

## Submission

on the

### Inquiry into improving the delivery of respectful relationships and sex education relevant to the use of technology in Queensland state schools

to the

## Queensland Parliament

### Education, Tourism, Innovation and Small Business Committee

**Committee Secretary**

**ETISBC**

**Parliament House**

**Brisbane 4000**

**Email:** [etisbc@parliament.qld.gov.au](mailto:etisbc@parliament.qld.gov.au)

**Website:** [http://www.parliament.qld.gov.au/work-of-  
committees/committees/ETISBC/inquiries/current-inquiries/12SexEducation](http://www.parliament.qld.gov.au/work-of-committees/committees/ETISBC/inquiries/current-inquiries/12SexEducation)

by

## FamilyVoice Australia

4<sup>th</sup> floor, 68 Grenfell St, Adelaide SA 5000

**Telephone:** 1300 365 965

**Facsimile:** (08) 8223 5850

**Email:** [office@fava.org.au](mailto:office@fava.org.au)

**Website:** [www.fava.org.au](http://www.fava.org.au)

August 2017

## Table of Contents

1. Introduction .....	3
1.1. Terms of Reference .....	3
2. Technology and prevalence of sexualised content .....	3
3. Impacts.....	5
4. Respectful Relationships Education .....	7
4.1. Gender Ideology .....	8
5. Parental input.....	9
5.1. How could parents be equipped to fulfil their responsibility to educate and protect their children? .....	10
6. Endnotes .....	11

# 1. Introduction

The Queensland Parliament's Education, Tourism, Innovation and Small Business Committee has called for submissions as part of their inquiry into improving the delivery of respectful relationships and sex education relevant to the use of technology in Queensland. The Committee invites submissions from individuals and organisations on issues relevant to the terms of reference below.

FamilyVoice Australia is a national Christian voice – promoting true family values for the benefit of all Australians. Our vision is to see strong families at the heart of a healthy society: where marriage is honoured, human life is respected, families can flourish, Australia's Christian heritage is valued, and fundamental freedoms are enjoyed.

We work with people from all mainstream Christian denominations. We engage with parliamentarians of all political persuasions and are independent of all political parties. We have fulltime FamilyVoice representatives in all states.

FamilyVoice has had a longstanding interest in advocating educational policies that respect the family as the fundamental unit of society.

Submissions close Monday, 14 August 2017.

## 1.1. Terms of Reference

1. That the Education, Tourism, Innovation and Small Business Committee consider and report on how to improve the delivery of respectful relationships and sex education in regards to the use of technology in Queensland state schools.

The Committee is asked to consider the following:

- a) the prevalence of sexualised content and the unsafe use of technology by students;
  - b) how adequately the Health and Physical Education curriculum supports students to make safe and healthy choices and understand respectful relationships, particularly given students' greater access to technology; and
  - c) consideration of other jurisdictions' approach to tackling sex education and the issue of at risk behaviour and sexualised content creation by students.
2. In undertaking the inquiry, the committee should also consider the potential benefits of students being better informed about the risks behind the use of technology in a sexual nature.

## 2. Technology and prevalence of sexualised content

In Britain (which this year implemented age verification laws for online pornography providers), a recent survey of 11-16 year olds conducted by the National Society for the Prevention of Cruelty to Children identified the following key findings<sup>1</sup>:

- Around half of all students responding to the survey did **not** report viewing online pornography. Not all students seek out pornography.

- At age 11, most children had **not** seen online pornography (28% of 11-12 year olds report seeing pornography);
- By 15, children were more likely than not to have seen online pornography (65% of 15-16 year olds report seeing pornography); Children were as likely to stumble across pornography via a 'pop up' as to search for it deliberately or be shown it by other people;
- Of those who were still seeing online pornography, 47% reported searching for it actively; Young people were as likely to find pornography by accident as to find it deliberately;
- More boys choose to view online pornography than girls; Girls are more negative about pornography than boys;
- Of the stage 2 participants who answered the question, a greater proportion of boys (53%) reported pornography was realistic than the proportion of girls (39%);
- Some of the respondents felt curious (41%) shocked (27%) or confused (24%) on first viewing pornography;
- Some of these attitudes varied by age and gender with more boys being more positive, particularly in older age groups (a fact which indicates the normalizing of this behavior).

Twenty-six percent of surveyed respondents had received online pornography or links to it and 4% reported sending others pornography online, or links to it.

