

Art and Activism... Challenging the Manosphere: Changing Perspectives on Relationships From a Boys and Young Men's Perspective

Janette Porter and Kay Standing

Liverpool John Moores University, UK

j.porter1@ljmu.ac.uk

k.e.standing@ljmu.ac.uk

Abstract: Teaching relationship education (RSE) can be a challenge in schools, and teachers in England are being encouraged to challenge "incel" culture and misogyny through the relationship, sex and health education (RSHE) curriculum within schools (Adams et al 2023). One in six boys aged six to 15 in the UK have heard of Andrew Tate, a social media influencer and self-styled "king of toxic masculinity", and 23% of boys aged 13-15 have a positive image of him (YouGov, 2023). Educational policy recommendations around Prevent and surveillance are designed to counteract boys' and young men being radicalised into the 'manosphere'. However, there's limited research how effective this is (Stahl, et al 2022), and how able teachers are to raise questions about toxic masculinity within a school environment. Between 2012 -2020 we delivered relationship education in schools in Greater Merseyside, UK. This paper presents findings from three all boys schools, working with 72 boys aged 14-15 on a domestic violence and abuse (DVA) prevention project, after the project the boys delivered school assemblies on health and unhealthy relationships to 550 of their peers. The paper presents a case study based on our experiences of using arts and drama to deliver workshop sessions that challenged negative gendered perspectives of relationships. We gathered rich qualitative data during the project which enabled us to explore and understand how the boys' perceived gender and relationships. We argue arts-based methods can be an effective form of activism to engage boys and young men in discussions of masculinities, relationships, consent and gendered violence. Art enabled the boys and young men to express themselves through creative methods, and workshops explored issues around consent, clothing, and victim blaming, domestic abuse, football related violence, and male rape. We explored the role social media plays in reinforcing, and challenging, negative gender stereotypes and future relationships. It demonstrates the value of the arts as a tool for exploring the social world, especially sensitive topics such as domestic abuse and relationship education.

Keywords/Phrases: Arts-based Methods, Relationship Education, Boys, Masculinity, Domestic Abuse

1. Introduction

This paper is based on a relationship education research project delivered in schools in Greater Merseyside, UK, between 2012-2019. The project was funded by Children in Need, LJMU and Tender Acting Against Abuse., Over the eight years of the project we worked in 24 state schools, including four Special Educational Needs and Disabilities (SEND) schools. We delivered in six of the schools more than once with a total of 34 relationship education deliveries in total. A total of 912 pupils participated in relationship education workshops over a period of 10 hours, either in two days, or weekly over a period of 10 weeks. A total number of 3,293 pupils watched an assembly on relationship education delivered by the participating pupils. Additionally, relationship education training was delivered to 559 school staff across the schools to offer a whole school approach to the project and to support pupils' learning. The paper presents a case study of work in three boys' schools between 2013-2015, with 72 boys aged 14-15, the participants also delivered relationship education assemblies in school to 550 of their peers. It shares our reflections of using creative methods as a tool engagement and how art as activism enabled the boys we worked with to address issues around masculinities, relationships, consent and gendered violence (figure 1). We explored how social media plays a part in reinforcing, and challenging, negative gender stereotypes and future relationships. The research question asks how arts-based methods can be used as a tool for activism and to explore boys and young men's attitudes to gender and masculinity.



Figure 1: using the arts as role play, School P, 2015, image ©Porter

2. The Manosphere, Masculinities and Teaching Relationship and Sex Education (RSE) in Schools

There is growing concern in UK about influence of 'the manosphere' and toxic/harmful masculinities in schools (Thomas, 2024), highlighted by the recent Netflix series *Adolescence* (Barantini, et al 2025). It has been proposed by the Department of Education that teachers in the UK should counteract the rise of the incel movement and the dangers of misogyny through teaching about healthy relationships (Adams et al, 2021, Bubula & Kwai, 2023). Teachers are also asked to monitor students seen as at risk of incel behaviour, linked to the Prevent counter terrorism strategy. (SchoolsWeek, 2024).

