

Submission  
No 46

## INQUIRY INTO IMPACTS OF HARMFUL PORNOGRAPHY ON MENTAL, EMOTIONAL, AND PHYSICAL HEALTH

**Organisation:** Edith Cowan University - School of Arts and Humanities

**Date Received:** 30 January 2025

---



**Submission to the NSW Standing Committee on Social Issues  
inquiry “Impacts of harmful pornography on mental,  
emotional, and physical health”.**

**Parliament of New South Wales**

**Standing Committee on Social Issues**

Submission from Giselle Woodley and Professor Lelia Green  
School of Arts and Humanities  
Edith Cowan University

30<sup>th</sup> January 2025

## About the Authors:

**Lelia Green** (she/her) is Professor of Communications in the School of Arts and Humanities and has had a long career of researching children's and young people's digital lives. Lelia was one of the Chief Investigators on the Australian Research Council funded project (DP190102435), *Perceptions of harm from adolescents accessing online sexual content*. Lelia Green's research interests concentrate on children's digital lives from birth to adulthood, particularly marginalised and disadvantaged children and teenagers. She serves on the Editorial Board of one of the leading publications in the field, the *Journal of Children and Media*. Lelia hopes that children of the future will live happy, healthy, hopeful lives of connection and engagement, with digital media playing its part in making that possible.

**Giselle Woodley** (she/her) is a PhD Candidate and researcher in the School of Arts and Humanities at Edith Cowan University. She is currently investigating teens' perspectives of Sexually Explicit Materials (SEM), including pornography, and their experiences of the Relationships and Sexuality Education they receive, at home, school and online. Giselle is a sexologist and has a background in Arts and Media. Giselle also works as a researcher at Curtin University, and regularly contributes to media and public debate regarding issues around young people's sexuality. She is particularly interested in reducing sexual violence and promoting Relationships and Sexuality education (RSE).

Thank you for the opportunity to make a submission to the NSW parliament inquiry into the "Impacts of harmful pornography on mental, emotional, and physical health".

Our submission is formed from the combined experience of decades of working with teens and, more recently, the Australian Research Council funded project (DP190102435), [\*Perceptions of harm from adolescents accessing online sexual content\*](#), which explored Australian teens' and young people's (aged 11-17) perspectives of Sexually Explicit Material (SEM), including pornography.

Qualitative data was collected between 2021 to 2023, and involved 85 participants in total. 30 teen interviews, with a second interview with 19 of the teens occurring a year later (49 interviews in total). In addition, four focus groups with teens (n = 18) were used to explore these issues further. Twenty-six parents of these teens, from 24 families, were also interviewed, and there were also two focus groups with parents (n=13). Teens (and their parents) were asked about their perceptions of pornography, and whether they find it harmful. They were also asked to place pornography within a wider context of harms, to see where pornography sat within household concerns. Additionally, teens were asked about their Relationships and Sexuality Education (RSE). We have focused on teen responses here for this submission. Participants' quotes have been used to illustrate the points they raised, and all names have been anonymised to protect identities. Teens under 13 are listed as 'preteen' to protect their identities even further.

For the most part, we found that teens believe that adults overstate the harms of pornography, and teens take issue with the word 'harm' used in relation to pornography (See & Woodley, 2024). While most teens hold concerns around the impacts of pornography, they also believe that any harms can be mitigated with a better focus on RSE, including discussions around healthy representations of sex and love, and appropriate pornography literacy education.

## Summary of our recommendations:

- Teens prefer education to restrictions, including by age verification measures. Education around pornography should move from an optional component of RSE to a mandatory component, and educators should be offered training and support to facilitate that curriculum;
- Pornography education should respond to an agenda set by the teens themselves, co-designed research with teens about their desired curriculum could help establish which content and strategies would most effectively support teens' understandings about pornography;
- Teens support holding the pornography industry to higher standards of ethical production, better depictions of consent and romance on screen, working rights for porn actors.
- If age verification technologies do proceed, legislators should note that teens believe pornography is educational, providing explicit representations of sex and bodies, that other sources do not currently fill. Alternative educational sources and programs should be funded and supported to fill the gap that teens see as being bridged by porn.
- Older teens (16+) consider they should be able to access ethical and/or educational sources of sexual content currently rated 18+.
- Teens suggest that any harmful messages from pornography can be negated by body image education, the building of self-esteem and communication skills, and education about love and pleasure.

