

Education resource



PEACHES & CREAM

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What is Peaches and Cream?

Peaches and Cream is a short educational film about sexting for young adults with intellectual disability (ID). It follows the story of River and Avery, two young people learning to manage intimacy and online communication in a long-distance relationship.

Funded by the AuDA Foundation and the Profield Foundation, the film and resources are brought to you by Northcott in collaboration with Bus Stop Films.

This guide from Northcott's Sexuality and Relationships Education service is intended to be used alongside the film. The Peaches and Cream film and resource aim to spark judgment-free conversations about sexting and online safety.

Young adults with ID often lack the same access to online safety education as their peers, facing higher risks of harassment and abuse. The guide encourages discussions on consent, dating, and the law, with tips and facts to support informed decision-making.

Designed for use within the supported decision-making framework, this resource places importance on tailoring information to communication needs. For more information and to watch the film, visit the [Northcott website](#) and watch the film on [YouTube](#).

How to use this education guide

This guide is intended to be used with the Peaches and Cream film and is recommended to be completed with the help or support of a friend, family member, support person or teacher.

We suggest first watching the whole film and then reviewing it again while discussing the questions. The questions aim to start open conversations while also exploring some of the common issues to consider when sexting as a young person. The **Key points and learnings** topics are there to help understand the most important parts of the film.

Setting up a safe space

Setting up a 'safe space' is essential for learning and the delivery of the Peaches and Cream education guide. The space should be safe so that participants with ID and the educational facilitator can share their ideas, opinions and questions without fear of judgment or silencing.

To build a safe space, it is a good idea to talk about and agree on some ground rules with everyone involved. This will provide structure to the learning environment and can improve confidence and connections. Ground rules also allow the facilitator and other people to address interactions or behaviour that does not fit in the safe space.

Examples of ground rules you may like to include are:

- respect one another
- respect the opinions of others
- no personal attacks
- take a non-judgemental approach
- if discussion includes personal stories, do not use people's names
- participants do not need to share or answer questions if they don't want to
- what is said here stays here - disclosures must remain confidential within the learning environment unless legislation requires reporting.

What is sexting

Online platforms and technology have benefited people in many ways, through expanding options for social connection and communication. Many young people with ID say they are meeting many of their current friends and social connections through online social media platforms.

Not only is technology now a key tool for connecting and building modern-day relationships, but it is also being used as a way for people to express their sexuality and fulfill their intimacy and sexual needs.

One way people use technology to express their sexual desires is through **sexting**. Sexting is sending, receiving, or forwarding sexually explicit messages, photographs or videos between digital devices such as your mobile phone. This can also include emojis or GIFS.

Sexting can happen via text messaging, through mobile apps or on social media sites. Sexting can be a healthy part of a person's relationship and sex life when the people involved agree and set ground rules.

Some good things about sexting

Sexting can

- be a way to flirt and show you care
- help you feel close with your partner when you're not together
- help you explore sexual desires and experiment with sexual fantasies virtually
- be a way to learn about what you do and do not like.

Some bad things about sexting

While sexting can be good for relationships and sexual expression, people with ID are at greater risk of getting hurt online than their peers without disability.

Sexting risks

- Irreversible: Once sent, sexts can't be taken back if regretted later.
- Non-consensual sharing: People may share sexts without consent.
- Blackmail and bullying: Sexts can be used for blackmail or bullying.
- Emotional impact: Sexting gone wrong can cause anxiety or depression.
- Legal consequences: Sending sexts to minors or without consent can lead to criminal charges.

What the law says about sexting

Sexting and the law

- You can't have pictures of young people (under 18 years of age) without clothes on, stories about them having sex, or pictures of them in sexual poses on your phone or computer.
- You can't ask someone under 18 to send you a sexual picture.
- You can't send naked pictures of somebody to anyone else.
- You can't send sexual content to anyone under 18.
- You can't take a sexual picture or video of anyone without their consent.