This paper reports on a healthy relationship education and domestic abuse programme delivered in schools in Greater Merseyside, UK. It presents findings from three all boys schools and reflects on our experiences of using arts and drama to deliver workshop sessions that challenged negative gendered perspectives of relationships and of masculinities. We argue arts-based methods (ABM) can be an effective form of activism to engage boys and young men in discussions of masculinities, relationships, consent, gendered violence and the 'manosphere'.

Debates around a 'crisis of masculinity' have been present for many years (e.g. Faludi, 1999). Kimmel and Davis argued in 2011 that young men 'are coming to age in an era with no road maps, no blueprints, and no primers to tell them what a man is or how to become one' (Kimmel & Davis, 2011, p. 13). However, whilst having some continuities with previous moral panics around masculinities and anti-feminism, the manosphere takes a different form, and incel culture challenges Connell and Messerschmidt (2005) concept of hegemonic masculinity and the stereotype of the assertive, physically/economically powerful and dominant man, replacing it with a discourse of inferiority, victimhood and a 'beta masculinity' (Ging, 2017). The manosphere is a network of online men's communities against the empowerment of women and who promote anti-feminist and sexist beliefs and the normalisation and the reinforcement of misogyny, sexism and rape culture (Solea et al, 2023:311) and has links to white supremacy and far right movements and ideology.

Relationship and Sex Education (RSE) is compulsory in all UK primary and secondary schools since September 2020, with an increase in disclosures of sexual abuse in schools making this particularly urgent and relevant issue. An Ofsted Report (2021) found high levels of sexual harassment, abuse and violence in schools (including online, nearly 90% of girls, and 50% of boys, had been sent explicit pictures or videos). 1 in 3 women will experience intimate partner violence (WHO). Research shows young people aged 16-24 are at most at risk of relationship violence, with 25% of girls and 18% of boys aged 13-17 years old experiencing physical abuse and 75% girls and 50% boys reporting emotional partner abuse (Home Office, 2019). There is widespread acceptance that RSE "contributes to reducing relationship violence by helping children to recognise situations that are unhealthy, abusive or harmful" (Long, 2024:27). The new RSE curriculum covers topics such as consent, 'sexting', and calls for high-quality training for teachers.

The project took place before the new RSE compulsory curriculum but nevertheless has valuable lessons and good practice to share as it addresses issues of healthy and unhealthy relationships, domestic violence and abuse, consent and online abuse. We worked with pupils and staff in 24 schools across Merseyside (table one) with all genders, however this paper focuses on the work in three single sex Boys schools. The project aimed to educate and challenge harmful and toxic masculinities through engaging boys and young men in discussions of gender violence and abuse in a safe and non-judgmental environment, using art and drama to enable them to express themselves.

2.1 Social Media and Gender Norms and Incel Culture

Young people are the main consumers of social media, with Instagram and TikTok cited as the main source of news and information for 12-15 years olds (Ofcom, 2023). Research shows social media has a significant impact on young people's identity development, and on gendered beliefs (Aron-Ramspott, et al, 2024, Baym, 2018). Social media sites can both reproduce problematic gender stereotypes, but can also be a platform for resistance and change. Whilst studies are not conclusive, there is concern about the influence misogynistic online content on gender norms among adolescent boys. Studies show that misogynistic content is widely available to teenagers and harmful content not always removed, and that the use of social media can be associated with some aspects of sexist attitudes, body image concerns, and a desire to conform to stereotypical gender norms (Koester & Marcus, 2024).

There is growing concern in schools about the role of social media and fake news in radicalising boys and young men into incel culture through influencers such as Andrew Tate and Jordan Peterson. Once a niche on forums

such as 4chan, 8kun, and reddit, incel culture is gaining traction on mainstream social media platforms such as Facebook, X (formerly Twitter), YouTube and TikTok. Research shows one in six boys aged six to 15 in the UK have heard of Andrew Tate, a social media influencer and self-styled "king of toxic masculinity", who has been charged with rape, human trafficking and forming an organised crime group to sexually exploit women. 23% of boys surveyed aged 13-15 stated they had a positive image of Tate, with 17% of boys agreeing with his views on masculinity and what it means to be a man (YouGov, 2023). In this context there are calls for a strategy for engaging with boys and young men in primary and secondary schools on the topics of sexual harassment and gender-based violence (GBV) (Women and Equalities Committee 2023) and a need for schools, along with families, to educate young people in safe and responsible use of social media.

