some of my students? |

Where to include the issue of pornography in health education

If sexuality focuses on promoting positive sexuality and healthy relationships, where should learning about the impact of pornography be placed in the health education programme? **If pornography – by definition and as a matter of concern - is about sexual violence and ‘risk’, is it part of sexuality education?**

The SEG¹⁴ reminds us:

Sexual violence

Programmes for the prevention of sexual violence are an important part of health education. Issues of coercion, consent, and safety in intimate relationships are important aspects to explicitly teach in sexuality education programmes. Assertive communication skills and awareness of personal values, ethics, and respect for the feelings and decisions of others are vital in this regard.

Sexuality education should not, however, be framed by notions of risk and safety (this can lead to programmes that are driven by fear and blame). **Teachers may consider separating lessons that focus on sexual violence, safety, and abuse and addressing these issues in lessons on mental health, keeping safe, or during alcohol and other drugs education units.** Effective sexuality education will enable young people to develop the confidence and knowledge needed to make good decisions.

Mental Health as a **Key Area of Learning (KAL)** was established with the 1999 HPE curriculum. The mental health KAL stated that learning included *“knowledge, understandings, and skills to recognise and respond to situations of abuse and harassment”* (MoE, 1999, p.37).

Under the **sexuality education** KAL was stated that *“programmes for the prevention of sexual abuse are an important part of health education. However, these must be balanced at all levels by separate sexuality education programmes that emphasise the positive aspects of sexuality. To ensure that students do not receive confusing or mixed messages, **these two programmes should not be taught concurrently or consecutively**”* (MoE, 1999, p.39). The sentiment of this earlier statement remains in the 2015 sexuality education guidelines statement noted above.

It is perhaps more useful to see the way learning about pornography spans two KALs – **the risk aspects** associated with the violent, demeaning and exploitative nature of pornography **lie with the mental health KAL**, whereas the learning of **knowledge and skills needed to promote and maintain healthy relationships sits within sexuality education.**

¹⁴ *Sexuality Education: Guide for principals, boards of trustees and teachers* (Ministry of Education, 2015, p23) <http://health.tki.org.nz/Teaching-in-HPE/Policy-guidelines/Sexuality-education-a-guide-for-principals-boards-of-trustees-and-teachers>

Note that the 1999 document remains a useful resource to explain the intent of the underlying concepts and the KALs but it is no longer the mandated curriculum document. It has been superseded by the 2007 NZC which is the current policy document that provides direction for teaching and learning in New Zealand schools.

Using the HPE underlying concepts to frame the scope of teaching and learning about pornography

When teaching about the issue of pornography is framed by the **underlying concepts** of the Health and Physical Education learning area in The New Zealand Curriculum, the scope of what could be covered looks like this:

(Note that the following section provides illustrations of the ways these underlying concepts are woven across the HPE Achievement Objectives.)

Hauora

Students can recognise the various ways that all dimensions (social, mental and emotional, spiritual and physical) of their own wellbeing, and that of romantic or sexual partners can be affected as a result of viewing violent, demeaning, or exploitative pornography. *Conversely, when learning about positive sexuality they can recognise the qualities of healthy sexual and romantic relationships, and the effects of these qualities on wellbeing.*

Socio-ecological perspective

Students can recognise the ways viewing pornography impacts the wellbeing of **individuals**, their **relationships with others** (not just romantic or sexual relationships but also friendships and other peer and family relationships), as well as the wellbeing of **groups or communities**.

Students understand that whether or not young people choose to view pornography is influenced by a range of **personal factors** (e.g. own values and beliefs), **interpersonal factors** (e.g. peer pressure and expectations), and **societal factors** (e.g. media, internet and social media, cultural constructs of masculinity or other sub-cultures).

Students also understand that taking action to reduce the negative impacts of pornography and promoting healthy relationships and positive sexuality requires a combination of **personal, interpersonal and societal actions** (*see health promotion following*).

Health promotion

Students understand that reducing and eliminating the negative effects that viewing pornography has on wellbeing and relationships requires a combination of **individual actions** whereby people use their knowledge and skills to take responsibility for their own behaviours, and how they treat others.

Students also understand that these individual actions need to be supported by **collective action** that promotes a climate that does not tolerate negative, anti-social, or discriminatory attitudes, values, beliefs and behaviours that result from viewing violent, demeaning, or exploitative pornography, but instead promotes pro-social and inclusive attitudes, behaviours (etc) that support wellbeing and encourage healthy relationships.