This submission will now turn to the terms of reference.

## Responding to the terms of Reference

### **(a) age of first exposure to pornography and impacts of early exposure to pornography**

Most teens in our research had seen sexual content by the age of 13. Some participants had seen pornographic content as young as 8, with most accessing online sexual content between the ages of 10-13, which indicates that education about pornography should occur at or even before, these ages. These findings align with recent survey data which has found the median age for first viewing as around 13 for boys and 16 for girls (Crabbe et al., 2024). For some participants, their first experience of SEM involved instances of 'sexting' where unsolicited images were sent via messenger applications without consent or notice (also known as cyberflashing) (Karasavva et al., 2023; Woodley et al., 2024a). Other teens had been sent links to pornographic websites or told by their friends to search for specific terms. Many teens were curious, in some cases due to the lack of discussion or resources about sex in other areas of their lives, and they said they searched for pornographic content to learn about sex. Some teens we spoke to had not seen pornography but were aware of its existence and chose to avoid such content. Many teens struggled with the word 'harm' in relation to pornography, preferring to use terms such as 'shocking', 'traumatising' (which appeared to be less intense to teens than the word 'harm') and 'accessing'. Making informed decision about viewing pornography is easier in the context of realistic education and open discussion.

*FG1.2: "I think sometimes it can be blown out of proportion, like, people tend to focus and draw on the bad side which obviously there are lots of negative impacts, but they [adults] centre it around all the negative impacts". (Mixed-gendered focus group, ages 12–16)*

David (male, preteen): *"I Saw it on purpose [I] searched up 'porn' then it came up with Porn Hub, I went onto Porn Hub and then I saw it and then I searched up 'naked girls [...] I was curious, I wanted to know what it was'"*.

Max (non-binary, pre-teen): *"My experience was pretty traumatising, just 'cause of the shock of it all. [I was] about nine, ten... I tried to click off it as fast as I could. I was surprised that was what it was"*.

## **(b) media by which pornography is accessed and circulated**

When asking teens which mechanism they used to access pornography, most teens answered 'Pornhub' or google searches. Some teens accessed pornographic content via the forum *Reddit*. Other pornographic websites such as *xhamster* and *Damplips* were also referenced by teens. Most teens accessed porn via personalised devices, such as mobile phones or laptops, although some teens mentioned pornography pop-up advertisements appearing on their school computers.

*Interviewer: "You said the internet, but do you think there's any particular apps or websites that young people are accessing porn?"*

*Thomas (male, 15): "Probably Porn Hub."*

## **(c) impacts on body image**

Other researchers have found a correlation between a young person's use of pornographic material and lower levels of self-esteem compared to their non-pornography viewing counterparts. They have argued that this results in a less integrated and holistic sense of self, and therefore less acceptance of the idea of the sexual body (Weber et al., 2012). Conversely, however, other studies have found that pornography can have a positive impact on viewers and can increase self-esteem, particularly for females watching pornography (Kohut & Stulhofer, 2018).

Some teens in our research, particularly young males, shared feelings of inadequacy and body image concerns, including erectile dysfunction (ED), sometimes interlinking these issues with pornography's influence. Most concerns in relation to ED were teens relaying messages they said they had heard from adults or podcasts from right-wing influencers. They didn't indicate this was their personal, first-hand experience, however (See & Woodley, 2024).

Other teens recognised that pornography has an impact on body image but does not operate in a silo. They argued that other media, such as TV, advertising and social media also contribute to an unhealthy body image. Tiffany (15, second interview): *"It's all linking into one nowadays."* Education around body image, building self-esteem and media literacy could assist.

