



## 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"><li>Distinguishes between a balance of power and abuse of power in relationships, for example, respect, trust, coercion, consent.</li></ul>

### 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 understand what prostitution is and that it is a form of violence against women and girls.
- I can explain the vulnerabilities of, and harm done, to people working in prostitution.
- I recognise and can discuss the different societal perspectives on prostitution and understand the law.
- I understand how to raise concerns with trusted adults about exploitation.

### Resources to support this activity

- PowerPoint Slides
- Film: What is Trafficking (1min 19) <https://www.youtube.com/watch?v=bzcdcb17pq4>
- 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)

**NOTE:** It is worth remembering that sexual exploitation can happen in many ways and that a young person can be coerced or depending on circumstances sex can be used in exchange for food, accommodation, alcohol, drugs or protection. [CSE Easy Read digital](#) CSE Aware Easy Read Guide on what Commercial Sexual Exploitation gives further information on this.

The final slide in the presentation includes signposts to support, so that young people understand the signs of sexual exploitation and how to raise concerns – this includes a signpost to Fearless, Fearless is a charity that lets you report information crime 100% anonymously through their website Fearless.org <https://crimestoppers-uk.org/fearless/what-is-fearless>

*(Because of Fearless' promise of anonymity, they are unable to take information from the victim of the crime being reported - the young person should speak to a trusted adult, Childline or Police Scotland directly.)*

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. It would be helpful to have considered these areas with your class before this lesson. There is also an activity on **Pornography** at Senior Phase.

## Activity

1. Introduce the session by letting pupils know that Scotland has a national strategy for tackling Violence against women and girls (**VAWG**) which recognises Commercial Sexual Exploitation (**CSE**) as a form of VAWG.

This session is about paying for sex, this is usually called prostitution, or commercial sexual exploitation. Commercial sexual exploitation can involve activities such as prostitution, stripping, lap dancing, escorting, pornography, webcamming, selling images online, and trafficking. Payment does not always include money and can be in exchange for items like drugs, food, or something else, like 'sex for rent'. 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.

In Scotland we recognise prostitution as exploitation and a form of violence against women and girls because of the harms associated with it. It also has links to human trafficking.

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 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', or 'women and men who sell/exchange sex' rather than 'sex workers' or 'prostitutes'.*

*Women and men (including LGBTQI+ people) can be involved in prostitution, but it is mostly women who sell sex and men who buy sex. There are many reasons why people become involved in*

*prostitution, for some it may be driven by poverty. Some people may be forced or coerced into prostitution.*

**Human trafficking** is the illegal trade in human beings for financial gain. It can include sexual exploitation. Human trafficking, including for the purposes of prostitution or sexual exploitation, is illegal in Scotland. It is the action of recruiting, transporting/transferring, harbouring, or receiving, or exchanging, or transferring control over another person, including children and young people, with a view to that person being exploited. Travel is not required for an offence of human trafficking to be committed in Scotland, and it can happen to anyone – including British nationals.

#### **Harms associated with prostitution**

- 93% of the women surveyed had experienced violence and abuse related to selling/exchanging sex.
- 77% of women (where data was known) had been a victim of crime.
- 35 women disclosed experience of domestic abuse.
- 68% disclosed having experienced sexual violence
- 17% had been stalked
- 6% disclosed being a victim of attempted murder

‘Information is from a survey by the Encompass Network, which can be found [here](#).’

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 – for example the forms of commercial sexual exploitation that take place online.

Before moving on to the two film clips, check with the class to see if anyone has questions on anything they have heard to this point.

2. **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** - [Money and Power: Commercial Sexual Exploitation in Scotland](#) (duration 7 minutes 19)

3. **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 commercial sexual exploitation. They are asking men to not be involved in paying for sex: Real Men Don't Prostitute Women <https://youtu.be/fEUWuuk93rE> (duration 2 minutes 39)

4. **Things people say about prostitution.** Start by asking the young people: **Having heard this information: What are your views on prostitution?** 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.
  - Buying sexual images online isn't the same as prostitution
5. In small groups ask the pupils to consider the statements listed and discuss the following:-
- Do they agree/disagree with these statement?
  - Has their opinion changed based on what they have heard today?
  - How is prostitution represented in the media/online, is this helpful?
  - How do these fit with the following statement?  
*We want Scotland to be a society where all individuals are safe and respected, and where women and girls live free from all forms of violence and abuse, and the attitudes that support it.*
6. **The Law:** Explain that in every country there are laws about prostitution. Here is what the law says in Scotland - share the slide and check understanding.

No one should ever be forced into sexual activity without consent.  
It is illegal to pay someone under the age of 18 for sex.

Prostitution can be broken down to two categories:

On street - occurs in public, meeting face-to-face on the street. This is associated with 'kerb crawling'.

Off street – takes place indoors in domestic and temporary accommodation. This type of prostitution can be linked to organised crime and human trafficking.

Prostitution (i.e. the sale of sex) is not illegal, but the following activities are illegal:  
running a brothel

soliciting or loitering in a public place for the purpose of purchasing sex (purchasers/kerb crawlers)

soliciting or loitering in a public place for the purpose of selling sex (sellers)

trafficking people for the purpose of sexual exploitation

persuade/cause or attempt to persuade/cause an individual into prostitution.

Police Scotland's new National Approach on prostitution takes a victim-centred approach, and looks to signpost women to local support, whilst challenging and deterring men's demand.

7. The final slide in the presentation includes signposts to support, so that young people understand the signs of sexual exploitation and how to raise concerns – this includes a signpost to Fearless, Fearless is a charity that lets you report information crime 100% anonymously through their website Fearless.org  
<https://crimestoppers-uk.org/fearless/what-is-fearless>

### 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.
- [Lived Experience engagement insights](#) – a short video by a researcher who has undertaken research for the Scottish Government.

### 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. Further information on this topic can be found here: [CSE Easy Read digital](#) and [Prostitution - Police Scotland](#) and within a Crimestoppers campaign here: [Commercial sexual exploitation in Scotland | Crimestoppers](#)

### Practitioner Notes