Attitudes and values

Across all learning students can identify instances where viewing pornography results in thoughts and behaviours that do not show **respect and a sense of care and concern** for self and others (*and conversely, when learning about positive sexuality they can recognise instances of thoughts and behaviours that do show respect and a sense of care and concern for self and others*).

Students understand that when identifying strategies to support wellbeing in sexual and relationship situations, the suggested individual actions show **respect and a sense of care and concern** for self and others.

Students also understand that when recommending forms of collective action to promote the wellbeing of groups or communities in sexual and relationship situations, that these actions are **fair and inclusive, and reflect the values of social justice**.

Possible learning intentions (linked to the HPE Achievement Objectives) related to learning about pornography

The following tables are not intended to show complete coverage of the intent of each Achievement Objective (AO), but instead show how learning about the issue of pornography *could* contribute to learning for a selection of the AOs.

The italicised part of each illustration is included to provide context and an indication of the learning process that led to the learning outcome.

This section of this resource is also being used to highlight a range of possible teaching and learning approaches and activity ideas, the details of which feature in a range of health education and sexuality education specific resources.

It is expected that this learning will be comprehensively supported by learning knowledge and skills, and developing evermore complex understandings, about positive and healthy, romantic and sexual relationships.

| Strand A: Personal Health and Physical Development | NZC Level 5 <i>Students will:</i> | Learning related to this AO in context of pornography could include: |
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| 1 Personal growth and development | Describe physical, social, emotional, and intellectual processes of growth and relate these to features of adolescent development and effective self-management strategies. | <i>After revising their understanding of the concept of hauora, and analysing scenarios where a teenager's viewing of pornography was placing unrealistic expectations on their partner, students working in groups and contributing to class discussion are able to describe possible impacts of pornography on healthy romantic or sexual relationships AND describe how viewing pornography may impact all dimensions of wellbeing – social, mental and emotional, spiritual and physical AND how healthy relationship impact positively on all dimensions of wellbeing.</i> |
| 3 Safety management | Investigate and practise safety procedures and strategies to manage risk situations. | <i>After exploring rights and responsibilities in romantic or sexual relationships, students working in groups are able to identify risks to wellbeing in situations where 'learning' about sex from pornography means that one or both people in a relationship expect to copy risky sex practices; and students can (in a rehearsed skills practice/roleplay situation) communicate consent to sex/non-consent to risky sexual behaviour.</i> |
| 4 Personal identity | Investigate and describe the ways in which individuals define their own identity and sense of self-worth and how this influences the ways in which they describe other people. | <i>After viewing an extract from a documentary about the impact of pornography on young people's attitudes and behaviours, students can, working in groups and contributing to class discussion, identify ways that viewing pornography influences people's identity (how they define themselves and what is important to them), and how this affects their wellbeing; and if a teenager's values and beliefs are shaped by what they 'learn' from viewing pornography, student can describe how this person might then regard others and what they see as (un)desirable attributes in other people.</i> |
| Strand C: Relationships with Other People | | |
| 1 Relationships | Identify issues associated with relationships and describe options to achieve positive outcomes. | <i>After exploring a range of scenarios where relationships have either been influenced or not influenced by watching pornography, students working in pairs use a talking frame (a list of discussion questions provided by the teacher) to identify (and record) how viewing pornography affects the quality of romantic or sexual relationships and the wellbeing of the people in the relationship.</i> |
| 2 Identity, sensitivity, and respect | Demonstrate an understanding of how attitudes and values relating to difference influence their own safety and that of other people. | <i>Using the same scenarios and as an addition to the talking frame above, students are able to identify the different attitudes and values of each person in a romantic or sexual relationship, and how these influence how safe each person feels in the relationship and/or the expectations placed on each person.</i> |
| 3 Interpersonal skills | Demonstrate a range of interpersonal skills and processes that help them to make safe choices for themselves and other people in a variety of settings. | <i>After revising assertiveness skills, students can demonstrate the use of assertiveness skills (in a skills rehearsal/roleplay situation) to resist pressure from another person, in a scenario where one person expects to have rough or degrading sex; or unprotected sex, like they saw in a pornography video.</i> |