*Levi (male, preteen): "A lot of things tend to be bigger in pornography — Bigger is better in pornography"*.

*Warren (17, male, second interview): "Men might get concerned about how much they're packing and stuff like that 'cause it's unrealistic, some of the things you see on there. and it – what's it called? When you masturbate too much you get – what's it called when you stop stuff – starts going like you can't get it up."*

*I: "Oh, erectile dysfunction?"*

*Warren: "Yeah. I've heard of cases where people watch it too much and it causes them to get erectile dysfunction."*

#### **(d) the relationship between pornography use and respect and consent education**

Teens appear hyperaware of a lack of consent depicted in pornography which may be due, in part, to the mandating of consent education in schools (Woodley et al., 2024b). While the mandating of consent is a welcome addition to the Australian curriculum, relevant education around pornography and its dominant messaging should be integrated into the curriculum. Teens note a disproportionate and, in some cases, overwhelming, focus on consent in their RSE classes (Woodley et al., 2024b). Teens asked for further information and skill development around communication, pleasure and love, so that they may navigate consent and sexual scenarios better.

Levi (preteen): *"In those videos they never really go over consent, they just go straight into doing it. I feel like it would harm you in those ways."*

Lauren (14, Female, second-round interview): *"It was called healthy relationships, but I reckon [it] should just be called consent 'cos that's pretty much all we did the whole term"*.

Tiffany (15, Female, second-round interview): *"The whole thing is consent, 'cos that's such a big thing nowadays [...] we haven't been taught about sex"*.

Miles (17, male, second interview): *"I think if people's knowledge of how to communicate about it and willingness to communicate about it [were increased], it'd be a lot less of a problem."*

#### **(e) the production and dissemination of pornography, including deepfake or AI-generated pornography**

Given data was collected between 2021-2023, experiences of deepfakes and AI-generated pornography was limited, however, our future research will look at these developing technologies.

In terms of dissemination of pornography, or sexual content, teens appeared to share content made by their peers with their other peers (including instances of Image-Based Harassment and Abuse (IBSHA)) (previously known as revenge porn) (Ringrose & Regehr, 2023). Teens felt that not enough emphasis was placed on reprimanding instigators of IBSHA or supporting all teens in learning empathy and how to treat each other's bodies with mutual care. They argued instead that a victim-blaming mentality was harnessed to blame the (mostly) female senders of misused images, followed by knee-jerk year-wide assemblies at school, addressed by guest speakers (Woodley et al., 2024a). Teens say that what they want is education around digital sexualities that does not blame, shame or dictate that they should not engage with sexting ("nudes", in teen speak) or online sexual material. Instead, teens want support to prepare them to engage safely in these online practices.

Teens spoke about the production of pornography in relation to better working standards for sex workers working in porn. Teens felt if there were any detrimental impacts to pornographic content, these would be limited if ethically produced pornography were more widely accessible and the pornographic industry was held to higher standards of practice, with working rights, equal pay and better depictions of consent and modelling ways to navigate sexual scenarios in sexual content. Helping older teens navigate healthy pornography could be a useful component of sexuality education for older teens (McKee et al., 2023).

Nicola (17, female, second interview): *"It's fine, as long as it's ethically made, obviously, with the people paid and not sex trafficking, crazy shit like that. Obviously not in [open online] spaces – not having younger children on them"*.

(Lauren, 14, female, second interview): *“They more veer on the safety side of things... We covered it in health, and it was more like what nudes were they more said why nudes are bad... kind of a message of... “don’t send nudes”. They [teens] know the warnings, but it just sort of goes in one ear and out the other. I don’t think kids listen to that.”*

Nicola (15, female): *“Obviously if you’re under 18 you probably have to be more careful with it... I think sending nudes of yourself probably isn’t bad but sending other people’s [nudes]...it’s kind of f\*cked”*

#### **(f) the impact of exposure to violent and/or misogynistic pornography on children, teenagers and young adults**

Teens held concerns about the impact of violent pornography on their peers in terms of it reinforcing gender stereotypes, impacting sexual scripts and increasing objectification of women. Teens believed these impacts could be minimised via better education through both formalised education and through having other sources of information about sex available to them (including social media, government endorsed websites and online sources). Teens also noted a particular lack of female pleasure depicted in most mainstream pornography, which could also have problematic impacts. Female and non-binary teens also shared that pornographic content was sometimes displayed by their male peers in school, and they felt harassed by such instances.

