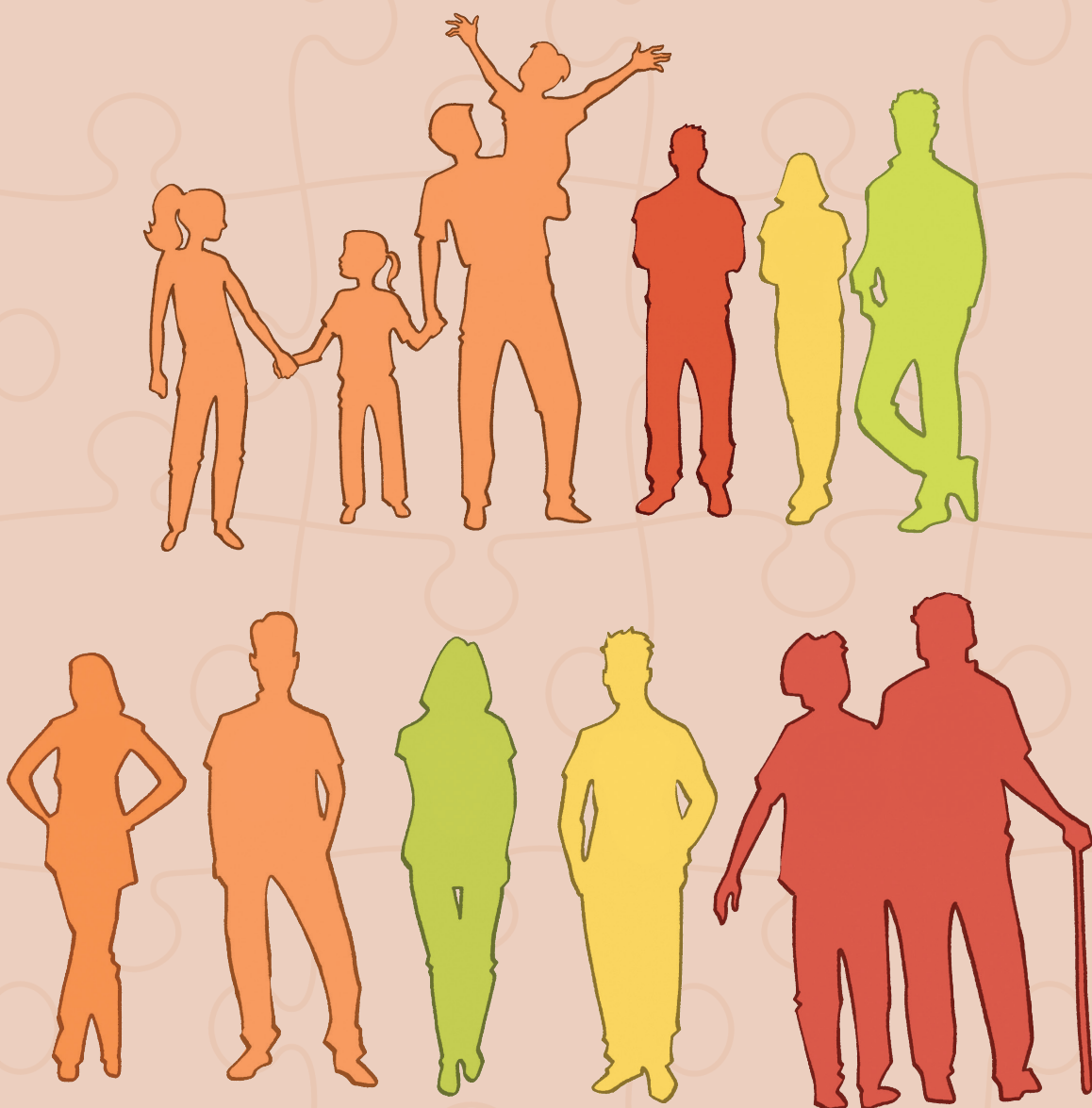


PORNOGRAPHY



РЦСЕ

Ресурсни центар за специјалну едукацију

INTRODUCTION

This lesson plan is for educators and support people working with young people with intellectual disability and/or on the autism spectrum. It focuses on understanding *Pornography*, as part of the International Technical Guidance on Sexuality Education (ITGSE) framework under the theme *Violence and staying safe*. The lesson explains what pornography is, why it may give false or unhealthy messages about sex and relationships, and what the laws say about watching or sharing it. It supports students to understand the importance of consent, age limits, and respectful behaviour. This lesson helps students make safe, informed choices and develop healthy attitudes about sexuality and relationships.