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| Strand D: Healthy Communities and Environments | | |
| 1 Societal attitudes and values | Investigate societal influences on the well-being of student communities. | <i>After learning from university research and a school wide survey about the percentages of students who have viewed pornography, students can think critically to suggest how this might be affecting the wellbeing of young people (early, mid and later teens) in romantic or sexual relationships, and be preventing some relationships from forming. OR after analysing themes in popular youth oriented films and TV programmes that feature romantic or sexual relationships, students can identify how messages in entertainment media depict a mix of reality and fantasy and how these could influence what young people believe about sex and relationships.</i> |
| 2 Community resources | Investigate community services that support and promote people's well-being and take action to promote personal and group involvement. | <i>After learning about community support services that help young people with sexual health and relationship issues (which may include pornography-related relationship issues), students prepare a resource for their peers (for the school intranet) with the names and contact numbers for local support agencies, along with information about what these organisations do (what issues they can help with).</i> |
| 3 Rights, responsibilities, and laws | Identify the rights and responsibilities of consumers and use this information to evaluate health and recreational services and products in the community. | <i>After a heated classroom debate over individual rights and freedom of expression (to view whatever pornography a person wanted to view) versus controlling what pornography could be viewed as a matter of public good, the students undertook an online search to find out about the various laws that either restricted or gave choice around what sexually explicit materials people could view. The results of the search were compiled into an e-resource that was shared with the school community on the school intranet and used to raise student and parent awareness of the legal situation related to viewing pornography and provide links to further information.</i> |
| 4 People and the environment | Investigate and evaluate aspects of the school environment that affect people's well-being and take action to enhance these aspects | <i>After investigating aspects of the school's social and emotional environment through surveys and interviews with peers, students identified that the level of sexually explicit talk often heard in the playground, and sometimes in class (typical of that heard in pornography videos) did not support mental and emotional wellbeing. They planned and implemented a series of actions to raise awareness of the language being used that was deemed offensive or insensitive, and left some students feeling disgusted, and provided a list of actions that students could use to challenge the use of this language when they heard it being used, and reduce its use around school.</i> |

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| Strand A: Personal Health and Physical Development | NZC Level 6 <i>Students will:</i> | Learning related to this AO in context of pornography could include: |
| 1 Personal growth and development | Investigate and understand reasons for the choices people make that affect their well-being and explore and evaluate options and consequences. | <i>After viewing a segment of a documentary investigating the impact of pornography on young people, the students (working in groups) can discuss and identify the reasons why the people interviewed in the documentary watched pornography and the impact this was having on their mental and emotional, social, (and where possible physical and spiritual) wellbeing.</i> |
| 3 Safety management | Demonstrate understanding of responsible behaviours required to ensure that challenges and risks are managed safely in physical and social environments | <i>After hearing a presentation about the risks to wellbeing from viewing violent and demeaning pornography, students can (as a class group) make a list of a range of behaviours that people can take personal responsibility for, to prevent pornography being watched by young people – themselves or others.</i> |
| 4 Personal identity | Demonstrate an understanding of factors that contribute to personal identity and celebrate individuality and affirm diversity. | <i>In addition to the task above (after the presentation) students can suggest alternative behaviours (other than viewing pornography) that will support positive self-worth and identity when people engage in romantic and sexual relationships.</i> |
| Strand C: Relationships with Other People | | |
| 1 Relationships | Demonstrate an understanding of how individuals and groups affect relationships by influencing people's behaviour, beliefs, decisions, and sense of self-worth. | <i>After reading a summary of a recent research report that showed that large numbers of young people – especially boys, had viewed violent and degrading pornography, students (working in groups) can think critically to suggest reasons why there is a gender difference between the proportions of young males and females viewing pornography, how young people influence each other to view pornography, and how adolescent wellbeing (as a population group) might be affected when so many young people are viewing pornography.</i> |
| 2 Identity, sensitivity, and respect | Plan and evaluate strategies recognising their own and other people's rights and responsibilities to avoid or minimise risks in social situations. | <i>After revising the many skills that could be used to keep safe in sexual situations, the students (as a result of group discussion) contribute to a set of agreed protocols for the class that protect people's rights in relationships and in particular, sexual situations (including consideration of consent).</i> |
| 3 Interpersonal skills | Plan strategies and demonstrate interpersonal skills to respond to challenging situations appropriately. | <i>After revising assertiveness skills, including I statements and expressing feelings, and giving constructive feedback, students can demonstrate the use assertiveness skills (in a skills rehearsal/roleplay situation) to resist pressure and request a behaviour change of a another person, in a scenario where one person expects to have rough or degrading sex; or unprotected sex, like they saw in a pornography video.</i> |