Where pornography includes violence, rough practices and dangerous activities (such as choking), but where it remains legal for adults to view it, education and discussion with and led by teens seems to them their best defence against unwise or unwelcome messaging:

Tiffany (15, second interview): *“I feel like porn can be harmful in some situations, like, on how people view the world and, like, how they view women and how they like objectify them, because that’s what they see other people doing and then they feel like that’s OK.”*

Lauren (14, second interview): *“It doesn’t seem very pleasurable and the images that I’ve seen in – it doesn’t look enjoyable, and I think sex is supposed to be enjoyable.”*

Ruby (13): *“There’s a lot of porn websites and every boy in my school watches a lot of porn. They’ll watch it in class, but I don’t see it ‘cause I don’t look at it ‘cause they dim down the brightness so that the teachers don’t see and then they put these moaning noises on and it really disturbs me, like, it makes everyone feel so uncomfortable [...] they’ll just randomly shout it out and it’s disgusting and I hate it.”*

#### **(g) impacts on minority groups including but not limited to First Nations, CALD or LGBTIQ+ people and people living with disability**

Our research, as well as existing research (Albury, 2014; Flory & Shor, 2024, McKee et al., 2022), indicates that pornography may have a positive impact on LGBTIQ+ people. Indeed, most teens interviewed recognised pornography as a valid and important source of information about sex and bodies. Teens felt pornography gave queer teens an avenue for self-directed discovery to explore their sexuality and sexual identities, offering them a source of information about sex that might otherwise be limited in their schooling and home environments. Like other teens, they felt harms were diminished if porn was ethically produced. Our research featured 4 teens who identify as Aboriginal or Torres Strait Islander, so our data is limited, but these participants held positive perspectives on the value of pornography, possibly due to a lack of access to trustworthy sources and relevant conversations they could have about sex elsewhere in their lives. Our data is limited regarding people living with disability. Even so, other research suggests that pornography may offer an important avenue of education and pleasure for these users (Erickson, 2007, Gusciora, 2016).

Tiffany (15, female, second interview): *“It can help you figure out what you may like, or not like, your...preferences. Your like, sexualities. But then again, there’s like the risk and the reward of it, but the benefits.”*

FG1.3: *I suppose if you’re watching – say if you’re straight but you don’t know if you like girls and then you’re watching lesbian porn or if you’re watching gay porn.. As long as it’s ethically [produced]. (Mixed-gendered focus group (aged 14–16)).*

Nicola (17, second interview) says: *“It can help you probably explore things like fantasies or desires of things and give ideas for things to do when you have sex, or if you have sex [particularly] if you do it [watch porn] in a safer or more ethical [way]”.*

#### **(h) the effectiveness of any current education programs about use and misuse of pornography, and how these may be improved**

Teens had few examples of pornography education to share. Pornography education in school was almost non-existent or took place in response to issues occurring within schools (such as IBSHA, or pornographic content being viewed in class). It did not take a preventative approach or offer a context for what teens were viewing. Any education around pornography that was offered, seems to have been administered far too late, after teens had already seen and been engaging with sexually explicit content for some years. Indeed, within the Australian curriculum, pornography is listed as an optional elaboration, rather than a focus point (ACARA, 2022), which is very much how teens treat it. Teachers may feel uncomfortable discussing pornography and our research indicates that teens can easily detect educators’ discomfort around sexual topics. Teens said they would value education around pornography, but it would need to respond to their existing knowledge and experience and not simply dictate to teens that pornography is ‘unrealistic’ and shouldn’t be watched.

