



Title: Prostitution/Paying for Sex

Level: SENIOR

Links to Curriculum for Excellence

In terms of Curriculum for Excellence this level is concerned with extending or deepening what is described at Fourth Level.

Experiences and outcomes	Benchmarks
I recognise that power can exist within relationships and can be used positively as well as negatively. HWB 4-45a	<ul style="list-style-type: none"> Distinguishes between a balance of power and abuse of power in relationships, for example, respect, trust, coercion, consent.

Learning Intentions

- Young people learn about prostitution in terms of the law, social attitudes and harm to individuals.
- Prostitution is framed as sexual exploitation.

Success Criteria

- I recognise and can discuss the different societal perspectives on prostitution.
- I develop and articulate my own views on prostitution.
- I can explain the vulnerabilities of, and harm done, to people working in prostitution.
- I understand the commodification of sex is an abuse of power.

NOTE: It is worth remembering that sexual exploitation can happen in many ways, that a young person can be coerced or depending on circumstances sex can be used in exchange for food, accommodation, alcohol, drugs or protection. In Third/Fourth Level RSHP materials there are opportunities to learn about **Abuse and Relationships** which covers grooming, sexual exploitation, partner control, coercion and violence. At Third/Fourth Level **Romantic and Loving Relationships** and at Senior Phase **Make it Good** there are opportunities to talk about the relationships young people want.

Resources to support this activity

- PowerPoint Slides
- Prop/cards for discussion: Things people say about prostitution
- Film: Money and Power: Commercial Sexual Exploitation in Scotland
<https://youtu.be/fCYIJCGO2Gw> (duration 7 minutes 19)
- Film: Real Men Don't Pay: Rachel Moran Ted X presentation
<https://www.youtube.com/watch?v=9bkpotR3L4k> (duration 10 minutes 33)

Activity

1. Introduce the session along these lines:
 - This session is about paying for sex, this is usually called prostitution.
 - People can have very strong views on this subject.
 - There are many ways that a person might be coerced into sex, or controlled by a partner, this lesson is specifically about paying for sex.
 - While both women and men can be involved in prostitution it is by far mostly women.
 - There are different words used and there are some on this slide, it's worth just spending a few minutes thinking about the language (*as teacher/educator the text in italics below gives you some guide as to explaining these terms*)

Words we will hear/use

Prostitution *This is the word that people would use to describe the business that is about selling sex. But we wouldn't use the word 'prostitute' to describe someone as this is considered offensive as if we are putting a negative label on someone.*

Buying sex *Of course, this is generally what we mean when we talk about prostitution, but sex as we know can mean lots of different things to different people. The reality is that for women involved in prostitution sex is often experienced as violent or degrading.*

Sex industry/Sex Worker *Referring to prostitution as 'sex work' minimises the harm that it causes to those involved. It is therefore more helpful and sensitive to use the term 'women and men involved in prostitution' rather than 'sex workers' or 'prostitutes'.*

People of all genders are involved. *Around 75% of people working in prostitution are women, 20% are men and 5% are trans/non-binary. Almost all people who buy sex are men.*

Human trafficking *This is the transportation of people from one place to another so that they can be forced to work, or be sold for sex. If the person is sold for sex this is a crime of being kidnapped and then raped. It is estimated that there are 1.4 million people in the world who have been trafficked and forced to work in prostitution. Many young people are vulnerable because of being abandoned by their families, or not having safe and trusted adults in their lives.*

Modern day slavery *Some people would say that working in prostitution is a part of slavery, that your body is being sold as if you were something to buy or rent. A slave has no control, no freedom, they are used and abused by another person.*

Numbers involved. *It is estimated that in in the UK between 58,000 and 72,800 individuals are involved in prostitution.*

In conversation it may be worth acknowledging that young people will know about different kinds of prostitution but may not think of it as such – so for example those that use the internet as a medium for work, perhaps through live streaming.

2. **Things people say about prostitution.** Start by asking the young people **what are your views on prostitution?** After some thoughts, acknowledge/explain that people can have different opinions about prostitution and the selling and buying of sex. You can often hear people make some statements like these (in fact young people may have just expressed such views) - share the slide:

Things people say about prostitution

- It's a choice
- It's a job

- Prostitution is a useful service for lonely men.
- Men will always want there to be prostitution.
- Prostitution has nothing to do with human trafficking.
- It doesn't do the woman any harm.
- Women involved in prostitution make a lot of money.
- We will never be able to abolish prostitution.