In relation to 'sexting' the NSPCC study found that:

- A large majority of students had **not** produced naked images of themselves;
- A minority of students had produced naked or semi-naked images of themselves; some had shared these with others;
- Young people tended to define 'sexting' as sending sexually explicit text messages; none described the practice as taking photographs of naked bodies or body parts. The report goes on to state:
  - The vast majority of survey respondents did not report having taken naked 'selfies', however: One hundred and twenty-three young people (13% of the respondents) had taken topless pictures of themselves (88 boys, 33 girls and 2 young people who did not identify in a gender binary way); b) Forty-one (4%) had taken pictures of themselves that showed their "bottom half naked" (26 boys, 14 girls and 1 young person who did not identify in a gender binary way); c) Twenty-seven (3%) had taken fully naked pictures of themselves (13 boys, 13 girls and 1 young person who did not identify in a gender binary way);
  - In total, 135 young people (14%) had taken naked, and, or, semi-naked images of themselves. Just over half of them went on to share the images with others (i.e. 7% of the survey participants shared images). Forty-nine of them had been **asked** to share their pictures online;
  - Most boys who had shared their images reported **not** being asked to share the pictures online, (67 out of 96 boys who had generated and shared such images);
  - Conversely, most girls who generated and shared naked or semi-naked images reported that they **had** been asked to share the pictures with someone.

In terms of the Australian context, a slightly different picture emerges. The National Survey of Australian Secondary Students and Sexual Health, reported frequent use of social media and technology:<sup>2</sup>

- Over half of all students reported having received a sexually explicit text message;
- Just over a quarter of all students reported that they had sent a sexually explicit photo of themselves;
- Most sexually active students reported receiving (84%) and sending (72%) sexually explicit text messages;
- Half of all sexually active students reported sending a sexually explicit nude or nearly nude photo or video of themselves, while 70% reported receiving such a photo or video.

The Australian findings for the EU Kids Online project, involving 400 children ages 9-16 and their families, found:<sup>3</sup>

- 44% of Australian 9-16 year olds say they have encountered sexual images in the past 12 months, whether online or offline - double the average of EU countries surveyed in this project;
- In Australia, 28% 11-16 year olds have seen sexual images online; this includes sexual images including nudity, seeing someone's genitals online, images of someone having sex, and violent sexual images;
- 9-10 year olds are less likely to see sexual images online, but have greater tendency to be bothered or upset if they do;
- 15% of AU 11-16-year-old internet users received sexual messages ('sexts'). This is an average result across the study, and most recipients are 15-16 years old;
- 4% of Australian children have sent sexts online, and the average EU figure is 3%;
- 9% of AU 11-16 year olds have received a sexual message, 6% have been asked to talk about sexual acts with someone online, and 5% have seen others perform sexual acts in a message. 3% have been requested to supply a photo or video of their 'private parts'.

However, a NSW parliamentary inquiry contests these statistics, instead showing:

- The Digital Industry group suggested 28 per cent of 11-16 year olds have seen sexual images online. But what was meant by the term 'sexual images' was unclear;
- The Advocate for Children and Young People cited evidence that pornography exposure is in fact much greater, with "90 per cent of young men and 60 per cent of young women encountering pornography by the age of 16";
- The Australian Christian Lobby produced similar evidence: "93 per cent of males, and 62 per cent of females being exposed to pornography by the time they are 16."<sup>4</sup>

### 3. Impacts

While some may hold the view that consumption of pornographic imagery, particularly on the internet, is nothing more than victimless personal entertainment, this is simply not true, as is attested by a growing body of scholarly research:

*“Research and data suggest that the habitual use of pornography—and especially of internet pornography—can have a range of damaging effects on human beings of all ages and of both sexes, affecting their happiness, their productivity, their relationships with one another, and their functioning in society.”<sup>5</sup>*

Australian scholar Michael Flood describes children and young people’s exposure to pornography in Australia as ‘routine’, and notes its problematic effects, including:

- Young people may be disturbed or upset by what they view;
- It may help to develop and enforce young people’s adherence to sexist and unhealthy notions of sex and relationships;
- Especially among boys and young men who are frequent consumers of pornography, including of more violent materials, consumption intensifies attitudes supportive of sexual coercion and increases their likelihood of perpetrating assault.<sup>6</sup>

He concludes that, while children and young people “deserve age-appropriate materials on sex and sexuality, pornography is a poor, and indeed dangerous, sex educator.”