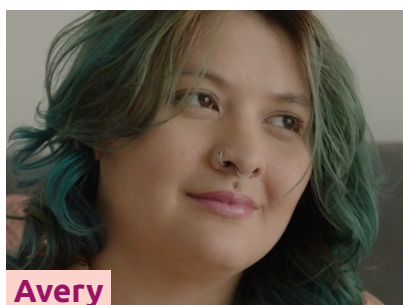
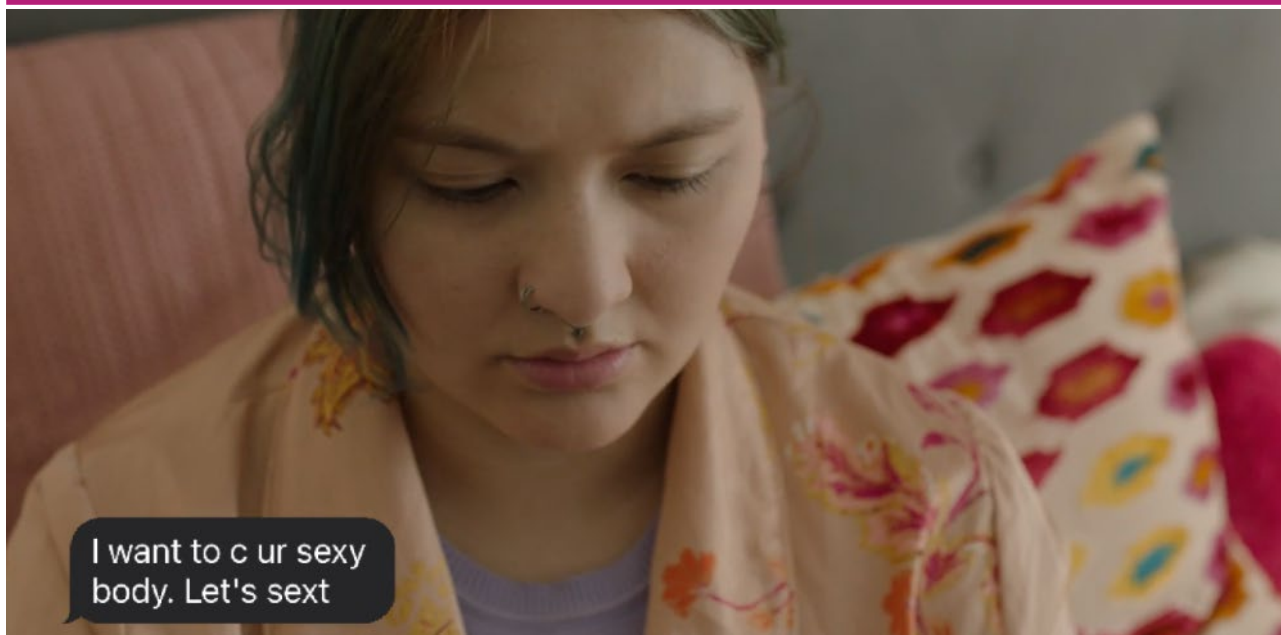
These are all against the law.

Please note: This resource is specific to New South Wales. The laws in other states might be different. It is important to stay informed on the laws relevant to your state. Please see the links below for laws specific to your state or territory.

Laws in different states

NEW SOUTH WALES	The laws around sexting - Online safety Caring for Children (nsw.gov.au)
VICTORIA	Sexting vic.gov.au (www.vic.gov.au)
QUEENSLAND	Sexting Youth Queensland Government (www.qld.gov.au)
AUSTRALIAN CAPITAL TERRITORY	Legal Guide to Image-Based Abuse Legislation in the ACT - TechSafety (techsafety.org.au)
NORTHERN TERRITORY	Sharing intimate images without consent (nt.gov.au)
WESTERN AUSTRALIA	Western Australia's Intimate Image Laws - Frequently Asked Questions (www.wa.gov.au)
SOUTH AUSTRALIA	Young people and Sexting Factsheet - Legal Services Commission of SA (lsc.sa.gov.au)
TASMANIA	Being Cyber Safe Part 3 - Tasmania Legal Aid (legaid.tas.gov.au)