3. Arts Based Methods and Activism in Schools

Artivism involves merging art and politics and the roles of artist, academic and activist (Jordan, 2016). Feminist artivism has long been used to challenge, expose, and educate about, GBV, and can contest the harmful gender norms that underpin GBV and promote new ones (Jiménez Thomas 2023). Using art based and creative methods in schools can enable pupils to think about difficult topics and generate new understandings of themselves and their identities.

Arts-Based Methods (ABM) is *any social research or human inquiry that adapts the tenets of the creative arts as a part of the methodology. So, the arts may be used during data collection, analysis, interpretation and/or dissemination* (Jones & Leavy, 2014 cited in Jones, K. 2017). There is evidence that using creative approaches, such as arts or drama, are effective as part of DA intervention/prevention projects (Hester and Lilley, 2014; Sander-McDonagh et al., 2016). [Stanley et al. \(2015\)](#) in their evidence synthesis on prevention programmes in the UK, argue that drama-based interventions are highly valued, and using dramatic approaches can create emotional intensity and contribute to what can be understood as “authenticity,” making interventions and key messages more “real” for young people. School-based interventions can be an important way to raise awareness and prevent GBV amongst young people. There is increasing recognition of the need for whole school approaches to prevent GBV from happening in the first place and equip school staff to feel more confident supporting pupils affected by GBV.

4. The Project

The project focused on violence prevention, looking at what constitutes healthy and unhealthy relationships. Workshops were based on funder prerequisites, ethical guidelines, schools' staff and pupils' preferences. Creative arts-based methods (ABM) were used deliver workshops, using drawing, poster making, spoken word, poetry, rap, drama, and role play to teach about healthy and unhealthy relationships, and domestic abuse. The pupils produced rich qualitative data which they could keep, or offer up for the research, the data presented in this paper is in the form of artwork, drawings and posters. We also delivered the project to boys in mixed sex and Special Educational Needs and Disabilities (SEND) schools, but the data cannot be isolated for the purpose of this paper. ABM was adopted to maximise the impact of relationship education with the pupils, but also to enable the research team to gather rich qualitative data. ABM were instrumental tools to deliver the workshops, using the arts, drawing, drama, poetry, singing, and role play all enabled the pupils to learn in a creative way whilst creating arts-based data. Creative methodologies, using drama and role-play, art, song and poetry, enabled the pupils to gain the confidence to express themselves in front of their peers. The lead author, as an artist and academic used her skills to engage the participants using a variety of arts-based methods to understand their views on healthy and unhealthy relationships. The project emphasised the value of implementing creative and art-based approaches to improve the effectiveness of relationship education and prevent relationship abuse. (Porter & Standing 2024).

Table 1: Schools type and delivery

School	Gender	Pupil Age	Type of School	Times Visited	Year of Delivery
A	Girls	14-15	Mainstream State	1	2013
B	Mixed	14-15	Mainstream State	1	2013
C	Girls	14-15	Catholic	1	2013
D	Mixed	14-15	SEND	1	2013

School	Gender	Pupil Age	Type of School	Times Visited	Year of Delivery
E	Mixed	14-15	Mainstream State	1	2014
F	Boys	14-15	Mainstream State	1	2014
G	Mixed	13-15	Mainstream State	3	2013/17/19
H	Girls	14-15	Catholic	1	2013
I	Mixed	14-15	Mainstream State	1	2014
J	Mixed	14-15	Catholic	1	2014
K	Mixed	13-15	Catholic	2	2014/18
L	Girls	14-15	Catholic	1	2014
M	Boys	14-15	Church of England	1	2015
N	Mixed	14-15	Mainstream State	1	2015
O	Mixed	14-15	Mainstream State	3	2015/17/19
P	Boys	14-15	Catholic	1	2015
Q	Mixed	14-15	Mainstream State	1	2015
R	Mixed	13-15	Jewish	2	2015/17
S	Mixed	14-15	Mainstream	1	2015
T	Mixed	13-19	Catholic, SEND	2	2015/19
U	Mixed	15-16	Mainstream State	2	2015/16
V	Mixed	13-15	Catholic	2	2017/18
W	Mixed	13-15	SEND	1	2019
X	Mixed	13-15	SEND	1	2019