Flood also highlights a link between sexual behaviour among young people, including early sexual debut, and consumption of sexual media content:

*“It is well documented that sexual media, particularly sexualised representations of girls and women, can encourage girls and young women to see themselves primarily in sexual terms, to equate their worth and appeal with narrow standards of physical attractiveness, and to see themselves as sexual objects....Both correlational and experimental studies find that adolescents’ and young adults’ exposure to media which sexualises girls and women is associated with greater acceptance of stereotyped and sexist notions about gender and sexual roles, including notions of women as sexual objects.”*

Flood adds that significant data shows viewing pornography is related to male sexual aggression towards women; although this data is strongest in relation to violent pornography, it does still hold for nonviolent forms, especially if pornography is viewed frequently by users. In addition, Flood links pornography with negative outcomes in relationships, including decreased intimacy, infidelity, and sexual “addiction.”<sup>7</sup>

In relationship to sexting, while admitting more quantitative data needs to be gathered, Shelley Walker and others have nevertheless gathered some useful qualitative data.<sup>8</sup> The practice of sexting highlights:

- That young women feel pressured to present themselves as objects for sexual consumption, and young men carry expectations to respond to this;
- Young people may become desensitized to sexual images, particularly as pornography changes what is seen as ‘normal’;
- Concern that young people may face legal problems over production and dissemination of child pornography, due to participation in ‘sexting’ activities;
- Popular views that young women are more likely to be negatively affected by sexting activities; a possible link with gendered sexual violence targeting women - young women are being pressured to send images;
- the need for prevention education to be taught within a sexual ethics framework that provides young people with the skills necessary to make informed ethical decisions.

***Recommendation: That students participating in sex education in Queensland schools are taught that viewing pornography on the internet and participating in 'sexting' activities can be harmful, and can teach or reinforce negative sexual stereotyping and foster negative relational outcomes.***

## 4. Respectful Relationships Education

While addressing issues around sexual stereotyping, gender inequality and violence can aid in building a healthy society, and a focus on relationship development founded on respect is to be applauded, educational programs stemming from gender-based social theories will not accomplish these ends. Instead, they lead to further problems.

Respectful relationships programs already exist in a number of Australian states. This approach to addressing issues around sexuality, relationships and violence is based on social theories that emphasise gender inequality and a nexus of ideas interweaving gender, power, violence and respect. The age appropriateness of this approach must be called into question, however, particularly when considering already existing programs based on this approach. The Victorian 'Building Respectful Relationships' offering, as one example, encourages explicit discussion of sexuality at an early age, even as it insists that its aim is to reduce premature sexualisation. The following is an example of a personal situation that year 8 (13yo) students are expected to consider:

*Lucy, 15 years old.*

*Jack and I have been going out for over a year. We really like each other and have talked a lot about whether to have sex. We have done basically everything except intercourse and we spend a lot of time lying together kissing, cuddling and watching movies. I'm worried that if I do have sex with Jack he will tell people and I will get called a 'slag'. Mum is really proud of me because I haven't had sex. Most of my friends also say I should wait. I had two really bad things happen this week that made me glad I hadn't had sex with Jack. I found out that Jack has been telling other people about other things we do together. Then my friend James changed my Facebook status to say 'Jack is going to get some sex for his birthday'. I was so embarrassed. I know some of my friends' mums are Facebook friends and they will think I'm a real slut. One of the worst things about the whole situation is that Jack's sister is my best friend and she was really angry with me for being cross at Jack and his friends. A girl can't win!<sup>9</sup>*

In other year 8 student activities, students are asked to consider advertisements, or writing their own advertisements, on what they think they would like in a 'partner'.

The sexualising approach of these classes is problematic. Studies show that the longer sexual experience is delayed, and the more often sex takes place in the context of long-term, monogamous relationships such as marriage, the better the outcome for both individuals, and broader society.<sup>10</sup>

The Fifth National Survey of Secondary Students and Sexual Health (2013) was carried out among over 2,000 Year 10, 11, and 12 students from the Government, Catholic and Independent schools around Australia.<sup>11</sup> Among its findings were:

- The majority of students (69%) have experienced some form of sexual activity. The proportion of students who had experienced sexual intercourse in the total sample was 34%. Almost one quarter of Year 10 students (23%), one third of Year 11 students (34%) and one half of Year 12 students (50%) had experienced sexual intercourse; [2]
- Almost a quarter of sexually active students (23%) had sex with three or more people in the past year; [2]

- Approximately one quarter of sexually active students reported an experience of unwanted sex.