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| Strand D: Healthy Communities and Environments | | |
| 1 Societal attitudes and values | Analyse societal influences that shape community health goals and physical activity patterns. | <i>After analysing newspaper headlines in the aftermath of the ERO sexuality education report, students analyse the attitudes and values in the articles that highlight why some people/ organisations think that students learning about pornography at school is a good idea.</i> |
| 2 Community resources | Advocate for the development of services and facilities to meet identified needs in the school and the community. | <i>After surveying all students at the school about whether or not they had viewed pornography, and where and with which digital devices students viewed pornography, students working as a class composed and sent a letter to the principal and BoT (based on the survey findings) to recommended that the school strengthen the digital citizenship programme, and investigate ways to better block students' ability to view pornography on their own devices at school.</i> |
| 3 Rights, responsibilities, and laws | Compare and contrast personal values and practices with policies, rules, and laws and investigate how the latter contribute to safety in the school and community. | <i>After locating the Department of Internal Affairs statement about objectionable and restricted materials, students (working in groups) can compare the values and practices of students in a scenario (from a previous learning activity), with selected parts of the statement, to draw conclusions about the ways the statement aims to protect young people from harm.</i> |
| 4 People and the environment | Investigate the roles and the effectiveness of local, national, and international organisations that promote well-being and environmental care. | <i>After investigating the role of the Chief Censor and the Office of Film and Literature Classification, students draw conclusions about the opportunities and limitations of the Chief Censor to prohibit or restrict sexually explicit materials when the internet cannot be policed with these laws.</i> |
| Links with Level 1 Achievement Standards | <ul style="list-style-type: none"> • Interpersonal communications skills assessed in AS90973 (Health 1.4) Demonstrate understanding of interpersonal skills used to enhance relationships could use scenarios featuring communication issues associated with pornography. • Consideration of issues related to viewing pornography could be used as part of the evidence for AS90974 (Health 1.5) Demonstrate understanding of strategies for promoting positive sexuality. | |

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| Strand A: Personal Health and Physical Development | NZC Level 7 Students will: | Learning related to this AO in context of pornography could include: |
| 4 Personal identity | Critically evaluate societal attitudes, values, and expectations that affect people's awareness of their personal identity and sense of self-worth in a range of life situations. | <i>After viewing a documentary on the impact of pornography on young people's expectations for sex and the 'norms' being created based on what young people 'learn' from watching pornography, students (working in groups and then reporting to the class) analyse the documentary to support or refute the claim that 'these days, young people's sex education is by pornography'.</i> |
| Strand C: Relationships with Other People | | |
| 1 Relationships | Analyse the nature and benefits of meaningful interpersonal relationships. | <i>After brainstorming and recalling prior learning about healthy romantic and sexual relationships, students (working in groups) are able to identify a range of ways that 'learning' from pornography helps or hinders learning about healthy relationships – using evidence from prior learning (documentaries, websites scenarios, presentations, etc) to support their claims.</i> |
| 2 Identity, sensitivity, and respect | Analyse the beliefs, attitudes, and practices that reinforce stereotypes and role expectations, identifying ways in which these shape people's choices at individual, group, and societal levels. | <i>After viewing a documentary, analysing a support website, or reading an article about the impact of viewing pornography on young people, students (working in groups) extract from the resource(s) examples of ways that viewing pornography reinforces stereotypes – e.g. gender stereotypes around dominance and submission, who has the knowledge, who makes the decisions (etc).</i> |
| 3 Interpersonal skills | Evaluate information, make informed decisions, and use interpersonal skills effectively to manage conflict, competition, and change in relationships. | <i>After revising decision making and problem solving skills, students can demonstrate the use problem solving skills (in a skills rehearsal/roleplay situation, short video or written script) to manage a situation in a scenario where one person always expects to have rough or degrading sex; or unprotected sex, like they saw in a pornography video.</i> |
| Strand D: Healthy Communities and Environments | | |
| 1 Societal attitudes and values | Analyse ways in which events and social organisations promote healthy communities and evaluate the effects they have. | <i>After participating in a community event aimed at promoting awareness around issues of consent/resisting the negative impacts of pornography on relationships (as relevant), students (working as a class) collect data from their peers to determine the impact of the event on the knowledge and attitudes of students at the school.</i> |