5. Ethical Considerations

Ethics were granted by Middlesex University and amended by LJMU. The original funder Tender sought a gendered based model for delivery. The research team consisted of a project manager and facilitator, an academic/artist, plus undergraduate students from their university. The students changed each year (except for one) and were trained in relationship education and domestic abuse prevention. The project ended abruptly with the Covid Pandemic and subsequent lockdowns in 2020. The research team were all white cis women. The intention was to recruit male students at LJMU to support the project and be present within the school delivery. It was unfortunate that no male students undertook this opportunity, which makes one consider the role men think they have in relationship education, and in challenging GBV and dominant narratives of masculinity. Students who worked on project became active in engaging with the pupils throughout the workshops but also the experience enabled them with their own university research and experience. (Figure 2).



Figure 2: LJMU student working with pupils in School F, 2015, image ©Porter

6. Findings

Inviting the pupils to use the arts to engage with the project opened an opportunity for pupils to express their creativity in a variety of ways. ABM can open up spaces to talk about sensitive or difficult issues such as GBV and toxic masculinities. This was achieved by inviting pupils to create scenarios that connect to personal experience, but which also provide opportunities for understanding, debate and action for change. ABM have the potential

to help boys and young men to better understand the diverse forms of masculinities and identities. (Stahl et al 2022: 372). Art allowed pupils to be open and honest with their opinions and to feel able to draw a picture than use words to describe relationships. For example, Figure 3 is a drawing from a boys school of a what a healthy relationship looks like:



Figure 3: healthy relationship drawing: School P, 2015, image ©Porter

It was clearly labelled by participants as: *loving boyfriend/girlfriend, respect, no arguments, loved, happy, talking, laughing, smiling and love*. In contrast, figure 4 shows an unhealthy and violent relationship. The image is clearly gendered, with the gun pointing at a woman with a bruised eye, bleeding nose and eyes downcast. The third person set aside by a clear line somehow is as important in this scenario without a description one can only image the imbalance of power between the three figures drawn.



Figure 4: unhealthy relationship, School F, 2015, image ©Porter

Using art enabled pupils to gain confidence to express themselves and to explore the gendered power imbalance in relationships. (Porter & Standing 2024) This confidence of expression can also be evidenced in Figure 4 one boys interpretation of a healthy and unhealthy relationship. The very nature of the methods used created diversity in the data created and collected as pupils responded with creative confidence. Pupils would discuss the drawing and how it related to gender-based abuse. Figure 5 illustrates threatening behaviour: *if you ever tell anyone I will murder you, I will kill your cat*, with the commentary following *this world would be a lot better place without violence or threats and threats are wrong why do we make them when most of the time we don't mean them*.

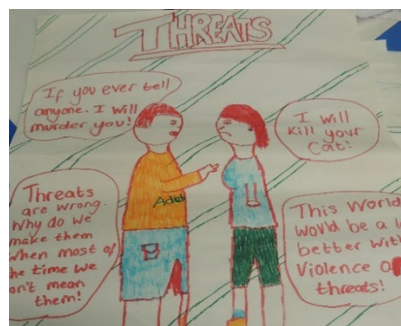


Figure 5: Threats poster: School P, 2015, image ©Porter

Using ABM meant pupils were able to take the lead as creators of their own material to explore GBV and healthy/unhealthy relationships with creative confidence. Once the pupils had discussed the pictures of abuse that they had drawn they were then invited to create scenes about these pictures. The pupils eagerly engaged in role play to make the picture come to life to further explain how unhealthy relationships can be developed. The pupils undertook the role play (figure 6) with confidence between each scene we would discuss where we had seen the early warning signs of abuse in a relationship. These role plays were used not only to their peers but to year group assemblies, sharing their knowledge with a wider audience. The pupils became agents of change transferring their new knowledge.