A number of scholars and doctors have pointed out the lower age of sexual debut in Australia over the past several decades. First sexual intercourse takes place on average around 16 years of age, and young people generally have more partners than previous generations did. Kang, et al state that the average age of first intercourse among Australian youth is 16 years, which:

“...is earlier than in previous generations. Like young people in other developed countries, young sexually active Australians are more likely to have multiple partners, unprotected sex and high-risk partners, with poorer access to services compared with adults, all of which puts them at an increased risk of acquiring and transmitting sexually transmissible infections (STIs).”<sup>12</sup>

Almost 13% of the Australian population report being frightened or forced into a sexual experience<sup>13</sup>. The mean age of first being coerced into sexual activity for males and females is about 16 years, with 2.8% of men and 10.3% of women reporting sexual coercion before this age. A significant proportion of sexually active secondary school students report having unwanted or unprotected sex as a result of being intoxicated. Patrick Parkinson from the University of Sydney suggests that, “the increased incidence of premature sexual activity and unwanted sex may well be the increased sexualisation of young people due to exposure to pornography before the age of 16.”<sup>14</sup>

As these figures highlight, Australia has undergone a decrease in the age of sexual debut compared to previous generations.<sup>15</sup> Early sexual initiation is linked to a number of adverse health and psychological outcomes, such as a greater risk of STIs, unprotected sex, high risk and multiple partners, depression, and alcohol and drug abuse.<sup>16</sup>

It should be noted that sex education in Australia over recent decades has failed to arrest the decline in age of debut, and in a number of the markers already mentioned has not brought greater levels of safety and wellbeing in relation to sexual activity for Australian young people. FamilyVoice would advocate implementing a different approach to sex education than Respectful Relationships programs, which create the impression that sex during teenage years, and particularly under the age of sixteen or seventeen (the legal age of consent in Australia, depending on state), is a normal part of growing up.

***Recommendation: That the Queensland government find an alternative sex education strategy for Queensland public schools, that doesn't further sexualise students; that the education system underscore the dangers of early sexual debut, and encourage students to refrain from sexual activity until adulthood, highlighting marriage as the best context for sexual relationships to take place.***

#### **4.1. Gender Ideology**

Under the guise of addressing issues of violence and respect, the education system has become a vehicle for teaching gender-based theory, based on feminist frameworks. The problem with this is that gender theory is exactly that: theory. It has only existed since the late 1960s and early 1970s, a period in which the sexualization of Western society and advocacy of sexual freedom grew apace.<sup>17</sup> The original Victorian version of the Respectful Relationships program insisted that facilitators: “incorporate an appropriate theoretical framework for understanding violence that draws on relevant feminist research, in particular in addressing the links between gender, power and violence, examining violence-supportive constructions of gender and sexuality, and fostering gender equitable and egalitarian relations”.<sup>18</sup> The fact that gender-theory has become an all-encompassing framework for understanding health, wellbeing and sexuality is deeply troubling.



In addition, Respectful Relationships programs adopt the contested ideological basis of gender theory approaches towards violence that fails to acknowledge that domestic violence is an issue that victimises men as well as women. Victoria's Royal Commission into Family Violence pointed out that men are also victims of domestic violence, although this is perpetrated to a lesser degree by intimate partners.<sup>19</sup> Psychologist Bettina Arndt has argued recently that a number of other factors besides gender issues contribute to family violence, such as alcoholism, depression, and poverty. She also warns of previous attempts by the Swedish government to deal with domestic violence with what they have labelled a "tired gender analysis", and its subsequent failure. Key experts in Australia are also warning of "the way this important social issue has been distorted by feminist ideology", including Don Weatherburn, Director of the NSW Bureau of Crime Statistics and Research, WA Law Reform Commissioner Augusto Zimmerman, and leading couple expert Professor Kim Halford.<sup>20</sup> The Australian Bureau of Statistics numbers point to a decrease in violence against women from male partners between 1996 and 2012, from 2.6% to 0.8%, indicating that the scourge of domestic abuse in Australia is actually not as prevalent as programs like Respectful Relationships insist.