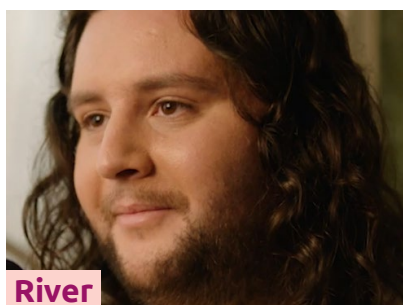
Discussion questions



Avery questions

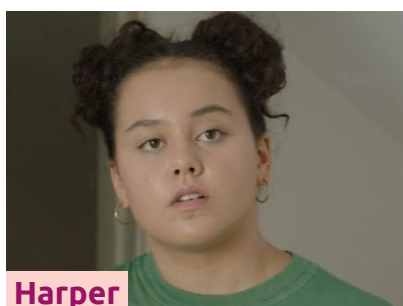
1. What is Avery feeling after River says, "I want to see your sexy body. Let's sext"? How do you know what she is feeling?

Prompt: Encourage discussion on non-verbal cues such as body language and facial expression.



2. What does Avery really mean when she says, "I'm too tired, babe," after River asks for a sexual photo? What about Avery's behaviour makes you think that?

Prompt: Encourage discussion on non-verbal cues such as body language and facial expression.



3. How does Harper (Avery's friend) help Avery when she is feeling overwhelmed about sexting?
4. Is it okay for Avery to say no to sending a sexual photo to River?
5. Who could Avery contact for help if River kept asking for photos?
6. What are some tips you would give Avery about sexting?

Refer to Key points and learnings to encourage discussion.



River questions

1. What was River feeling when Avery did not send him a sexual photo?
How do you know how he was feeling?
Prompt: Encourage discussion on non-verbal cues such as body language and facial expression.
2. Why do you think River keeps asking Avery for a “sexy pic”?
3. What could he have done differently to show respect to Avery?
Encourage discussion on boundaries and healthy communication.
4. What are some tips you would give River about sexting?
Refer to Key points and learnings.



General questions

1. Why do people want to sext?

Prompt: Encourage discussion around why people would express their sexuality through sexting. Encourage participants to talk about why they would sext and why other people sext.

2. How can you be intimate with your partner without being in the same room as them?

Refer to Key points and learnings.

3. What are some ways you can sext without sending a photo?

4. What are your sexting rules?

Remind participants that different people can have different rules.

Refer to Key points and learnings.

5. Why is it important for both people in a relationship to agree before doing something together? What is this called?

Refer to Key points and learnings.

Answers

Note: Suggested answers are to be used as a guide and are not an exhaustive list of answers.

AVERY

1. a) Feelings:
 - ➔ Fear
 - ➔ Shame
 - ➔ Embarrassment
 - ➔ Frustrationb) Non-verbal cues
 - ➔ Frowning
 - ➔ Shaking her head
 - ➔ Paused and did not respond immediately
 - ➔ Avery then reluctantly takes some photos
 - ➔ Drops her phone
2. She does not feel comfortable or ready to sext.
Behaviour:
 - ➔ Frowning
 - ➔ Shaking her head
 - ➔ Paused and did not respond immediately
 - ➔ Avery then reluctantly takes some photos
 - ➔ Drops her phone
3. Provides education on sexting
Emotional support
Offers alternative ways to sext without sending images
4. Yes, it is always okay to say no. You are free to make choices.
These choices can change at any time
5. Trusted adult such as a friend, carer, support worker or counsellor
6. Refer to Key points and learnings to foster discussion