Figure 6: role play scenario: School P, 2015, image ©Porter

7. Addressing Masculinities

In the early stages of the project, we challenged the norms regarding toxic masculinity expressed on social media (Porter & Standing 2020). This arose from a request from pupils who at the time were captivated by the UK reality TV show Love Island and the social media debates around it. By recreating scenes for the show in role play, including those of ‘ghosting’ and emotional abuse, pupils began to discuss the views of masculinity present in the show. These were not just negative portrayals, but also positive images of men’s friendship and ‘bromance’, albeit within a heteronormative framework (Porter & Standing 2018).

Other activities addressed rape myths and victim blaming through issues such as clothing and dress. After watching the video ‘Spiralling’ about coercive control, a male pupil said the clothes the girl was wearing in the video wasn’t acceptable. This started a discussion about clothing and dress. We looked at magazine cut-outs of men and women in various types of clothing and discussed who the pupils thought were dressed ‘appropriately’ and who wasn’t and why. Pupils made a collage and other images (figure 7) whilst discussing gendered dress codes, victim blaming and issues of consent. In the end the pupils understood that everyone has the right to wear whatever they want, and nobody asks to be raped.



Figure 7: Do you like my outfit? No, you slag, poster, unknown pupil gender age 14, School G, 2017, image ©Porter

Pupils also asked about male rape and how can it happen, different aspects of this were discussed. Pupils were confident to say that a man can be raped by another man and explored the issue of male violence on men more generally. They also asked about a recent incident of a man being raped by a woman, which involved non-consensual penetration through drugs. The issue of men as victims of domestic abuse (DA) was also raised. It is estimated 1.4 million women and 751,000 men aged 16 years and over experienced DA in the last year (ONS,2023). Pupils asked why statistics were lower for men, and began to unpick issues around masculinity as pupils stated men would be more embarrassed to admit they were victims. This led on to a discussion about where boys and men can go to talk about being affected by DA, and how gendered power relations and dominate

views of masculinity can prevent men getting support. We offered signposting for both in and out of school support.

Another issue raised in boy's schools was that of Football Related Violence. Using statistics to show that levels of DA levels rise during major tournaments like the Euro's or World Cup (BBC, 2024) pupils discussed why they think this happens. They used words like 'stress' and 'women nagging', demonstrating how myths around DA were already informing their views. Through discussions we explored how football is in itself is not a cause of DA, but abusers are. Football, and sport in general, played a large role in the schools with worked in, and was a useful tool to explore masculinities and 'toxic masculinity' is widespread in men's football, and how this can be challenged (McInnes, 2023).

ABM were instrumental in developing the understanding of the young people about relationships, raising awareness, and changing attitudes to masculinities and DA, as one pupil commented *It is* (DA from a man to a woman) *more serious than I expected* (Male,14). Pupils can be active agents of change with the capacity to educate and influence their peers, both pupils and staff can act as role models, to model healthy relationships and positive masculinities.

8. Discussion and Areas for Further Research

We found of poor knowledge about DA among pupils, and the normalisation of myths about sexual and gender-based violence. There is a need for more research into changing gender identities and masculinities and more discussion in schools about boys and men and masculinities.

In order to explore and discuss masculinities and healthy relationships, a new approach to RSE is needed. Teachers are often reluctant/ ill-equipped to teach RSE, especially when it involves inviting boys and young men to confront their behaviour and gender privilege (Westcott et al 2023). Boys and young men can feel unfairly blamed when discussing toxic and harmful masculinities. They may also not recognise abuse perpetrated against them, or that they perpetrate toward others, as abuse because of normalised masculinity narratives and practices (Ging et al, 2024, Setty et al, 2024).

Young people cannot just be told what is and is not acceptable; they need to explore why, and what they should and should not do. Often boys and young men are simply told their behaviour is wrong, but not given the tools to understand why, or to challenge and change it. RSE needs to show how toxic masculinities can be challenged and to model, and celebrate, positive forms of masculinities and relationships. RSE needs to teach young people the skills to negotiate sexual and intimate relationships and create a safe and inclusive learning environment where young people may get things wrong but can develop and learn under the guidance of adults and their peers (Setty et al 2024). Our project enabled young people to do this through using ABM to express themselves in a safe and non-judgemental space.