Other problems with gender-based approaches to sex education include:

- Teaching that being male or female is a social construct; that gender is fluid, even though the great majority of Australian men and women identify as male or female; encouraging children to eschew heteronormativity as Respectful relationships programs have done when this is the case, is illogical;<sup>21</sup>
- Respectful Relationships programs give the impression that gender uncertainty and confusion is common and normal; research that shows that, except in a small number of cases, gender is binary and the vast majority of people who experience gender confusion retain their birth sex. As one study notes: only a tiny minority of "children who experience cross-gender identification will continue to do so into adolescence or adulthood";<sup>22</sup>
- The emphasis on sexual pleasure. Although not wanting to take away from the positive aspects of sexual relationships, one has to question whether school classrooms are the place for discussion of such topics, and indeed, how parents would react to their children being instructed in public school classrooms on "emotional, physical and biological responses to sexual arousal ... the sensory places/areas on the body that stimulate sexual pleasure or cause arousal' and 'pleasurable sexual acts such as masturbation'. Is the school classroom the place for learning pedagogies of sexual pleasure?<sup>23</sup>

***Recommendation: that the Queensland government focus on developing relationships programs based on morality and ethics education, a far more substantive way to develop student knowledge on how to relate respectfully to others.***

***Recommendation: that schools encourage students to develop relationships with good role models, in families, schools and community organisations, to help students learn how to be respectful to others and develop their emotional intelligence and control.***

***Recommendation: that schools focus on constructive ways to foster positive character development, empathy, kindness and self-control as important ways to tackle issues of violence in the home and community.***

## 5. Parental input

The heart of Australian democracy is the establishment of a free society. Freedom of belief demands parental choice in the style and type of education for their children.

The principle of choice in education is reflected in both the Universal Declaration of Human Rights (UDHR) and the International Covenant on Civil and Political Rights (ICCPR). Article 26 (3) of the UDHR states:

*Parents have a prior right to choose the kind of education that shall be given to their children.*<sup>24</sup>

Similarly, ICCPR Article 18 (4) states:

*The States Parties to the present Covenant undertake to have respect for the liberty of parents and, when applicable, legal guardians to ensure the religious and moral education of their children in conformity with their own convictions.*<sup>25</sup>

These internationally agreed statements acknowledge the importance of parental choice in education, including the right of parents to pass on their religious beliefs and moral values.

### **5.1. How could parents be equipped to fulfil their responsibility to educate and protect their children?**

The current situation could be improved by giving parents greater say over school curriculum programs relating to sexuality, specifically by:

- Ensuring direct parental input in the drafting of programs, rather than leaving matters solely to academics whose focus has likely desensitised them;
- Enabling school councils to veto programs that feature material they consider to be inappropriate;
- Requiring parental permission to teach children such topics (that is, opt-in rather than opt-out with no mandating of such programs);
- Allowing parents to be present during any such lessons; and
- Making curriculum materials freely available to the public with acknowledgement of what programs are used in each school.

#### **Recommendations:**

***That the state respect the right of parents to determine the kind of education to be given to their children, especially in the matter of sexuality; that parents remain, in the state's eyes, the primary educators of children in relation to sexuality; that sex education in Queensland schools remain non-compulsory; that parents retain the right to remove children from sexuality education classes.***

## 6. Endnotes

---

<sup>1</sup> Elena Martellozzo, Andy Monaghan, Joanna R. Adler, Julia Davidson, Rodolfo Leyva and Miranda A.H. Horvat, *"I Wasn't Sure it was normal to watch it": A quantitative and qualitative examination of the impact of online pornography on the values, attitudes, beliefs and behaviours of children and young people*, National Society for the Prevention of cruelty to Children, May, 2017.

<sup>2</sup> A. Mitchell, K. Patrick, W. Heywood, P. Blackman, M. Pitts, *5th National Survey of Australian Secondary Students and Sexual Health 2013*, ARCSHS Monograph Series No. 97, La Trobe University, Melbourne.

<sup>3</sup> Lelia Green, Danielle Brady, Kjartan Ólafsson, John Hartley, Catharine Lumby, *Risks and safety for Australian children on the internet: Full findings from the AU Kids Online survey of 9-16 year olds and their parents*, 2011.

<sup>4</sup> NSW Parliamentary Committee on Children and Young People, *Sexualisation of children and young people*, Sydney NSW, 2016, p.26.

<sup>5</sup> Mary Eberstadt and Mary Anne Layden, *The Social Cost of Pornography: Statement of Findings and Recommendations*, Witherspoon Institute, Princeton NJ, 2010, p.10.

<sup>6</sup> Michael Flood, 'The harms of pornography exposure among children and young people', *Child Abuse Review*, 18(6), 2009, pp. 384-400, 2009.

<sup>7</sup> Ibid, pp.396-399.

<sup>8</sup> Shelley Walker, Lena Sanci & Meredith TempleSmith, 'Sexing and Young People: Experts' views', *Youth Studies Australia* Vol.30 no.4, 2011.

