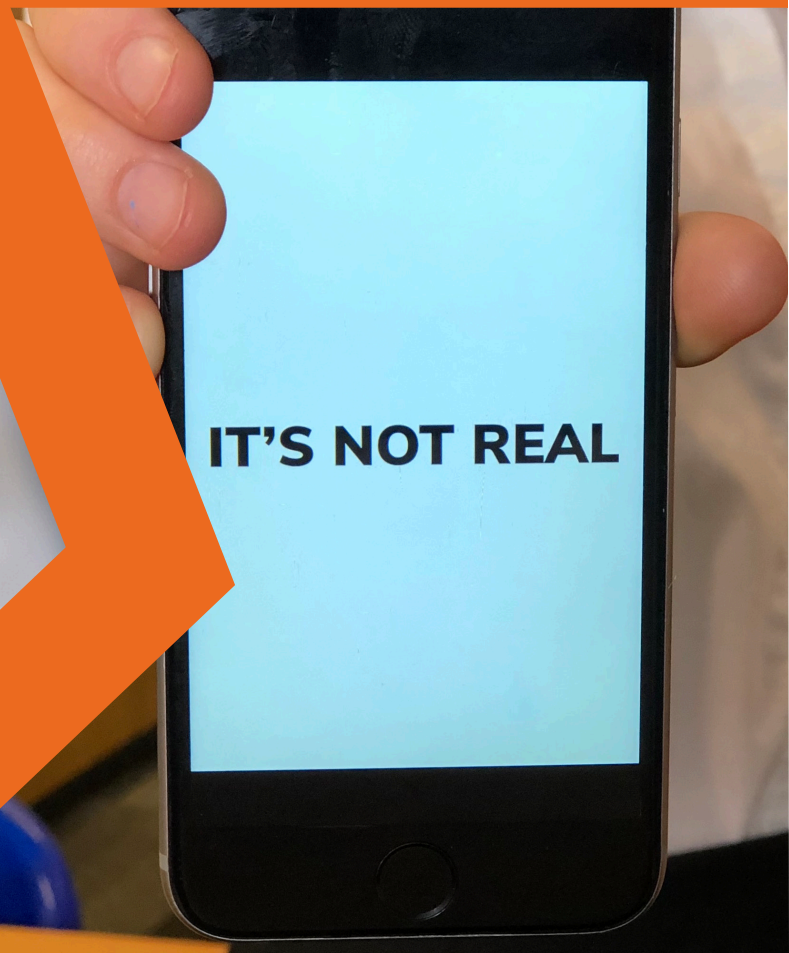




ONLINE PORNOGRAPHY

1. Guidance
2. Lesson Plan





Online Pornography

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

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

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

Advice on running a lesson on online pornography:

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

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

Access vs. exposure to:

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

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

Where does the law stand?

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

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

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

www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-porn/

Key issues:

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

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

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

Young person, Childnet focus group

Impact of online pornography on young people:

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

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

Source: www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-porn/



Online Pornography



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



Time: 60 minutes+



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

Intended learning outcomes:

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

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

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

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

Reminder of the ground rules

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



Starter:

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



5 mins



No resources needed

Display or share the following statement,

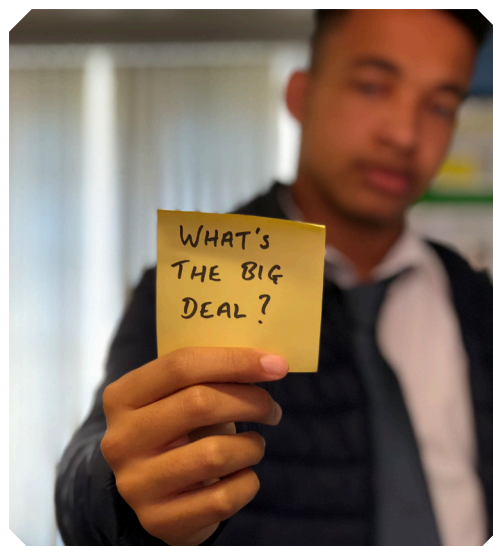
'It's OK to watch porn, everyone does it.'

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

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

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

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



Key statistics relating to young people's viewing of pornography

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

NSPCC, Children's Commissioner and Middlesex University, 2016¹⁷

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

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

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

Young person, Childnet focus group

17. www.childrenscommissioner.gov.uk/publications/basically-porn-everywhere-rapid-evidence-assessment-effects-access-and-exposure



Talking Heads



20 mins



Films and/or scripts (worksheet 1.1)

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



Overview

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



Starter questions



5 mins



n/a

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

What impact could watching pornography have on a young person?