Masculinities are complex and contextual, and boys and young men can be, or can feel, excluded from dominant discourses of masculinities and gendered power structures. Gendered violence prevention work has often assumed a homogenously heterosexual male audience and failed to explore the experiences of queer pupils and those who don't 'fit' dominant expressions of masculinity. It is important to note that most boys and young men reject incel culture and the manosphere, however in order to tackle misogyny it's vital to work with boys and young men to include them as part of the solution, and to highlight how toxic masculinities also harm boys and young men. Schools need to:

- Model and teach the skills and relations of respect, negotiation and compromise rather than deploying the 'deadly habits' of 'punishing, threatening, complaining, criticising or nagging'
- Seek to understand where boys are coming from and what is important to them
- Listen to and acknowledge boys' pictures of themselves and explore with them why they are thinking, acting and feeling in particular ways
- Explore the emotional pleasures and costs associated with different ideas and expectations of masculinity in different contexts and different relations/relationships
- Identify and challenge harmful and restrictive masculinities
- Explore and promote acceptance about diverse ways of being male especially those that are peaceful, inclusive and non-violent (adapted from Keddie & Mills, 2007, in Stahl et al 2022)

9. Conclusion



Figure 8: assembly: School M, 2015, image ©Porter

The project enabled participants to challenge the normalisation of violence and abuse in relationships that is often portrayed in popular culture and social media (Porter & Standing 2024). We also aimed to challenge negative gender stereotypes and invite pupils to reevaluate their understandings of relationship abuse and masculinities using arts to understand the social world. Art as activism via ABM's is a powerful tool to open discussions and challenge taken for granted understandings of gender and power. The boys and young men we worked with were able to address and challenge gender stereotypes and in turn openly discuss masculinity in a safe environment. They were able to take their work to the wider school community, (figure 8) and forward into the society that they live in. As one staff member commented: *I understand that the project not only empowers pupils but that it also has wider impacts across the school as the pupils are advocates who share their knowledge to their peers. The health and wellbeing of pupils has an integral relationship with their learning. Healthier pupils make for happy well-balanced members of society. The project provides signposting from health perspectives as well as empowering pupils to make healthier lifestyle choices.* (Local Authority School Improvement Officer, 2015)

The limitations of the project include the narrow geographical region, due to funding the project was limited to Greater Merseyside UK. The project was delivered before RSE was compulsory in the UK and before the mainstreaming of the manosphere had such a large influence in schools. Although the project not directly address incel culture, findings showed valuable lessons for how to talk about GBV and masculinities with boys and young men. More research is needed into the impact of incel culture in schools and ways in which this can be challenged. Whilst this paper has focused on the UK, it is a global issue of concern, for example in Australia the Respectful Relationships Education Program in Victoria concentrates on gender justice pedagogy and challenging harmful/toxic masculinities (Stahl et al 2022).

The research demonstrated the value of the arts as a tool for exploring the social world, especially sensitive topics such as domestic abuse, toxic masculinities and relationship and sex education. Arts based methods are a useful tool to teach sensitive subjects (Porter & Standing 2024) they allow for a person-centred approach to learning whilst enabling the researcher to gather rich qualitative data.

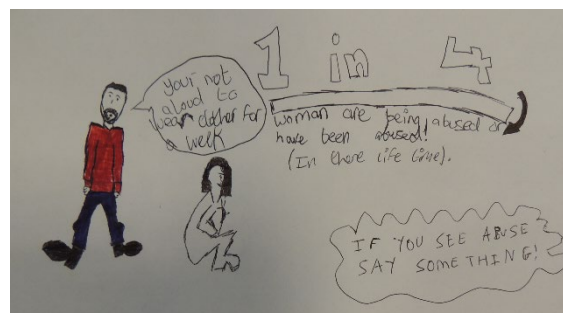


Figure 9: Statistics poster: school I, pupils age 14-15, School P, 2015, image ©Porter

