



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)
- Real Men Don't Prostitute Women <https://youtu.be/fEUWuuk93rE> (2 minutes 39 seconds)

Activity

1. Introduce the session along these lines: This session is about paying for sex, this is usually called prostitution. 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. People can have very strong views on this subject. There are different words used when people talk about this topic and so it's worth just spending a few minutes thinking about the language in the next few slides.

As teacher/educator check understanding and discuss as you go. Are there any surprises or questions these initial slides raise? Discuss briefly but say that some might be answered as the activity develops. (Split this content over more slides if they are text heavy for your group)

Words we will hear/use.

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

Buying sex *This is generally what we mean when we talk about prostitution, but sex 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 *Many people would say that saying that prostitution is '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'.*

While both women and men can be involved in prostitution it is by far mostly women. *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: ***Having heard this information: 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 to each of the statements? 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 is legal to work in prostitution and in others it is 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/men 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 it is the person who pays who is 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 who pay for sex. Introduce the clip before showing it and explain that it is from a press conference in Ireland. Young people will hear from campaigners who talk about violence and harm caused to women. One of the speakers talks about his wife being murdered by an offender who had attacked women involved in prostitution. The second speaker has experienced abuse working in prostitution. They are asking

men to not be involved in paying for sex: Real Men Don't Prostitute Women

<https://youtu.be/fEUWuuk93rE> (2 minutes 39 seconds)

In the last few minutes of the session take some feedback from young people on the views shared in the film, or throughout the session.

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.

For young people who may want to research this issue further

- 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