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

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

Source: www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-porn

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

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



Watch the talking heads



5 mins



Films and/or scripts (worksheet 1.1)



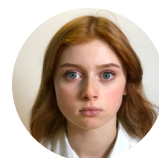
Ryan

"What's the big deal?"



Beth

"Is this what's expected of me?"



Sadie

"Let's get real."



Follow on discussion questions



10 mins



n/a



Ryan "What's the big deal?"

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

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

Young person, Childnet focus group

▶ Talking Heads (Continued)

🕒 20 mins 📄 Films and/or scripts (worksheet 1.1)

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



🗨️ Follow on discussion questions

🕒 10 mins 📄 n/a



Beth “Is this what’s expected of me?”

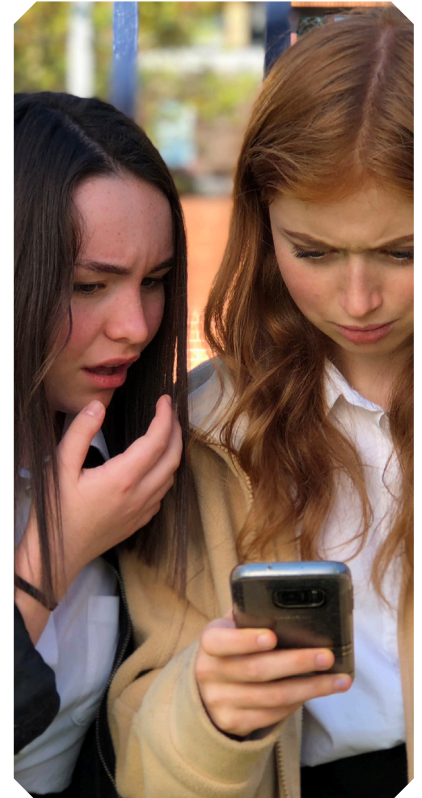
- 🗨️ How easy is it to avoid the pressure to see something that you don’t want to see?
- 🗨️ Is it ok to go ahead and share pornographic images with your friends?

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

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

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

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



Sadie “Let’s get real.”

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

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

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

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



Activity A:

Myth or Reality? - Sorting activity



10 mins



Worksheet 1.2

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

How to run the activity:

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

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

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

www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-porn/



Activity B:

Gender Stereotypes - Word Cloud



10 mins



Plain paper

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

How to run the activity:

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

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

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

Young person, Childnet focus group





Activity C:

Resisting the pressure to watch - Strategy building



10 mins



Worksheet 1.3



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

How to run the activity:

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

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

Young person, Childnet focus group

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

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



Plenary:

#RealityCheck - My Response



5 mins



Worksheet 1.4

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

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

Ask the students to consider the following:

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



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

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



Signposting

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

FPA: A sexual health charity who give straightforward information and support on sexual health, sex and relationships to everyone in the UK - www.fpa.org.uk

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

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

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

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

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



Extension activities

Where does the law stand? – Quiz



Worksheets 1.5 and 1.6

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

How to run the activity:

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

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

Porn as sex education debate

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

Possible statements:

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





Worksheet 1.1

Talking Heads Character Summary Scripts



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

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



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

What do you think?'



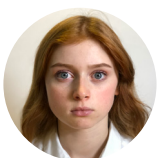
Talking Head 2 - Beth - "Is this what's expected of me?"

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



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

What do you think?'



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

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



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

What do you think?'



Worksheet 1.2

Myth or reality? - Sorting cards



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



Worksheet 1.3

Resisting the pressure to watch - scenario cards



Scenario 1

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

Scenario 2

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

Scenario 3

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



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

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



Worksheet 1.5

Where does the law stand? - extension quiz



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

- Legal
- Illegal
- Not sure

A website allowing under 18s access to pornographic content?

- Legal
- Illegal
- Not sure

Watching violent pornography which causes harm to someone?

- Legal
- Illegal
- Not sure

Watching pornography which contains adults (over 18s)?

- Legal
- Illegal
- Not sure

Watching pornography which contains children (under 18s)?

- Legal
- Illegal
- Not sure

Producing homemade pornography under the age of 18?

- Legal
- Illegal
- Not sure

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

- Legal
- Illegal
- Not sure

A child (under 18) showing another child pornography?

- Legal
- Illegal
- Not sure



Worksheet 1.6

Where does the law stand? - extension quiz answers



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

Illegal

A website allowing under 18s access to pornographic content?

Legal

Watching violent pornography which causes harm to someone?

Illegal

Watching pornography which contains adults (over 18s)?

Legal

Watching pornography which contains children (under 18s)?

Illegal

Producing homemade pornography under the age of 18?

Illegal

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

Illegal

A child (under 18) showing another child pornography?

Legal

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

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

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

www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-porn/