This lesson plan uses evidence-based practices (EBPs), which are recognised as best practice for teaching students with intellectual disability and/or on the autism spectrum. It supports teacher delivery through structured resources, scenario-based activities that incorporate peer modelling, visual supports, and age-appropriate educational videos developed by [Amaze.org](https://amaze.org).

This lesson is part of *Sex education for students with intellectual disability and on the autism spectrum: A practical methodology guide*, a resource that supports educators to deliver accessible, inclusive, and trauma-informed sex education to students aged 15 and over with intellectual disability and/or on the autism spectrum. Grounded in evidence-based practices, the Guide promotes the rights of students to sexual autonomy, safety, and well-being, aligning with the UN Convention on the Rights of Persons with Disabilities and the Sustainable Development Goals, which call for inclusive education, gender equality, and good health for all. The lesson content also reflects the key concepts outlined in the International Technical Guidance on Sexuality Education (ITGSE), ensuring that teaching is comprehensive, rights-based, and responsive to the learning needs and aspirations of students with disability.

[Full Guide](#)

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Disclaimer

Funded by the European Union. Views and opinions expressed are however, those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

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Pornography



What does it mean?

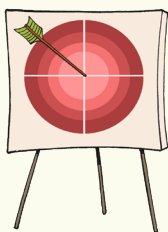
Teaching students about pornography use, its impacts, and legal aspects involves educating them about what pornography is and explaining that it is content created for adult entertainment. It is important to discuss the potential negative impacts of pornography, such as unrealistic portrayals of relationships and bodies, and how it can affect their understanding of healthy sexual behaviour and consent. Students should be made aware of the legal implications, including the age restrictions on accessing pornography and the consequences of sharing explicit content, which can be illegal and harmful.



Why is it important?

Understanding pornography use, its impacts, and legal aspects is crucial for high school students with intellectual disability and/or on the autism spectrum. It helps them develop a realistic and healthy understanding of sexual relationships. It safeguards them from forming distorted views about sex and relationships, ensures they are aware of the legal consequences of accessing and sharing explicit content, and promotes their safety and well-being by encouraging informed and responsible behaviour. This knowledge empowers them to make informed decisions and fosters a respectful approach to sexuality and relationships.

Learning outcomes based on teacher's and student's perspectives



Learning outcomes

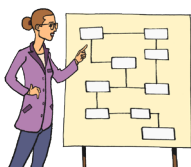
Students can recall facts about the legal aspects of pornography, including age restrictions and consent.

Students can apply knowledge about the impacts of pornography to discuss its potential effects on relationships and self-esteem.

Accessible learning outcome

I can talk about the laws about watching pornography.

I can talk about how watching pornography can have impacts on relationships and self-esteem and why.



EXAMPLE LESSON PLAN

Topic: **Pornography**

Note for teachers:

Many of your students likely have been exposed to pornography already.

We do not want students to feel shamed for watching pornography.

These lessons are about providing students with information so they can make healthy and informed decisions about pornography use.

Learning outcomes	EBP/teaching strategy	Resources needed
Students can recall facts about the legal aspects of pornography, including age restrictions and consent.	Visual supports	Video player Appendix 1: Pornography and the law
Students can apply knowledge about the impacts of pornography to discuss its potential effects on relationships and self-esteem.	Peer modeling	Appendix 2: Watching pornography

Lesson sequence

Introduction: Ask students what they know about watching pornography. We are focusing on the laws around pornography.

Prompts:

- What do you think counts as pornography (videos, images, writing)?
- Are you allowed to watch it?
- How old do you think you need to be to legally watch pornography?
- Do you think there are laws about watching pornography?
- Do you think what you see in pornography is real sex?

“Porn or pornography is any photo, video or writing that mentions or is about sexual activity. Porn is usually made to make the person watching it feel sexy or aroused. Watching pornography is a private behaviour.”



