



## Safeguarding 9

# Misogyny

# IN ENGLAND & WALES...



**90% of girls &  
50% of boys**

SAY THEY RECEIVE  
EXPLICIT PICTURES OR  
VIDEOS OF THINGS THEY  
DID NOT WANT TO SEE A  
LOT OR SOMETIMES.

**92% of girls &  
74% of boys**

SAID SEXIST NAME-  
CALLING HAPPENS  
A LOT OR  
SOMETIMES.

**40% of 13-15  
year olds**

SAID UNWANTED  
TOUCHING OCCURRED  
A LOT OR  
SOMETIMES.

# Misogyny: More boys are seeing anti-women content online

Part of [Other Side of the Story](#)

Save to My Bi

## A third of teachers reported misogyny among pupils last week, survey suggests



## Violence against women and girls 'endemic'



The London Assembly is investigating the impact of violence against women and girls on young people

Kendrick School

# THE RISE OF ONLINE MISOGYNY

*'Pick-up artists' & Dating Coaches*

*Influencer business model*

*Incels & The Manosphere*

*Pill systems*

*Conspiracy & 'The Matrix'*

*Sexual Marketplace*

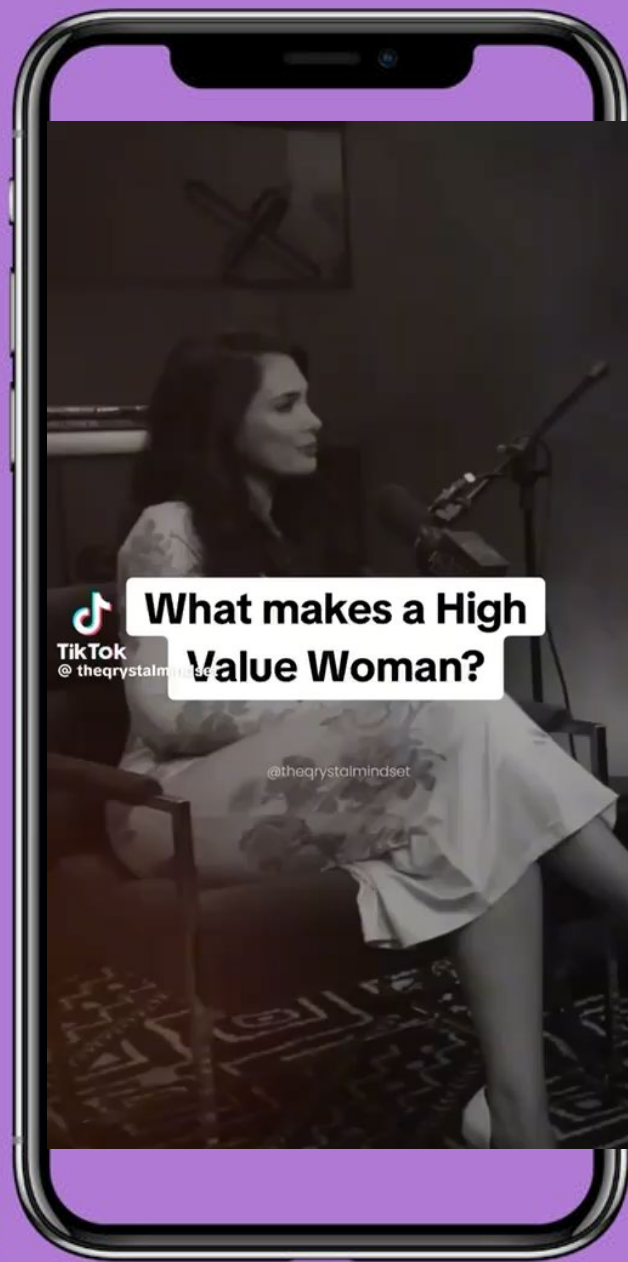
*Binary ideas of masculinity and femininity*