References

- Adams, R., Quinn, B., & Dodd, V. (2021). Teachers in England encouraged to tackle ‘incel’ movement in the classroom. The Guardian. <https://www.theguardian.com/education/2021/aug/20/teachers-given-flexibility-to-tackle-incel-culture-in-lessons>
- Aiston, J. (2021) What is the manosphere and why is it a concern? <https://www.internetmatters.org/hub/news-blogs/what-is-the-manosphere-and-why-is-it-a-concern/>
- Aron-Ramspott, S et al (2024) Young users of social media: an analysis from a gender perspective Front. Psychol., 30 May 2024Sec. Gender, Sex and Sexualities Volume 15 - 2024 | <https://doi.org/10.3389/fpsyg.2024.1375983>
- Barantini, P., Graham, S & Thorne, J (2025) Adolescence Warp Films, Matriarch Productions, and Plan B Entertainment, Netflix
- Baym, N. K. (2018). *Personal connections in the digital age*. 2nd Edn. Cambridge: Polity Press.
- BBC News (2024) Over 350 domestic abuse reports linked to Euros [Over 300 domestic abuse offences linked to Euros](#) [accessed 27/11/24]
- Bubola, E, and Kwai., I (2023). “Brainwashing a Generation’: British Schools Combat Andrew Tate’s Views.” New York Times, February 19. <https://www.nytimes.com/2023/02/19/world/europe/andrew-tate-uk-teachers.html>.
- Connell, R.W. and Messerschmidt, J.W. (2005) Hegemonic Masculinity: Rethinking the Concept, *Gender & Society*. 19(6): 829-859.
- Faludi, S. (1999). *Stuffed: The betrayal of the American man*. Perennial.
- Ging, D, Ringrose, J, Milne, B, Horeck, T, Mendes, K and Castellinida Silva, R. (2024). “Moving Beyond Masculine Defensiveness and Anxiety in the Classroom: Exploring Gendered Responses to Sexual and Gender Based Violence Workshops in England and Ireland.” *Gender and Education* 36 (3): 230–247. <https://doi.org/10.1080/09540253.2024.2315052>
- Ging, D. (2019). Alphas, Betas, and Incels: Theorizing the Masculinities of the Manosphere. *Men and Masculinities*, 22(4), 638-657. <https://doi.org/10.1177/1097184X17706401>
- Gov.UK (2021) Implementation of relationships education, relationships and sex education and health education 2020 to 2021 <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/implementation-of-relationships-education-relationships-and-sex-education-and-health-education-2020-to-2021>
- Jiménez Thomas R, D (2023) How does activism contribute to ending gender-based violence? <https://www.alignplatform.org/resources/how-does-activism-contribute-ending-gender-based-violence> [accessed 21/11/24]
- Jordan, J. (2020) Activism: Injecting Imagination into Degrowth. In C. Burkhart, M. Schmelzer and N. Treu (Eds.) *Degrowth in Movement(s): Exploring Pathways for Transformation*. Winchester: Zero Books
- Jones, K., (2017) draft entry for International Encyclopedia of Communication Research Methods, Hoboken, NJ: Wiley-Blackwell.
- Keddie, A., & Mills, M. (2007). *Teaching boys: Developing classroom practices that work*. New York: Routledge.
- Kimmel, M., & Davis, T. (2011). Mapping Guyland in college. In J. Laker & T. Davis (Eds.), *Masculinities in Higher Education: Theoretical and Practical Considerations* (pp. 3–15). Routledge.
- Koester, D & Marcus, R (2024) How does social media influence gender norms among adolescent boys? A review of evidence, Align, <align-socialmedia-report-feb24-proof04.pdf>
- Long, R (2024) Relationships and sex education in schools, House of Commons Library, (England) <https://researchbriefings.files.parliament.uk/documents/SN06103/SN06103.pdf>
- MacInnes, P (2023) Patrice Evra criticises culture of ‘toxic masculinity’ in men’s football <https://www.theguardian.com/football/2023/jun/01/patrice-evra-toxic-masculinity-in-mens-football-abuse>
- National Education Union (2023) Working with boys and young men to prevent sexism and sexual harassment <https://neu.org.uk/latest/library/working-boys-and-young-men-prevent-sexism-and-sexual-harassment>
- National Youth Theatre (2008) Spiralling, https://www.youtube.com/watch?v=V_gKQDPZ4Y0
- Ofsted (2021) Review of sexual abuse in schools and colleges <https://www.gov.uk/government/publications/review-of-sexual-abuse-in-schools-and-colleges>
- Ofcom, (2023) New Consumption in the UK, <https://www.ofcom.org.uk/media-use-and-attitudes/attitudes-to-news/news-consumption>
- Office of National Statistics (2023) <https://www.ons.gov.uk/peoplepopulationandcommunity/crimeandjustice/articles/domesticabusevictimcharacteristicsenglandandwales/yearendingmarch2023>
- Porter, J. & Standing, K. (2025) forthcoming ‘He hits me and it’s hard’Using creative methods in schools to research gender-based violence, Borda-nino-Wildman, C. Routledge International Handbook of Gender-Based-Violence Research, Routledge
- Porter, J. (2025) forthcoming This is a Healthy Relationship ... school pupils as researchers and equals. The Ethics of Unlocking Research with Children: Creativity, Agency and Change, Emerald Publishing
- Porter, J. & Standing, K. (2024) My Perfect Partner: Using Creative Methods to Address Gender Based Violence. Research Gate. International Conference on Gender Based Violence