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| 2 Community resources | Evaluate school and community initiatives that promote young people's well-being and develop an action plan to instigate or support these. | <i>(Combined with above)</i> |
| 3 Rights, responsibilities, and laws | Evaluate laws, policies, practices, and regulations in terms of their contribution to social justice at school and in the wider community. | <i>After locating the Films, Videos, and Publications Classification Act 1993 and a range of resources aimed to make this law easy to understand by the public – such as the statement about objectionable and restricted materials, students (working in groups) can compare the values and practices of people portrayed in a documentary, research article, or scenario (from a previous learning activity), with selected parts of the Act, to draw conclusions about the ways the Act aims to protect people from harm.</i> |
| 4 People and the environment | Analyse ways in which the environment and the well-being of a community are affected by population pressure and technological processes. | <i>Building on prior learning about digital citizenship and cyber safety, students prepare a debate to explore the moot “to protect young people from the harms of online pornography, people should have to be 18 years old before they can own and be in possession of a smart phone” OR “the internet does more harm than good for promoting relationships and sexual wellbeing” OR “it’s too late to do anything about reducing harm from internet pornography”.</i> |
| Links with Level 2 Achievement Standards | <ul style="list-style-type: none"> • Depending on the context selected by the examiner, the issue of pornography could feature as and adolescent health issue for AS91235 (Health 2.1) Analyse an adolescent health issue. • Promoting internet safety (which could include consideration of pornography) could be used as the context for AS91237 (Health 2.3) Take action to enhance an aspect of people’s well-being within the school or wider community. • Analyse issues related to sexuality and gender to develop strategies for addressing the issues. • Some learning about pornography as it relates to power imbalances in relationship may be useful for AS91238 (Health 2.4) Analyse an interpersonal issue(s) that places personal safety at risk. • Issues about the way pornography impacts sexual and gender identity could be used as part of the assessment for AS91239 (Health 2.5) | |

| Strand A: Personal Health and Physical Development | NZC Level 8 <i>Students will:</i> | Learning related to this AO in context of pornography could include: |
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| 1 Personal growth and development | Critically evaluate a range of qualitative and quantitative data to devise strategies to meet their current and future needs for well-being. | <p><i>After ethically* designing and administering a school wide survey to determine the proportion of students who had watch pornography and other information related to this (the data form which could be used by other year levels levels), the class analysed the data and decided on a series of actions in response to the data they had collected that they thought could be undertaken by the students themselves to reduce the level of pornography viewed (with some of these actions delegated to other year levels).</i></p> <p><i>*Refer to the NZHEA resource 'Teaching and learning activities for addressing concerns about pornography in Health Education Years 9-13' (2016) for a list of considerations for carrying out ethical data collection.</i></p> |
| 3 Safety management | Critically analyse dilemmas and contemporary ethical issues that influence their own health and safety and that of other people. | <p><i>After exploring a range of viewpoints from people who either support the freedom to express yourself and show people what they want to see as a matter of individual right and free speech, versus others who think violent pornography should be banned from all sources as a matter of public good, students working in groups make a case for viewing pornography as individual right versus banning pornography as a public good – making clear the values, attitudes and beliefs of people supporting each side of the dilemma OR after students explore definitions and meanings of terms like 'sexually explicit', 'erotica' and 'pornography' they draw conclusions about the strengths and limitations of these definitions especially when people interpret and apply them differently.</i></p> |
| 4 Personal identity | Critically analyse the impacts that conceptions of personal, cultural, and national identity have on people's well-being. | <p><i>After exploring constructs and expressions of masculinity in New Zealand (and/or internationally) as part of an investigation into influences on gender identity, students working in groups justify (or not) the claim that pornography serves to further reinforce stereotypical and dominant attitudes and behaviours of males.</i></p> |
| Strand C: Relationships with Other People | | |
| 1 Relationships | Critically analyse the dynamics of effective relationships in a range of social contexts. | <p><i>After considering the social expectations and pressures on people in a range of sexual relationships (e.g. same sex, opposite sex, or both), students can suggest ways that viewing pornography by people in these relationships may or may not have a lesser or greater impact on their wellbeing (depending on the types of relationships), and then seek to find reputable evidence that either supports or refutes their ideas.</i></p> |