RIVER

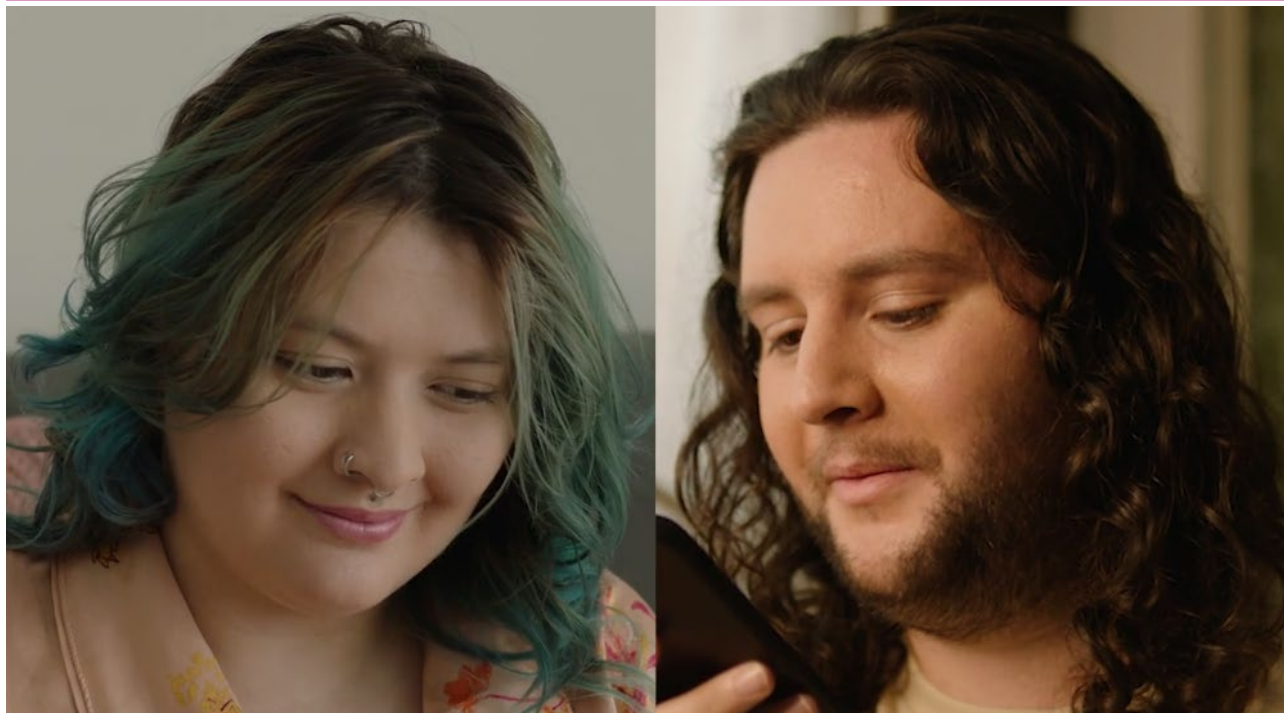
1. Emotions:
 - ➔ Disappointed
 - ➔ Frustrated
 - ➔ AnxiousNon-verbal cues
 - ➔ Frowns
 - ➔ Taps fingers
 - ➔ Bites nails
 - ➔ Continued to send messages

2. → He is missing Avery
 - He may be feeling lonely
 - He may be having sexual thoughts and want to express them with his girlfriend
 - He may be feeling distant from Avery and wants to feel connected to her
3. He could have asked for the photos and respected Avery's 'no'
He could have shared his feelings with Avery and started a discussion on how they can be intimate when they are apart
4. Refer to Key points and learnings to foster discussion

GENERAL

1. Examples include:
 - To feel close with another person
 - To express your sexuality and sexual desires
 - To start exploring sexual fantasies
 - To flirt and show interest in another person
2. Examples include:
 - Speaking to them on the phone
 - Video calling
 - Connecting on social media platforms
 - Sending or receiving photos, videos and messages.
 - Letter writing
 - Gift giving
 - Trade a personal item
3. Examples include:
 - Recounting past sexual experiences
 - Writing what you would like to do with someone sexually
 - Writing what you would like them to do to you sexually
 - Using emojis and GIFs in a sexual manner
4. Facilitators to use the Key points and learnings to help participants formulate their own sexting rules.
5. Communication and Consent. Facilitators to assist participants in discussing the importance of communication and consent. If stuck, refer to the **Key points and learnings**.