Activity 1: Laws about watching pornography

The teacher distributes [Appendix 1: Pornography and the law](#) to the class and reads the scenarios aloud to the class. Students together sort the visual supports into two categories based on the laws around pornography.

“Okay to watch” and “Not okay to watch”.

As the class goes through the visual supports, students discuss what the law says about pornography. For example the visual of a child “It is against the law to watch pornography that has people under the age of 18. That is called child pornography, and it is illegal.”



Activity 2: Watching porn is a private behaviour

The teacher distributes [Appendix 2: Watching pornography](#) to the class and reads the scenarios aloud to the class. Ask the class if they think watching pornography is a private or public behaviour and why?

The teacher reads a case studies aloud to the class, students will discuss the case studies based on the prompts provided by the teacher.

Scenario 1: Private information	Scenario 2: Watching pornography in a public space	Scenario 3: Watching pornography is private behaviour
Sam and Jamie are talking about their personal interests in class. Jamie openly shares that they enjoy watching pornography. Sam feels uncomfortable and unsure about how to respond or handle the situation. Prompts: • Why do you think Sam feels uncomfortable? • Do you think Jamie should talk about watching pornography in class? • Is talking about watching pornography a private or public behaviour? • Was Jamie respecting Sam's personal boundaries?	Frank is at school and goes into the boy's bathroom to use the toilet. Whilst he is at the urinal, he hears that someone is in a cubical watching pornography. Prompts: • Is watching pornography a private or a public behaviour? • Is it okay to watch pornography in a public bathroom? • Where would be an appropriate place to watch pornography?	John is a young adult with a support person named Lisa. Lisa assists John with his daily activities due to his disability. John and Lisa developed a close working relationship over time. One day, John decides to watch pornography on his personal device while Lisa is in his home. Lisa does not know that John is going to watch pornography while she is at his home. Prompts: • What are some of the consequences of watching pornography when someone is providing you with support or assistance? • How do you think Lisa would feel in this situation? • What could John do differently?



Activity 3: Porn: Fact or fiction

As a class, watch the [Porn: Fact or fiction](#) video on Amaze.org.

What did we learn from this video?

Prompts:

- Are the bodies of the actors in pornography realistic?
- If they aren't realistic, do you think watching pornography could make you feel bad about how your body looks?
- If people in pornography do not use contraception, does that mean you don't have to?
- Why is it important to use contraception in real life?
- Sometimes pornography can be violent or show you things that you find disturbing, is this how sex should be in real life?
- Do you think sex would be better and more enjoyable if you really cared for the other person?
- In pornography, do they discuss consent? Or agree on what they would like to do together?
- Why is consent important?

Conclusion: Recap the key concepts discussed in the lesson.

Ask students to recall the laws about watching pornography



Teacher reflection

Reflect on the lesson asking yourself:

- Did the lesson cater to the diverse learning preferences and needs of the students?
- Were the materials and resources used relevant and accessible? Did they enhance the learning experience and facilitate student engagement?
- How can I build on this lesson to support students to continue to develop their knowledge, understanding and skills for being critical about consuming pornography?
- Were there any parts of this lesson that should be recapped or repeated to help students consolidate their learning?

Appendix 1: Pornography and the law

[BACK](#)

Okay to watch 

Not okay to watch 

I am under 18 years old	The actors are under the age of 18 years	Animals are in the pornographic film or images	Children are in the pornographic film or images	I am watching porn on my phone on the bus
I am watching porn on my phone in class	I am over 18 years old	I am alone in my room	I am in a public bathroom	People in the pornographic film are being hurt

Appendix 2: Watching pornography

[BACK](#)

Scenario 1: Private information

Jamie openly shares that they enjoy watching pornography. Sam feels uncomfortable and unsure about how to respond or handle the situation.

Scenario 2: Watching pornography in a public space

Frank is at school and goes into the boy's bathroom to use the toilet. Whilst he is at the urinal, he hears that someone is in a cubical watching pornography.

Scenario 3: Watching pornography is private behaviour

John is a young adult with a support person named Lisa. Lisa assists John with his daily activities due to his disability. John and Lisa developed a close working relationship over time. One day, John decides to watch pornography on his personal device while Lisa is in his home. Lisa does not know that John is going to watch pornography while she is at his home.