

Skills

In this matrix, skills are defined as the ability to show topic-related behaviour. Thus skills refer to practicalities relating to the topics: what the learner should be able to do once learning has taken place. In sexuality education, this includes very different skills, such as how to communicate, how to negotiate, how to express one's feelings, how to handle unwanted situations. Also it is important to have the skills required to use contraception and prevention against STI in an effective way and to ask for help in case of problems.

Attitudes

In this matrix, attitudes are defined as internalized opinions and values related to the topics.

Attitudes form the basic principles that guide our behaviour. It is the duty of the parent and the educator to give children and adolescents a firm basis through their own conduct. A young child needs to feel that he/she is safe, and that he/she is worthwhile, just like other people are worthwhile. With older children, parents and educators may strive to inspire respect for differences and, as the children grow into adolescents and young adults, that they have a responsibility towards themselves and others. Another important issue is to develop a positive attitude towards sexuality.

1.2 The importance of support structures

In addition to knowledge, skills and attitudes, young people also require support to handle the appropriate developmental tasks successfully. It was impossible to include the diverse forms of support required in the matrix, and the following paragraphs attempt to outline what kind of support may be needed. As children and young people mature, this happens not in isolation, but as part of social and societal systems that shape and influence their development and experience. Such support systems cannot be assumed to exist, and some may need to be explicitly tailored and advertised to young people. Possible support structures include the following.

Interpersonal

Support can come from parents, the extended family, friends, and also professionals. Support means that feelings and experiences can be shared, that young people can find someone who listens and believes (in) them. It also means that young people can play an important role themselves in giving support to those who ask for or need it.

External sources

Tailored information (websites, leaflets, books, etc.) and media (newspaper, Internet, television, etc.) can play an important role. They can deliver role models or good examples, or make sure young people can rely on information that is accurate and adapted to their needs.

Educational environment

This includes teaching children and young people about basic facts, facilitating learning and communicating and organizing educational materials adapted to their special needs and questions. At the same time, it should create space and provide learning opportunities for children to gain their own experiences in a safe and stimulating environment.

Services and policy

Professional people should be available who are accessible to children and young people and can answer the questions and deliver the help young people need. There should also be a policy in place that protects the rights and safety of children and young people: such services need to be funded adequately, be accessible to young people and become embedded in normal life.

1.3 Why should sexuality education start before the age of four?

In this document sexuality education is – as mentioned before – understood in a broad and holistic way and is based on an understanding of sexuality as a positive human potential. A child is understood to be a sexual being from the beginning, although a child's sexuality differs from an adult's in many ways, for example in its expres-

sion, its content and its objectives. In each age group and development stage, specific questions and ways of behaviour occur (e.g. mutual discovery and investigation among peers – playing “doctors and nurses”, enjoyment of showing own body parts and looking at others’, showing shame in front of others, etc.) which need to be reacted to in a pedagogical way. Psychosexual development during childhood means the development of several physical, emotional, cognitive and social skills characteristic of the child’s age level. Please refer to Chapter 3.2 for a detailed description of the psychosexual development of children.

In this understanding, sexuality education is much more than giving facts about reproduction and the prevention of disease. It helps to develop the child’s senses and body sense/body image and, at the same time, it strengthens the child’s self-confidence and contributes to the development of self-determination: the child will be enabled to behave responsibly towards himself/herself and others.

From the moment a child is born, his/her education starts, at first mainly through nonverbal messages, and later more and more verbally as well. Sexuality education is part of the child’s general education and is always imparted to the child, even if this is not done consciously. The way parents relate to each other gives the children vivid examples of how relationships work. Parents also serve as role models for gender roles and expression of emotions, sexuality and tenderness. By not talking about sexuality (for example not naming sexual organs) parents teach something about sexuality (in the chosen example their silence might be interpreted as discomfort). The general environment also influences a child’s sexual socialization, for example other children in kindergarten or their curiosity about their own or others’ bodies.

