KS 3&4

Not just flirting:

Teacher guidance

This guidance accompanies two lesson plans on sharing nude images, and is informed by Revealing Reality's research, Not just flirting, which explores young people's experience of, and attitudes towards, sharing nudes in more detail. The lesson pack contains one lesson for key stage 3 students on feelings associated with sharing nudes, and another for key stage 4, addressing social attitudes and expectations related to nude image sharing.

Please read this guidance first, before teaching the lessons.

PSHE
Association

Revealing Reality research

Who are Revealing Reality?

Revealing reality is an insight, innovation and research agency. Their work focuses on place-based research approaches, helping to understand how people live and make decisions, in their own contexts. Revealing Reality have worked on a number of research projects exploring the lives and behaviours of children and young people, including their experiences of lockdown and their use of social media. Such insights have supported better understanding for teachers and the education profession as a whole to meet young people 'where they are' in terms of their understanding of these topics.

What does the research tell us?

Several reports in recent years have highlighted the ways in which young people communicate online, in particular their use of social media and the prevalence of nude image sharing between young people[1]. Ofsted's Review of sexual harassment in schools and colleges has already indicated the extent to which nude image sharing is an issue for young people, and the concerns they have related to this.

54% & 30%

OF GIRLS   **OF BOYS**

had been sent a nude (or nearly nude) image

This new research from Revealing Reality reinforces these findings, with 54% of respondents identifying as girls and 30% of respondents identifying as boys saying they had been sent a nude (or nearly nude) image, and similar numbers saying they had been asked to send one by someone else. 34% of all girls answering the survey said they had been asked to send a nude image when they were 13 or younger. These statistics demonstrate the prevalence of nude image sharing, but also the gendered nature of these experiences and a concern that behaviours are starting at a younger age. Girls generally report more negative experiences associated with nude image sharing, for example having to ask people to stop requesting images, and receiving images from people they don't know and that they don't want. Respondents also identified that there were significantly worse consequences for girls involved in image sharing, including social stigma, shame and teasing from peers.

Revealing Reality's research also explored the motives young people have for sending and requesting images, and found that these were significantly different for

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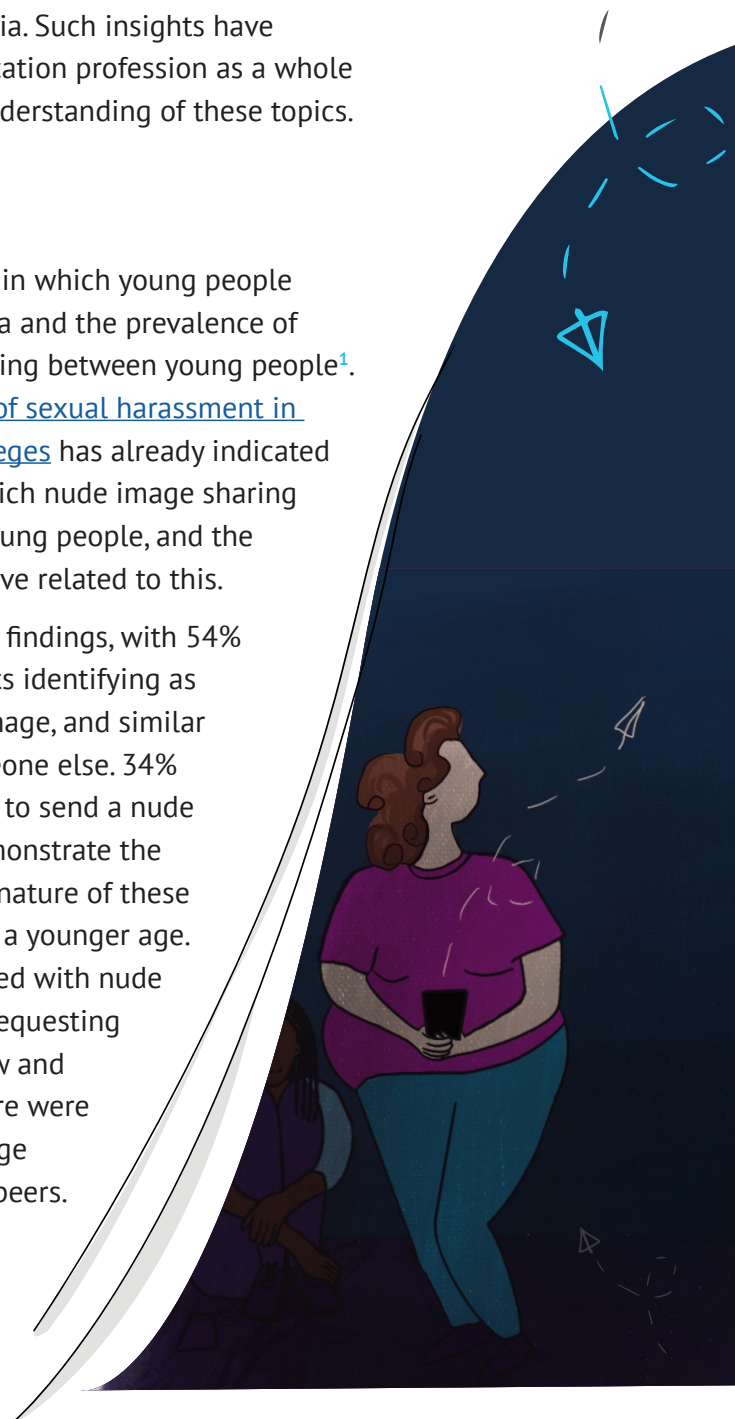
1 Reports include:
Digital Romance – Brook and NCA-CEOP
I wasn't sure it was normal to watch it – NSPCC
Understanding and Combatting Youth Experiences of Image-Based Sexual Harassment and Abuse – UCL