Key points and learnings



You must ask and receive consent before you send a sext to someone.

The other person must understand what they are agreeing to.

Before sexting

- Ask yourself:
 - ➔ Am I comfortable sexting?
 - ➔ What type of sexting am I comfortable with?
 - ➔ How well do I know the person? Do I trust them?
 - ➔ If we had a fight, would they use these sexts against me (by sending them to others, posting them online or blackmailing me)?
- Talk to the person about what types of sexting you do and don't like.
- Make sure you both understand what you each like and don't like.

If the person does not want to sext

- You must respect this straight away.
- Do not keep asking.
- Do not send a sext.



If the person **does** want to sext

- Discuss and agree on sexting rules.

For example: Avery and River agreed to send sexts without any pictures or videos, using only emojis. For others, you might agree to sext pictures and videos, but must delete them after a certain amount of time.

- Respect boundaries.
- Enjoy responsibly.
- Maintain continuous communication

Remember

- You can change your mind at any time.
- You can change the rules at any time.
- You can say no, even after you said yes.
- If someone sends you a sext, you do not have to reply.

Being **safe** while sexting

- **Don't** share the sexts someone sends you with anyone else. This is against the law.
- **Don't** sext with strangers.
- Only sext if you're sure the other person agrees and knows what you're sending.
- **Don't** send pictures with your face or anything that shows who you are, like tattoos or jewellery.
- **Avoid** showing anything that reveals where you are in your pictures.
- Turn off location services on your device to keep your personal information and location private.
- Use apps that let you send texts and pictures securely, or that delete them after a while.
- **Don't** sext if you're drunk, upset or uncomfortable.

If someone shares your sext without **permission**

- **Document evidence:** Save any communication or evidence related to the incident.
- **Block contact:** Block the person on all platforms (for example, Facebook, Instagram, phone). This will stop them from being able to contact you.
- **Request removal of images:** Tell the platform where the sext was shared and request it is removed or taken down.
- **Seek support:** Talk to trusted friends, family or support organisations for guidance and emotional support.
- **Report the abuse:**
 - ➔ Contact the e-Safety Commission - [Reporting abuse of content](#)
 - ➔ Report to the police - [Report | Cyber.gov.au](#)
- **Self-care:** Focus on self-care and seek professional help if you feel emotional distress.

If you receive a sext you did not want

- If you know and trust the person who sent it, tell them you didn't like it and are not feeling comfortable.
- Talk to a trusted adult like a friend, caregiver or counsellor for help.
- Tell the platform you are using (for example Facebook, Instagram or Discord).
- Block the sender.
- Save any proof of the message.
- Report the abuse:
 - ➔ Contact the e-Safety Commission - [Reporting abuse of content](#)
 - ➔ Report to the police - [Report | Cyber.gov.au](#)

If you feel uncomfortable after sending a sext

- **Take a breath:** Don't panic. It's common to feel uneasy in such situations.
- **Communication:** Consider discussing your feelings with the person you sent the sext to, expressing any discomfort or regrets.
- **Ask for the sext to be deleted:** Ask the person who received your sext to delete the sext if you're uncomfortable with it being saved or shared.
- **Self-reflection:** Think about why you feel uncomfortable and think about setting boundaries or reassessing your comfort levels with sexting in the future.
- **Support:** Talk to a trusted friend, family member or counsellor for support and guidance.

The making of Peaches and Cream



Peaches and Cream was created in response to the need to improve relationship and sex education for people with ID. Thanks to visionary and generous funding, Northcott has partnered with Bus Stop Films to bring these topics to life via film with support from actors, talent and filmmakers with disability.