While some teens didn’t see the viewing of pornography as necessarily bad, or as a concern, most teens agreed that learning about sex from pornography prior to engaging personally in sexual activity, or indeed before classes or discussions about sex and pornography commenced, could have negative implications.

Max (non-binary, 12): *“We have had talks in school that are just, like, ‘don’t watch this stuff,’ [It’s] not really good for you’, but we haven’t had any real serious talks about it “*

Miles (male, 16): *“Education, education. Yeah, it’s just not up to date with the amount of pornography that’s being consumed”.*

Lauren (female, 13): *“Learning it in class would be better. I know a lot of people [listening together] would make it uncomfortably cringey, but I think it’s way better than just finding it online and just getting a real shock first, ‘cause at least you’re prepared from school and everything.”*

#### **(i) the effectiveness of current restrictions on access to pornography and consideration of any need to improve these**

Teens felt current restrictions meant that they can easily access pornography. Participants were supportive of additional protective measures for children and younger teens, however. While teens recognise that age gates such as tick-box approaches and age assurance measures are easier to overcome than the proposed technological age verification methods, participants in our research intuited ways to circumvent what they saw as the likely future age verification and age assurance measures (such as VPNs).

Teens also argue there are benefits to them being able to access pornography. With comparatively little ‘fit for purpose’ sexuality education provided by parents or schools,



according to our research participants, teens seek information online to address their thirst for sexual knowledge (Dudek et al., 2022). Arguably, this is a safer method of exploration than 'experimenting' with sex in person.

Indeed, access to age-appropriate, evidence-based information around sex and sexuality is a human right, including for children. (United Nations Convention on Rights of the Child Article 17). When working to safeguard children from harm in digital environments, the balance of protection with the right to information and education needs to be maintained. It remains important to acknowledge and support young people's rights as digital and sexual citizens, and their entitlement to access knowledge (Green, 2020). Banning teens from certain content also tends to render it even more desirable.

Teens' recommendations for supporting informed consumption of porn included suggesting that warnings could be mandated for sensitive or difficult content, which include further details of the content included similar to approaches adopted and currently utilised by Instagram and in cinema and television program classification. Here, teens suggest any dangers depicted (such as poor depictions of consent) could be listed. Teens also supported holding the porn industry to higher standards and asked for realistic and teen centred pornography education.

If age verification measures are to proceed, older teens (16+) argued they should be permitted access to ethical and/or educational pornography given that they are above the age of consent, and legally permitted have sexual intercourse.

As per Yar (2020)'s argument that any age verification measures are essentially doomed, we posit that timely, comprehensive, and open educational measures that address content that young people may see is a suitable and effective strategy for mitigating potential harms. This is especially the case when young people have often demonstrated that they are competent enough to overcome many proposed blocking measures, and when there is a risk that effective measures will solely block access to regulated website with a risk that teens will instead access material from unregulated sites and the dark web. Arguably, even if proposed age verification and age assurance measures are enforced, teens engagement with sexual content online is still likely inevitable, and thus, they would be better equipped if they are prepared for such engagements.

Miles (male, 16): *There's nifty little ways around [...] that's one thing that all kids have, is this knack and want to kind of—there's a little thing, oh I can get 'round it, it's a bit of fun. [...] there will be loopholes that people will find and there'll be younger generations finding little knickknacks of ways to get through it. I think the best protective measure for young people will be education".*

Max, (non-binary, preteen): *"Sometimes people would probably just click the box: 'right, yeah, done, [I'll] watch it'"*

Nicola (Female, 17, second interview): *"[I] don't know if they [restrictions] actually work that much 'cause I feel like where people lock something or disallow something it makes [them] want to look at it more, and see it more, so I feel it's more incentive"*

#### **(j) the resources and support currently available to parents and carers to educate children about pornography, and how these might be improved;**

Both teens and parents say there is a lack of appropriate resources about pornography available to families. Teens felt that adults tend to exaggerate the harms and overemphasise dangers, rendering most conversations about porn unrelatable and irrelevant. Indeed "persistent negative messages from adults" (p. 9) are often at odds with the realities and

experiences of teens, making it more difficult to have productive conversations (Schroder et al., 2020)

Teens recommend co-taught lessons, or parents' nights, where teachers could work in conjunction with parents to administer education around sex and pornography, and thus parents could also be educated. Most teens believe their parents were denied a quality sexuality education when they were the teens' age, and that their parents are less well able to navigate contemporary online environments than they are. Consequently, teens position their parents as generally ill-equipped to navigate their worlds. More support for both educators and parents is needed.