3. Print the statements provided and the associated text (see the prop). Cut them up so you have a series of statements to share. Ask the young people to work in small groups, lay the cards out so that they can see the statements then pick one at a time, read the statement and the associated text, then explore their views based on the question posed. Groups could have a small number of different cards – organised in a way to get coverage of the issues. After some discussion bring the groups back together and explore views. (Information taken from the European Women's Lobby www.womenlobby.org supported by the European Union) *What do they think of the responses on the reverse side? And the questions posed?*

4. **Prostitution in Scotland.** In this film women working in prostitution talk about the impact on them, and professional women and men talk about the needs of vulnerable women and how we need to change our attitudes in Scotland.

Money and Power: Commercial Sexual Exploitation in Scotland <https://youtu.be/fCYIJCGO2Gw> (duration 7 minutes 19)

5. **The Law:** Explain that in every country there are laws about prostitution, in some countries it's legal to work in prostitution and in others it's illegal. In some countries it is legal to pay for sex, in others illegal. And there are often laws about whether it is legal or not to make money from the women involved. Here's what the law says in Scotland: Share the slide/check understanding.

What does the law say?

- In Scotland the exchange of sexual services for money (prostitution) is legal but it is illegal to sell sex in a public place, or in a brothel (in a place like a house or sauna where sex is for sale from several people).
- It is illegal to organise the selling of sex or to live off the money made doing so (pimping).
- When it comes to buying sex, it is illegal to try to buy sex if you are in a public place, including driving in the street (where there is prostitution happening on the street).

Follow with the next slide and question for either small group or full group discussion.

- Amnesty International say that people working in prostitution should not be considered criminals as this makes them more vulnerable. They need to be protected. Some countries have laws that target the people who buy sex, saying they are in the wrong.

What do you think the law should do?

6. **Men who pay for sex.** Explain that you would like to put some focus on men – and on why they pay for sex, and might think it's okay to do so, or why a man might think it's not okay. Introduce this Ted X film as coming from a woman who worked in prostitution, she describes herself as a survivor of prostitution. **Real Men Don't Pay:** Rachel Moran Ted X presentation <https://www.youtube.com/watch?v=9bkpotR3L4k> (duration 10 minutes 33) In the last few minutes of the session take some feedback from young people on the views shared in the film.

Additional ideas

- At Third/Fourth Level the activities **Human Sexuality and Sexual Rights** explore the idea of sexual rights, if the young people have not already used the material this would provide opportunities to extend some of the discussion that will come up in this activity.
- There are an estimated 1.4 million 'sex slaves' in the world today and international trafficking is on the rise. For young people interested in the subject – or for viewing if more class time is available in RSHP or another subject - this TV documentary has been produced as part of a series of programmes on modern slavery. It is written and presented by journalist Rageh Omaar. The programme includes testimony from women. Suitable for senior pupils in S5/S6. Aljazeera programme 'Sex Slaves' (25 minutes)
<https://www.aljazeera.com/programmes/slaverya21stcenturyevil/2011/10/20111010134454998749.html>

For young people who may want to research this issue further

- This report gives detail about the role of the internet and digital technologies in the selling of sex/prostitution: *Behind the Screen:*
https://strathprints.strath.ac.uk/62826/8/Cunningham_etal_TIS_2018_Behind_the_screen_commercial_sex_digital_spaces.pdf
- This resource addresses many of the issues debated in terms of prostitution, including legalisation, whether prostitution is a 'victimless' crime etc by providing arguments for and against a given perspective <https://prostitution.procon.org/view.resource.php?resourceID=000115>

Connecting with home

The text below could be used to communicate with home about this activity.

As part of our learning this term about Relationships and Sexual Health we are discussing prostitution. Young people will be finding out about what the law says and what the impact on the person involved in prostitution can be. We want young people to be able to talk about such issues because we want them to be safe and to understand that they have the right to be healthy, happy and safe in their personal relationships. We want to help them understand that any aspect of sex or relationships that is harmful or exploits another person is wrong.

Practitioner Notes