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| 2 Identity, sensitivity, and respect | Critically analyse attitudes, values, and behaviours that contribute to conflict and identify and describe ways of creating more harmonious relationships. | <i>After recalling a wide range of factors that support the development and maintenance of harmonious romantic or sexual relationships, students use a range of reputable sources to identify how viewing pornography leads to conflict in relationships (paying attention to the attitudes and values and therefore the behaviours of people viewing the pornographic material).</i> |
| 3 Interpersonal skills | Analyse and evaluate attitudes and interpersonal skills that enable people to participate fully and effectively as community members in various situations. | <i>After drawing on all of their previous learning about interpersonal skills, students working in groups visually represent (e.g. an infographic, flow chart, map etc) how each skill could be applied separately or in combination (as relevant) to relationship situations where 'learning' from pornography is having a negative impact on the relationships and the wellbeing of the people in the relationship.</i> |
| Strand D: Healthy Communities and Environments | | |
| 1 Societal attitudes and values | Critically analyse societal attitudes and practices and legislation influencing contemporary health and sporting issues, in relation to the need to promote mentally healthy and physically safe communities. | <i>After locating the Films, Videos, and Publications Classification Act 1993 and a range of resources aimed to make this law easy to understand by the public, as well as the Netsafe guidelines around pornography and sexually explicit materials, and their school policy on cybersafety (etc), students working in groups contribute to a whole class report for the principal and BoT that draws conclusions about whether or not the policies that relate to schools are adequate for reducing the impact of pornography on the relationships and wellbeing of young people.</i> |
| 3 Rights, responsibilities, and laws | Demonstrate the use of health promotion strategies by implementing a plan of action to enhance the well-being of the school, community, or environment. | <i>After identifying (through and other survey data) an aspect of wellbeing at school that involves considerations of the impact or pornography on relationships and wellbeing of students at the school, the students collectively design, plan, implement and evaluate a health promotion campaign that aims to improve an aspect of student mental and emotional wellbeing (see also level 5).</i> |
| Links with Level 3 Achievement Standards | <ul style="list-style-type: none"> • Learning about the issues of pornography and its impact on wellbeing may be used as a context for AS 91461 (Health 3.1) Analyse a New Zealand health issue. • Sexually explicit materials can be used as the context for AS92464 (Health 3.4) Analyse a contemporary ethical issue in relation to well-being. • The aspect of the learning programme that includes the exploration of health promotion models for AS91465 (Health 3.5) Evaluate models for health promotion, could focus on promoting wellbeing in response to issues related to pornography (noting that the examination will use another unknown context). | |

Resources

Note that interest in this area of research and resource development is growing. It is recommended that teachers check occasionally for new examples of research coming through, much of which can be accessed online (in summary, if not as complete articles).

New Zealand sexuality education guides and reports:

Sexuality education: a guide for principals, boards of trustees, and teachers (Ministry of Education, 2015)

<http://health.tki.org.nz/Teaching-in-HPE/Policy-guidelines/Sexuality-education-a-guide-for-principals-boards-of-trustees-and-teachers>

Promoting wellbeing through sexuality education (Education Review Office, 2018)

<http://www.ero.govt.nz/publications/promoting-wellbeing-through-sexuality-education/> (see also the accompanying 2-3 page flyers)

New Zealand teaching and learning resources:

NZHEA SEG Activities for exploring the issue of pornography (2016) <https://healtheducation.org.nz/sexuality-education/teaching-and-learning/>

Social and Ethical issues in Sexuality Education (2000 and reprinted 2004, edited by Gillian Tasker, Christchurch College of Education) Print copy only – see SEISE p168-188 for the pornography activities for senior students

Family Planning “What’s in a Story?” <http://shop.familyplanning.org.nz/whats-in-a-story>

Programmes and courses:

Australia – “It’s time we talked” – supports the ‘Reality and Risk’ programme developed from work by Maree Crabbe <http://www.itstimewetalked.com.au/> (workshops facilitated by Maree Crabbe are periodically available in New Zealand).