Tiffany (female, 14): *"I know that I could go to my parents, but I just feel awkward going to them about that sort of stuff. Like, it's just [going] to be weird."*

(Mixed gendered focus groups aged 12-16):

FG4.1: *"Nowadays, porn is looked down on, it's like, [it's] the worst thing ever"*

FG2.3: *"I think the way those conversations go also needs to be changed because the kind of strategy that I see most with parents talking about that stuff [pornography], is 'it's going to kill your brain cells' or 'it's going to ruin your life' and that's not going to stop people from wanting to do different things"*

#### **(k) any other related matters.**

Teens commonly turned to their friends, the internet, and social media as sources of information about sex, consent and porn. Indeed, the federal government has invested in a range of materials on offer to teens via social media, thus acknowledging the value of this approach (eSafety, 2023). Learning via digital channels can be a valuable support for young people's development and conceptualisation. Social media and associated platforms can offer information of relevance to teens that may not be accessible via other spaces, and this access may be compromised by the proposed social media ban. In such an eventuality, other sources may need to be bolstered to address the resource gap. School settings may benefit from additional funding to use audited and teen-evaluated guest speakers with specialised knowledge to lead more specific discussions around sex, pleasure and love. Many parents are also seeking further support to open conversations in these areas. Teens yearn for credible and trustworthy ways in which they can talk about, and learn about, sex. Teens could not name a specific website or resource that they had found helpful in finding out about sex or porn. Government funded websites, apps and resources could be created, or promoted, so that these resources are better known to teens.

Warren (male, 16): *"I think I'm more educated about [sex] online and [through] social media, stuff like that."*

In summary, we propose that a teen-centred view provides an innovative way of addressing any mental, emotional and physical impacts of pornography as far as under-18s are concerned. These young people position pornography as forbidden, but potentially valuable. Teens seek to be included in conversations about pornography that grapple with questions like 'What does good pornography look like, and why?' rather than 'This is a list of the terrible things that will happen to you if you look at it'. In short, teens want to engage in an educational conversation which takes them, and their interest in sex, desire, pleasure, mutual respect – and love – seriously.