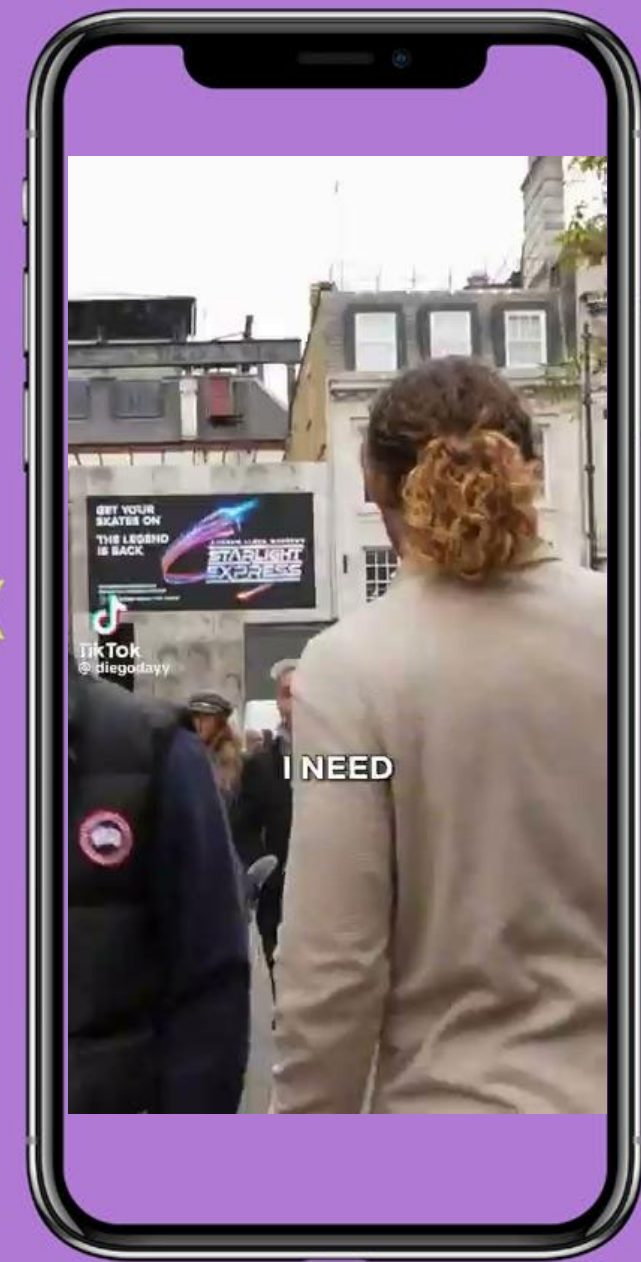
TikTok  
@garygunnshow

Here is a strategy that  
I teach on my dating  
confidence courses



TikTok  
@theqrystalmindset

What makes a High  
Value Woman?



TikTok  
@diegodayy

I NEED



*WHAT ARE THE*

# **DANGERS OF THIS CONTENT?**



# DANGERS OF THIS CONTENT

Reinforces the idea that relationships are transactional

Objectifies women (seen as prizes to be won) and promotes constant male competition

Encourages risky financial behaviours, & exploits insecurities

Super focused on traditional gender roles and heteronormativity

Creates resentment towards women if the promised dating success doesn't happen

Fuels low self-esteem, & not feeling good enough

Blurs healthy boundaries and consent, instead focusing on 'closing the deal' or 'getting out of the friendzone'



# This is not ok



- It is important to realise that this is not ok, you do not have to settle for behaviours similar to what we have mentioned.
- You must tell a trusted adult, a teacher or the safeguarding team if you have experienced any behaviour that makes you feel uncomfortable.



**What prevents  
us from  
standing up?**

# CRITICAL THINKING

## QUESTIONS TO CONSIDER

"IS THIS PERSON TRYING TO SELL ME SOMETHING?"

"IS THIS SOMEONE'S OPINION OR A FACT? WHAT EVIDENCE ARE THEY GIVING ME?"

"IF I SHARED THIS OPINION, WHAT IMPACT MIGHT IT HAVE ON SOMEONE ELSE?"