- https://www.researchgate.net/publication/379970673_My_Perfect_Partner_Using_Creative_Methods_to_Address_Gender_Based_Violence
- Porter, J. & Standing, K. (2023). My Perfect Partner: Creative methods in relationship education. *UKFIET Conference* <https://www.ukfiet.org/2023/my-perfect-partner-creative-methods-in-relationship-education/>
- Porter, J. & Standing, K. (2020, January 23). Love Island and Relationship Education. *Frontiers in Sociology* 4(79). https://www.researchgate.net/publication/379970673_My_Perfect_Partner_Using_Creative_Methods_to_Address_Gender_Based_Violencehttps://doi.org/10.3389/fsoc.2019.00079
- Porter, J. & Standing, K. (2020) Children in Need end of project report (unpublished)
- Porter, J. & Standing, K.E. (2018). Love Island: Adam shows teenagers how not to treat romantic partners. *The Conversation* <https://theconversation.com/love-island-adam-shows-teenagers-how-not-to-treat-romantic-partners-98801>
- Sander-McDonagh, E, Apena Rogers, S, Horvath, M & Selwood, S, (2016) Evaluation Report of the Tender Healthy Relationships Project National Partnership Programme, Middlesex University <https://repository.mdx.ac.uk/item/88832>
- Stahl, G., Keddie, A., & Adams, B. (2022). The manosphere goes to school: Problematizing incel surveillance through affective boyhood. *Educational Philosophy and Theory*, 55(3), 366–378. <https://doi.org/10.1080/00131857.2022.2097068>
- YouGov (2023) <https://yougov.co.uk/society/articles/47419-one-in-six-boys-aged-6-15-have-a-positive-view-of-andrew-tate>
- Setty, E., Ringrose, J., & Hunt, J. (2024). From ‘harmful sexual behaviour’ to ‘harmful sexual culture’: addressing school-related sexual and gender-based violence among young people in England through ‘post-digital sexual citizenship.’ *Gender and Education*, 36(5), 434–452. <https://doi.org/10.1080/09540253.2024.2348534>
- SchoolsWeek, (2024) Schools see Rise in incel extremism Prevent referrals <https://schoolsweek.co.uk/schools-see-rise-in-incel-extremism-prevent-referrals/> [accessed 8/10/24]
- Solea, A.I., Sugiura, L. Mainstreaming the Blackpill: Understanding the Incel Community on TikTok. *Eur J Crim Policy Res* 29, 311–336 (2023). <https://doi.org/10.1007/s10610-023-09559-5>
- Thomas, M (2024) Safeguarding: are your male students caught in ‘the manosphere’? TES 7 September, <https://www.tes.com/magazine/teaching-learning/general/safeguarding-how-protect-males-students-from-misogyny-manosphere#:~:text=Tate%20is%20part%20of%20what,of%20women's%20rights%20and%20feminism.>
- Women and Equalities Committee (2023) Attitudes towards women and girls in educational settings <https://publications.parliament.uk/pa/cm5803/cmselect/cmwomeq/331/report.html>
- YouGov (2023) <https://yougov.co.uk/society/articles/47419-one-in-six-boys-aged-6-15-have-a-positive-view-of-andrew-tate>