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Incel Culture

The recent Netflix drama, **Adolescence**, has highlighted the troubling rise of incel (involuntary celibate) communities and their influence on young people. As a parent, it is important to understand this online subculture, recognise warning signs, and engage in open conversations with your child. This guide explains incel ideology, key terms, signs to look out for, and the conversation starters to help you support your child. This will complement the work we do in PSHE lessons, and our promotion of the Equalities Act 2010 in our assemblies. It can feel scary to address these issues, but the more open our communication with each other, the more we can be supportive.

What is an Incel?

The term **incel** stands for 'involuntary celibate' and refers to men who believe they are unable to form romantic or sexual relationships despite wanting to. Some incel communities foster resentment towards women, blaming them for their perceived misfortune. These forums (often online) can promote misogyny, victimhood, and, in extreme cases, radicalisation.

Key Incel Terminology

Red Pill—From The Matrix, refers to 'waking up' to the 'truth' of gender dynamics, as incels perceive them.

Chad—An attractive, successful man who is desirable to all women.

Stacy—An attractive woman who is seen as prioritising men like Chad.

Becky—An average woman, often contrasted with a Stacy.

Femoid/Foid—A dehumanising term, implying women are inferior.

Black Pill—Belief that nothing changes with self-improvement or effort.

80/20 Rule—A theory suggesting that 80% of women are attracted to 20% of men, fuelling resentment.

Signs to look out for

- Low self-esteem
- Use of incel language (good girl, make me a sandwich etc)
- Hostility towards women
 - Isolation and secrecy
- Increased frustration and anger
- Withdrawal from family life
- Regression to 'safe' activities from the past—reading childhood books etc.

Conversation starters

- What do you think makes a healthy relationshin?
- Do you think it's fair to blame one group of people for personal difficulties?
 - How do you decide whether something you
- read online is trustworthy?
 - Have you read anything online which has upset
- you or made you uncomfortable? Is there anything I can help you with?
- Are your friends ok? (often our children feel 'safer' talking about a 'friend')
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Where do we start?

As parents, we can feel scared and helpless in advising our children how to navigate the online world. We also can't be with them 24/7 so need to have trust that our loved ones can keep themselves safe when alone.

- Know what's out there. Being open to the terms and reading around the subject can help you spot any untoward behaviour/ attitudes in your young person.
- 2. Talk to your chid about what they are engaging with online and how this makes them feel. Be curious about what they enjoy about sites and forums they visit.
- 3. Have transparency with devices—an open culture with mobiles, allowing all members of family to see content is healthy.
- 4. Be clear with your child about algorithm 'bubbles' if they a seeing too much of one content. Algorithms will push content they think we want to see—but it's important to block, mute, unfollow, and report content that makes you feel uncomfortable.
- 5. Minimise screen time—where possible!
- 6. Be aware and open about the challenges young men face. Boys and men are not the enemy! We need to show our young men that we are aware of the challenges they face and where they can get healthy support with the pressures they are going through.
- 7. Talk to us! We are always happy to help and keen to work together to ensure our young people are happy and safe.



Places of Support



85258

Works to reduce mental health stigma among boys and young men.

Provides a free, confidential, and anonymous text service for anyone struggling with their mental health.



Provides support to anyone aged 16+ who is feeling down and needs to talk or find information.



Supports boys as they go through key transitions in their lives, inspiring them to make positive choices for their futures.