Family Planning courses on teaching about pornography – check these out at

<http://www.familyplanning.org.nz/courses>

New Zealand organisations:

Netsafe

- Common questions about pornography <https://www.netsafe.org.nz/common-questions-about-pornography/>
- What is the difference between legal pornography and illegal content? <https://www.netsafe.org.nz/legal-pornography-and-illegal-content/>

Te Tari Taiwhenua, Department of Internal Affairs

- Censorship Policy https://www.dia.govt.nz/diawebsite.nsf/wpg_URL/Resource-material-Our-Policy-Advice-Areas-Censorship-Policy?OpenDocument
- Objectionable and restricted material <https://www.dia.govt.nz/Censorship-Objectionable-and-Restricted-Material>

Ministry of Social Development

- Censorship In New Zealand: The Policy Challenges Of New Technology <https://www.msd.govt.nz/about-msd-and-our-work/publications-resources/journals-and-magazines/social-policy-journal/spj19/censorship-new-zealand-challenges19-pages1-13.html>

The Light Project: 'The new pornography landscape for young people in Aotearoa' (pdf presentation) <https://www.nzshs.org/docman/conferences/2017-conference-in-christchurch/friday-8th-september/316-the-new-pornography-landscape-for-young-people-in-aotearoa/file> noting the light project website is under development.

New Zealand research

Antevska, A., & Gavey, N. (2015). "Out of Sight and Out of Mind": Detachment and men's consumption of male sexual dominance and female submission in pornography. *Men and Masculinities*, 18 (5), 605-629. DOI 10.1177/0959353516660993

Sills, S., Pickens, C., Beach, K., Jones, L., Calder-Dawe, O., Benton-Greig, P., & Gavey, N. (2016). Rape culture and social media: young critics and a feminist counterpublic. *Feminist Media Studies*, 16 (6), 935-951. DOI 10.1080/14680777.2015.1137962

Keeping youth safe in the age of pornography (2017) <https://www.auckland.ac.nz/en/about/news-events-and-notice/news/news-2017/02/keeping-youth-safe-in-the-age-of-pornography-.html> - research in progress.

Taylor, K., & Jackson, S. (2018). 'I want that power back': Discourses of masculinity within an online pornography abstinence forum. *Sexualities*, 21 (4), 621-639. DOI 10.1177/1363460717740248

Men's pornography use and its impact on intimacy (2017, Otago University study) <https://www.otago.ac.nz/news/news/otago628363.html>

A selection of overseas internet-accessible articles and resources (September 2018)

A guide to teaching about sexually explicit content online: The basics by Erika Owen & L. Kris Gowen, PhD, EdM (USA) <https://www.connectsafely.org/wp-content/uploads/Sexually-explicit-content-.pdf> - this document contains some useful background based on research and a range of references to other research and resources.

A range of Canadian resources can be found at <http://mediasmarts.ca/pornography/resources-teachers-pornography> - Media Smarts is Canada's centre for digital and media literacy (*like Netsafe in New Zealand*).

New research highlight looks at the impact of online pornography on children and young people (2017), UK Safer internet centre <https://www.saferinternet.org.uk/blog/new-research-highlight-looks-impact-online-pornography-children-and-young-people> (*like Netsafe in New Zealand*).

The impact of online pornography on children and young people (UK, Children's Commissioner) <https://www.childrenscommissioner.gov.uk/publication/an-examination-of-the-impact-of-online-pornography-on-children-and-young-people/>

The effects of pornography on children and young people, by Antonia Quadara, Alissar El-Murr and Joe Latham (2017, Australian Institute of Family Studies) <https://aifs.gov.au/publications/effects-pornography-children-and-young-people-snapshot>

The effects of pornography on children and young people: An evidence scan (2018, Queensland Family & Child Commission, Australia) <https://www.qfcc.qld.gov.au/knowledge-and-resource-hub/effects-pornography-children-and-young-people-evidence-scan>

Porn: Young people and the accessibility and influence of pornography, Department of Health (Western Australia) <https://gdhr.wa.gov.au/-/young-people-and-the-accessibility-and-influence-of-pornography> - see links to other resources and research.

Marston, C. (2018) Pornography and young people's health: evidence from the UK sixteen18 project by, *Porn Studies*, 5:2, 200-203, <https://www.tandfonline.com/doi/full/10.1080/23268743.2018.1434153>

Davis, A., Carrotte, E., Hellard, M., Temple-Smith, M & Lim. M. (2017). Pornography as a source of education about sex and sexuality among a sample of 15–29 year old Australians. *The Journal of Sexual medicine*, 14 (5), e272.