<sup>9</sup> Department of Education and Early Childhood Development, *Building Respectful Relationships: Stepping out against gender-based violence*, Melbourne, 2014, p.54.

<sup>10</sup> See Patrick Parkinson, *For Kids' Sake: Repairing the Social Environment for Australian Children and Young People*, University of Sydney, 2011.

<sup>11</sup> A. Mitchell, K. Patrick, W. Heywood, P. Blackman, M. Pitts, *5th National Survey of Australian Secondary Students and Sexual Health 2013*, ARCSHS Monograph Series No. 97, La Trobe University, Melbourne.

<sup>12</sup> Melissa Kang, Rachel Skinner, Terri Foran, 'Sex, Contraception and Health', *Australian Family Physician* Vol. 36, No. 8, August 2007, 9.595.

<sup>13</sup> Ibid.

<sup>14</sup> Patrick Parkinson, *For Kids' Sake: Repairing the Social Environment for Australian Children and Young People*, University of Sydney, 2011.

<sup>15</sup> Melissa Kang, Rachel Skinner, Terri Foran, 'Sex, Contraception and Health', *Australian Family Physician* Vol. 36, No. 8, August 2007, 9,

<sup>16</sup> For example, Laura E. Prendergast Rachel K. Leung, John W. Toumbourou, Angela Taft, Barbara J. McMorris, and Richard F. Catalano, 'Sexual behaviour in early adolescence: A cross-national comparison of Australian and United States youth', *Australian Journal of Psychology* 2017; 69: 3–11; Asa A. Kastbom, Gunilla Sydsjo, Marie Bladh, Gisela Priebe, Carl-Goran Svedin, 'Sexual debut before the age of 14 leads to poorer psychosocial health and risky behaviour in later life', *Acta Pædiatrica* 2015, 104, pp.91–100. Kari Kluger, Sara Vasilenko, Nicole Butera, 'Long-Term Consequences of Early Sexual Initiation on Young Adult Health', *Journal of Early Adolescence*, Volume: 37 issue: 5, page(s): 662-676, 2017; DL Kaplan, EJ Jones, EC Olson, CB Yunzal-Butler, 'Early age of first sex and health risk in an urban adolescent population', *Journal of School Health*, Vol 83, 5, 2013. Sara Vasilenko, Kari Kluger, Cara Rice, 'Timing of First Sexual Intercourse and Young Adult Health Outcomes', *Journal of Adolescent Health*, Vol 59, 3, September 2016, pp.291-297; Sara E. Sandberg-Thoma & Claire M. Kamp Dush, 'Casual Sexual Relationships and Mental Health in Adolescence and Emerging Adulthood', *The Journal of Sex Research* Vol. 51, 2, 2014.

- 
- <sup>17</sup> Clare Bartholomaeus, 'Gender Theories', Position Paper No. 2: The Engaging Young People in Sexuality Education Research Project, University of South Australia.
- <sup>18</sup> Michael Flood, Lara Fergus and Melanie Heenan, *Respectful Relationships Education: Violence prevention and respectful relationships education in Victorian secondary schools*, Victorian Department of Education and Early Childhood Development, 2009, p.33.
- <sup>19</sup> State of Victoria, Royal Commission into Family Violence: Summary and recommendations, Parl Paper No 132 (2014–16), p.36.
- <sup>20</sup> Bettina Arndt, Always Beating Up on Men, *The Weekend Australian*, Aug 20-21, 2016.
- <sup>21</sup> Patrick Parkinson, *The Controversy over the Safe Schools Program – Finding the Sensible Centre*, Sydney Law School Legal Studies Research Paper, No. 16/83, September 2016 .
- <sup>22</sup> Lawrence S. Mayer and Paul R. McHugh, "Executive Summary," *Sexuality and Gender: Findings from the Biological, Psychological, and Social Sciences*, *The New Atlantis*, No. 50, Fall 2016, pp. 7-9.
- <sup>23</sup> Debbie Ollis, 'I felt like I was watching porn': the reality of preparing pre-service teachers to teach about sexual pleasure, *Sex Education*, 16:3, 2016, pp. 308-323.
- <sup>24</sup> The Universal Declaration of Human Rights, *United Nations*, <http://www.un.org/en/documents/udhr/>
- <sup>25</sup> International Covenant on Civil and Political Rights, *United Nations*, <http://www.austlii.edu.au/au/other/dfat/treaties/1980/23.html>