boys and girls. Girls reported sending nude images because they felt pressured into it (46% of girls who had sent nude images before, vs 10% of boys), as well as out of fear that someone might lose interest, for self-esteem, or validation/compliments about their appearance. Contrastingly, boys sent nude images mostly because they hoped to turn someone on, and because they hoped to receive one in return (33% of boys who had shared nude images gave this reason, vs only 9% of girls).

How can education respond to these research findings to best support young people navigate this aspect of their relationships

Revealing Reality's research tells us a significant amount about the platforms young people use, their motivations for sending images, their responses to receiving unwanted images and the effects they experience as a result of sharing or passing on nude images. The question which these lessons intend to address, is 'How can education respond to these research findings to best support young people navigate this aspect of their relationships?'

Using research in the classroom

The lessons were informed by Revealing Reality's research and, as such, explore issues related to gender differences in sending and receiving nudes, feelings and motivations associated with sending and receiving images, and address social attitudes and responses to those involved in nude image sharing. Where appropriate, the lessons refer to quotes and real-life experiences taken from the research findings. However, the lessons do not share prevalence statistics with students. Although this is informative for us as professionals, it can have detrimental effects to tell students how prevalent image-sharing is. This may unwittingly reinforce to students who are sending or requesting images, that this is a commonly accepted practice, or may imply, particularly to female students, that receiving or being asked for nudes is an inevitable part of growing up, which is counter to the intended message. For these reasons, we advise against sharing the statistics directly with your class.

The lessons also include a note that any research findings shared are indicative of this particular piece of research, at this particular point in time. As the findings are based on a sample of over 5,000 young people from across the UK, the findings share generalities in young people's experience but do not, and cannot be expected to, describe the exact experience of any individual student's life. For example, whilst the research identifies some specific detrimental effects of nude image sharing for girls, this does not mean the same situation has not occurred for any boys in your school. It is important to be sensitive to any specific vulnerabilities in your class and to consult with Heads of Year or the Designated Safeguarding Lead about students' prior experiences where relevant.

LGBT+ inclusivity

The lessons are driven by the research findings which highlight the gendered differences in experiences between males and females, especially in heterosexual relationships and encounters. A smaller proportion of young people who took part in the survey identified as lesbian, gay, bisexual or trans (approx. 800 out of 5,197). Because this sample size is comparatively small, it cannot be assumed that the experiences shared are representative of the experiences of all LGBT+ young people. However in this study, there is some evidence to indicate an increased likelihood to share nudes for young people who identified as LGBT+. For example, 29% of both males and females who identified as gay or bisexual reported having shared a nude image of themselves, compared to 12% of heterosexual males and 17% heterosexual females. They were also more likely to have received images from others than their heterosexual peers. The lessons, where possible, include perspectives from non-binary people or those in same-sex relationships. Reinforce, through your teaching, that the experiences reflected in research are not indicative of all young people's experiences and that experiences of young LGBT+ people may vary from those explored in the lesson.

Our approach

The lessons take the approach of focusing on the problematic, unethical and non-consensual behaviours specific to nude image sharing. These include passing on images without someone's consent (e.g. sharing nudes to the wider peer network or posting publicly on social media) and sending unsolicited nude images. The lessons are less focused on consensual image sharing between two people who may be in a relationship. In this way, we avoid shaming young people for sharing nudes, move away from victim-blaming narratives, and avoid abstinence-based 'just don't send it' messages, which are less likely to have impact on young people's behaviour. Instead, the intention of the lessons is to shift the narrative to critiquing the unacceptable ways in which young people engage with nude images – passing them on without consent or sending them to people when they are unwanted. The lessons are designed to help young people see the variation in motivation and experience related to nude images and therefore why sending nudes can be more upsetting, risky, and harmful for some than others, and why their experience is likely to be more negative. The lessons also attempt to begin shifting social norms within the wider peer group, so that when incidents occur, those affected are better supported by their peers and the 'norm' becomes to challenge those who have behaved inappropriately.