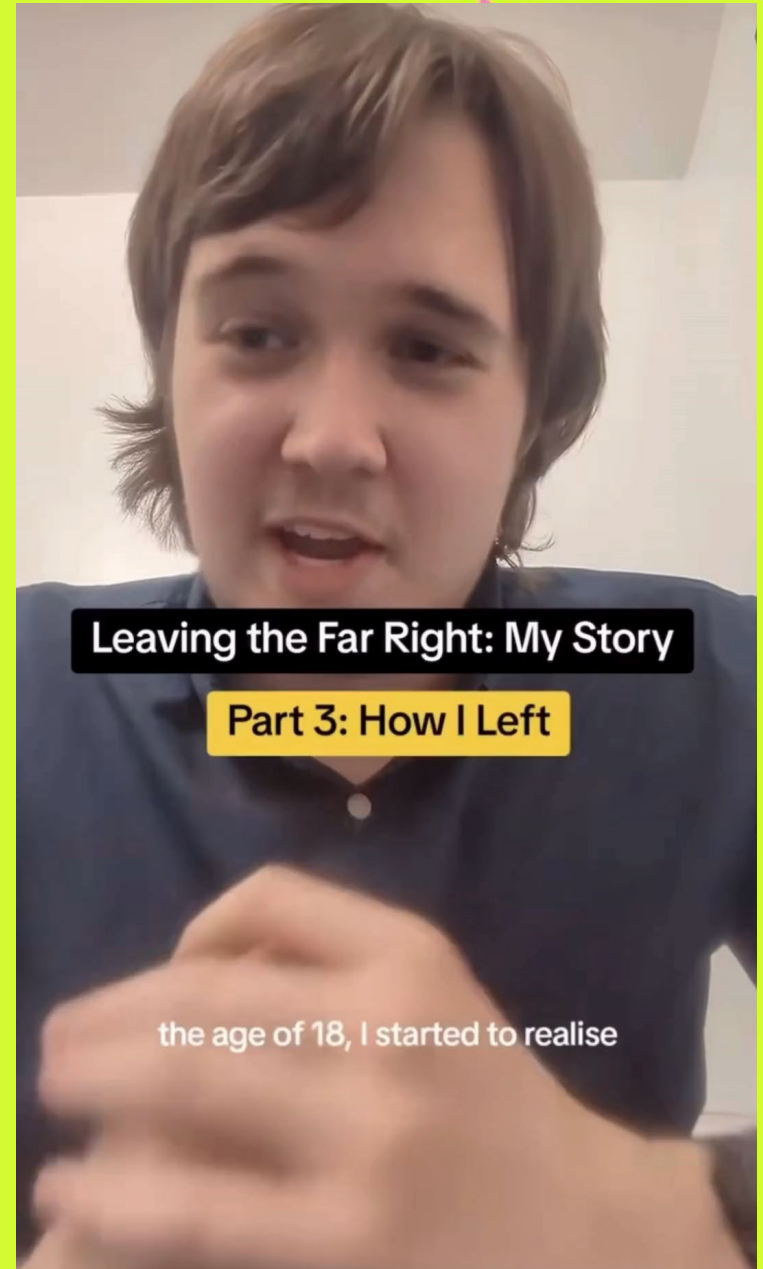
"IS THIS CONTENT MAKING ME FEEL GOOD? IS THIS CONTENT DESIGNED TO MAKE ME FEEL ANGRY, JEALOUS, OR SCARED?"

"DOES THIS OPINION REFLECT THE PEOPLE I KNOW IN REAL LIFE?"

"IS THIS REALLY HOW THE WORLD WORKS, OR JUST HOW THEY ARE SAYING IT DOES?"

"IS THIS A PERSONAL STORY, OR ARE THEY CLAIMING IT'S UNIVERSAL?"

"WHO BENEFITS IF I BELIEVE THIS? WHAT'S THEIR AGENDA?"



# Sources of support



In school you can speak to: your tutor, head of key stage or the safeguarding lead.

- Contacting Childline  
[www.childline.org.uk](http://www.childline.org.uk)
- Contacting Victim Support  
[www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Reporting a non-urgent crime using 101 or online at [www.police.uk](http://www.police.uk)
- In an emergency, calling 999
- Reporting crime anonymously using [www.fearless.org.uk](http://www.fearless.org.uk)