Northcott's Sexuality and Relationship Counsellor Patrick Hukins co-facilitated six 3-hour workshops for young people with ID alongside filmmaker Ebube Uba. Many of the young people are students in Bus Stop Film's Accessible Film Studies Program. In these workshops, the young people with ID discussed sexting, online safety, online relationships, consent and boundaries, with the young people sharing their lived experience with sexting. These discussions formed the storyline for Peaches and Cream, which was written by award-winning executive writer, Emily Dash.

The Peaches and Cream inclusively-made short film and accessible resources were made possible by funding from the auDA Foundation and the Profield Foundation.

About the organisations



Northcott

Northcott is a leading disability service provider with more than 90 years of experience. Our Sexuality and Relationship Education service is the first of its kind to be offered by an Australian disability organisation.

Developed following customer demand to lift the lid on taboo topics, our counselling and educational services have been created to support people with disability to achieve their sexuality and relationship goals and desires.

Need more information or support?

Northcott's Sexuality and Relationship Education Service is for people with disability aged 16 years and over. It provides one-on-one counselling to explore relationships, educational workshops to build understanding about relationships, sexual health and sexuality, and support to access safe and non-judgemental sexual experiences.

Contact Northcott on 1800 818 286 or northcott@northcott.com.au.

Bus Stop Films



Bus Stops Films is a not-for-profit organisation, teaching adults with disability and others from marginalised communities film studies. Bus Stop Films uses filmmaking and the film industry to change community attitudes globally around the rights and contribution to society of and by people with disability.

Glossary

Boundaries: The lines or limits we set for ourselves about what feels comfortable or acceptable in our relationships and interactions with others.

Consent: Agreeing or giving permission for something to happen.

Grooming: When someone builds a relationship, trust, or emotional connection with someone with the intention of sexually abusing or exploiting them.

Revenge porn: When someone shares private, often sexual, images or videos of another person without their consent, usually to hurt or embarrass them.

Sexting: Sending, getting or sharing messages, pictures or videos that are sexually explicit on devices like your phone. This can also mean using emojis or GIFs. You can do this through texts, other apps, on your phone, or on social media.

Sextortion: A type of blackmail where someone threatens to share private, often sexual, images or messages unless the victim gives them money or something else they want.

Sexually transmitted diseases (STDs): Infections that pass from one person to another through sexual activity.

Enthusiastic consent: FRIES

Freely given: When someone freely agrees and gives consent, it means they weren't forced and they chose to do the activity on their own.

Reversible: Consent can change, meaning someone might agree to something at first but then decide they don't want to do it later. If someone changes their mind, don't pressure them to keep going. Respect their choice to stop.

Informed: Consent always means understanding what's happening before, during and after the activity.

Enthusiastic: Consent must include an enthusiastic verbal 'yes' along with enthusiastic body language. When it comes to sexual exploration, both people must want to engage in the activity together. If either person shows hesitation (such as tense posture or avoidant gaze), or does not say 'yes' with enthusiasm you must stop engaging in the activity.

Specific: This means being clear about your boundaries and saying what you're okay with and what you're not okay with.

Relevant links and resources

[e-Safety Commissioner](https://esafety.gov.au) (esafety.gov.au)

Website: e-Safety Commissioner – Helpful information on how to stay safe online and what to do when something goes wrong including catfishing, trolling and unwanted contact.

- ➔ Reporting abuse of content - a place to report adult cyber abuse or image-based abuse (sharing or threatening to share an image or video without the consent of the person shown). Typically, content will be removed by the Commission.
- ➔ What if I'm pressured to send nudes or my nudes are being shared - practical information and videos on what to do.
- ➔ Online safety – information and videos around consent, the risks, type of information to share online.
- ➔ Being Out; Transgender or gender diverse online - tips on how to keep yourself safe online in a new space.
- ➔ Protecting your personally identifiable information - what is personally identifiable information, who wants it, and what to do if its stolen.

[FRIES consent acronym](https://tap808.org) (tap808.org)

[Steps in Decision-Making Support](https://scopeaustralia.org.au) (scopeaustralia.org.au)

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