Preparing to teach

These lessons should form part of a planned, spiral curriculum for PSHE education, and could be taught within the context of a series of lessons on healthy relationships, respect, gender equality or consent. The table in Appendix 1 demonstrates the curriculum links to the PSHE Association's Programme of Study and the Department for Education's statutory Relationships, Sex and Health Education guidance. These lessons could also be further supported by the PSHE Association's Consent lesson pack.

Creating a safe learning environment

A safe learning environment helps students feel comfortable with sharing their ideas, values and attitudes without attracting negative feedback, and will help teachers to manage discussions on sensitive issues confidently. It is good practice for teachers to:

👉 work with students to establish ground rules about how they will behave in PSHE lessons, such as;

- ☐ Everyone has the right to be heard and respected.

- ☐ We will use language that won't offend or upset other people.

- ☐ We will use the correct terms, and if we don't know them, we'll ask the teacher.

- ☐ We will comment on what was said, not the person who said it.

- ☐ We won't share our own, or our friends', personal experiences.

- ☐ We won't put anyone on the spot and we have a right to pass.

- ☐ We won't judge or make assumptions about anyone.

👉 offer opportunities for students to discuss issues in small groups as well as sharing views with the class

👉 make boxes available in which students can place anonymous questions or concerns, to avoid having to voice them in front of the class

👉 provide balanced information and differing views to help students clarify their own opinions

👉 be sensitive to the needs and experiences of individuals – some students may have direct experience of some of the issues

👉 distance the learning from students to discourage personal disclosures in the classroom and to keep the learning environment safe

👉 always work within the school's policies on safeguarding and confidentiality

👉 link PSHE education into the whole school approach to supporting student welfare

👉 make students aware of sources of support, both inside and outside the school.

Further guidance on creating a safe learning environment is available from the PSHE Association.

Signposting support

Ensure students know where they can seek help and further advice, both now and in the future, if they are concerned about sending, receiving or being pressured to share nude images. The sources of support highlighted in the lessons include:

👉 NSPCC's Report Remove tool to take down nude images of themselves: www.nspcc.org.uk/keeping-children-safe/online-safety/online-reporting/report-remove

👉 Think u know advice: www.thinkuknow.co.uk/11_18/lets-talk-about/nudes

👉 Reporting online abuse to CEOP: www.ceop.police.uk/Safety-Centre/Should-I-make-a-report-to-CEOP-YP

👉 Childline: www.childline.org.uk for advice and confidential support

Teachers wishing to seek further guidance on the issue of sharing nudes can visit:

👉 Gov.uk advice on managing image sharing in schools: www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people

👉 CEOP/Think u know guidance and advice: www.thinkuknow.co.uk/professionals

Appendix 1: Curriculum links

The following table provides information about where these lessons meet the learning opportunities outlined in the PSHE Association Programme of Study, and the statutory content in the Department for Education's Relationships, Sex and Health education guidance.

Learning objective and outcomes	PSHE Association Programme of Study	Department for Education RSHE guidance
KS3: Feelings about sharing nudes To learn about the feelings associated with sending and receiving nude images and to how to manage pressure to send or pass on a nude image. **Students will be able to:** 👉 analyse different motivations behind requesting, sending and passing on nude images 👉 identify thoughts and emotions associated with receiving unwanted images 👉 challenge misconceptions relating to sending and receiving nude images 👉 describe strategies to manage pressure to send or share an image and where and how to seek further support	**Pupils should have the opportunity to learn:** **R17.** strategies to identify and reduce risk from people online that they do not already know; when and how to access help **R29.** the impact of sharing sexual images of others without consent **R30.** how to manage any request or pressure to share an image of themselves or others, and how to get help **R42.** to recognise peer influence and to develop strategies for managing it, including online **R43.** the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support	**Pupils should know:** how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
KS4: Social attitudes to sending nudes To learn how to challenge attitudes which perpetuate pressure to send or pass on a nude image. **Students will be able to:** 👉 evaluate attitudes associated with requesting, sending and passing on nude images 👉 describe the legal and moral implications of sharing images without someone's consent, including the impact of reporting 👉 explain strategies to manage unwanted images, unwanted requests and pressure to send images 👉 challenge the views of others and perceived social norms relating to sending and receiving nude images	**R18.** about the concept of consent in maturing relationships **R22.** to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences **R35.** to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs. **L25.** how personal data is generated, collected and shared, including by individuals, and the consequences of this	that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.