## References

- ACARA. (2022). *The Australian Curriculum Version 9.0*. A. C. A. a. R. A. (ACARA). <https://v9.australiancurriculum.edu.au/>
- Albury, K. (2014). Porn and sex education, porn as sex education. *Porn Studies*, 1(1-2), 172–181. <https://doi.org/10.1080/23268743.2013.863654>
- Crabbe, M., Flood, M., & Adams, K. (2024). Pornography exposure and access among young Australians: a cross-sectional study. *Australian and New Zealand journal of public health*, 100135. <https://doi.org/10.1016/j.anzjph.2024.100135>
- Dudek, D., Woodley, G., & Green, L. (2022). 'Own your narrative': teenagers as producers and consumers of porn in Netflix's Sex Education. *Information, Communication & Society*, 25(4), 502-515. <https://doi.org/10.1080/1369118X.2021.1988130>
- Erickson, L. (2007). Revealing femmegimp: A sex-positive reflection on sites of shame as sites of resistance for people with disabilities. *Atlantis: Critical Studies in Gender, Culture & Social Justice*, 31(2), 42-52. <https://atlantisjournal.ca/index.php/atlantis/article/view/679>
- eSafety. (2023). *Roadmap for age verification*. <https://www.esafety.gov.au/about-us/consultation-cooperation/age-verification>
- Flory, I. M., & Shor, E. (2024). "Porn is blunt [...] I had way more LGBTQ+ friendly education through porn": The experiences of LGBTQ+ individuals with online pornography. *Sexualities*. <https://doi.org/10.1177/13634607241274526>
- Green, L. (2020). Confident, capable and world changing: teenagers and digital citizenship. *Communication Research and Practice*, 6(1), 6-19. <https://doi.org/10.1080/22041451.2020.1732589>
- Gusciora, L. (2016). Attitudes and beliefs towards pornography use and men with Learning Disabilities: AQ methodological study (Doctoral dissertation, Staffordshire University).
- Karasavva, V., Brunet, L., Smodis, A., Swaneck, J., & Forth, A. (2023). Putting the Y in cyberflashing: Exploring the prevalence and predictors of the reasons for sending unsolicited nude or sexual images. *Computers in Human Behavior*, 140, 107593. <https://doi.org/10.1016/j.chb.2022.107593>
- Kohut, T., & Stulhofer, A. (2018). Is pornography use a risk for adolescent well-being? An examination of temporal relationships in two independent panel samples. *PLoS One*, 13(8), e0202048. <https://doi.org/10.1371/journal.pone.0202048>
- McKee, A., Ingham, R., Byron, P., & Litsou, K. (2022). Fifty years of academic research on pornography. In A. McKee, R. Ingham, P. Byron & K. Litsou, *What do we know about the effects of pornography after fifty years of academic research?* (1st ed.). Routledge. <https://www.taylorfrancis.com/chapters/edit/10.4324/9781003232032-1/fifty-years-academic-research-pornography-alan-mckee-roger-ingham-paul-byron-katerina-litsou>
- McKee, A., Dawson, A., & Kang, M. (2023). The criteria to identify pornography that can support healthy sexual development for young adults: Results of an International Delphi Panel. *International Journal of Sexual Health*, 35(1), 1–12. <https://doi.org/10.1080/19317611.2022.2161030>

- Ringrose, J., & Regehr, K. (2023). Recognizing and addressing how gender shapes young people's experiences of image-based sexual harassment and abuse in educational settings. *Journal of Social Issues*, 79(4), 1251–1281. <https://doi.org/10.1111/josi.12575>
- Schroder, R., Wylie, S. J., & Talbot, H. (2020). *Growing up with porn: Insights from young New Zealanders*. Te Mana Whakaatu Classification Office: Wellington. <https://apo.org.au/node/313118>
- See, H., & Woodley, G. (2024). 'Firsthand' versus 'secondhand' perspectives of harm emphasising teens' firsthand perspectives of online sexual content. *M/C Journal*, 27(4). <http://doi.org/10.5204/mcj.3077>
- Weber, M., Quiring, O., & Daschmann, G. (2012). Peers, parents and pornography: exploring adolescents' exposure to sexually explicit material and its developmental correlates. *Sexuality & Culture*, 16(4), 408-427. <https://doi.org/10.1007/s12119-012-9132-7>
- Woodley, G. N., Green, L., & Jacques, C. (2024). 'Send Nudes?': Teens' perspectives of education around sexting, an argument for a balanced approach. *Sexualities*, <https://doi.org/10.1177/13634607241237675>
- Woodley, G., Cayley, G., Senior, I., See, H. W., & Green, L. (2024). '[Do] I have to get it in writing or something?' What happens when sexuality education is conceptualised through consent?. *Youth*, 4(4), 1739-1756. <https://doi.org/10.3390/youth4040110>
- Woodley, G., & Green, L. (2024). Calls to ban 'harmful pornography' are rife. Here's what teens actually think about porn. *The Conversation*. <https://theconversation.com/calls-to-ban-harmful-pornography-are-rife-heres-what-teens-actually-think-about-porn-236410>
- Yar, M. (2020). Protecting children from internet pornography? A critical assessment of statutory age verification and its enforcement in the UK. *Policing: An International Journal*, 43(1), 183-197. <https://doi.org/10.1108/pijpsm-07-2019-0108>