The subconscious or natural way of teaching and learning about sexuality can be complemented by an active way of teaching and informing. The benefit of this approach is the normalization of the topic of sexuality. The child’s questions are answered in an age-appropriate way and he/she is shown that issues related to sexuality are positive and enjoyable. Thus, he/she can also develop a positive attitude towards his/her body and learn

appropriate communication skills (for example, naming the body parts correctly). At the same time, the child is taught that individual boundaries and social rules exist and need to be respected (you can’t touch anyone you want to). Even more importantly, the child learns to realize and express his/her own boundaries (you can say no; you can ask for help). In this sense, sexuality education is also social education and contributes to the prevention of sexual abuse.

1.4 How to read the matrix

In the process of structuring the contents of what should be taught at a certain age, **age groups** have been defined according to developmental tasks.⁴⁵ The age groups are 0-4, 4-6, 6-9, 9-12, 12-15, and 15 and up and have been chosen in accordance with WHO age groups and as they mirror development stages. It is without any doubt that, depending on individual development, children could fit better in a different age group than their calendar age would indicate, so the limits of the age group should be used in a flexible way. Topics addressed in several age stages are meant to anticipate later or next stage developmental phase, so children are better prepared to deal with them. It also acknowledges different levels of understanding.

For all age groups the topics have been summarized under **general themes**: “The human body and human development”, “Fertility and reproduction”, “Sexuality”,⁴⁶ “Emotions”, “Relationships and lifestyles”, “Sexuality, health and well-being”, “Sexuality and rights”, and “Social and cultural determinants of sexuality”. These themes have been chosen because they are relevant to the dynamic process of the physical, social and emotional sexual development of youth.

⁴⁵ A developmental task is a task which arises at or about a certain period in the life of the individual, successful achievement of which leads to his/her happiness and to success with later tasks, while failure leads to unhappiness in the individual, disapproval by society and difficulty with later tasks. Cf. Havighurst (1971), p.2.

⁴⁶ In the matrix, the term “sexuality” is used in a narrow sense for practical reasons and refers only to body, intimacy and sexual experience.

It is important to note that all topics should be addressed in an age-appropriate and developmental-appropriate way. For instance in the age group (0-4), children should acquire the attitude “respect gender equality”. This seems farfetched for this young age group, but what is meant is the learning of the attitude that boys and girls are equal. It is important that these basic attitudes should be there from the beginning as a firm basis for later values and norms. At an early stage, the basics of a certain topic are introduced, at later development stages the topics reoccur and will be consolidated.

The **user** of the matrix will find **different markings**: topics highlighted in orange are main topics or minimal standards that need to be covered by sexuality education. Topics that are not highlighted are additional, their introduction into curriculums is optional. The pale font indicates that this specific topic, skill or attitude has been introduced before at an earlier age group. This is often the case as many of the topics come back in later age groups, often with a different emphasis and in greater detail.

■ main topic (new)

■ main topic (consolidation)

- additional topic (new)
- additional topic (consolidation)

Some issues are crosscutting and can be found under different main thematic categories. The best example is sexual abuse, aspects of which can be found under “Sexuality, health and well-being”, others under “Sexuality and rights”.

The matrix

Age group 0–4	38
Age group 4–6	40
Age group 6–9	42
Age group 9–12	44
Age group 12–15	46
Age group 15 and up	48

0-4	Information Give information about	Skills Enable children to	Attitudes Help children to develop
The human body and human development	<ul style="list-style-type: none"> all body parts and their functions different bodies and different sexes body hygiene <ul style="list-style-type: none"> <i>the difference between oneself and others</i> 	<ul style="list-style-type: none"> name the body parts practise hygiene (wash every part of the body) recognize body differences express needs and wishes 	<ul style="list-style-type: none"> a positive body-image and self-image: self-esteem respect for differences an appreciation of their own body <ul style="list-style-type: none"> <i>an appreciation for the sense of well-being, closeness and trust created by body experience and experience of bonding</i> <i>respect for gender equality</i>
Fertility and reproduction	<ul style="list-style-type: none"> pregnancy, birth and babies basics of human reproduction (where babies come from) <ul style="list-style-type: none"> <i>different ways to become part of a family (e.g. adoption)</i> <i>the fact that some people have babies and some do not</i> 	<ul style="list-style-type: none"> talk about these issues by providing them with the correct vocabulary 	<ul style="list-style-type: none"> <i>acceptance of different ways of becoming a child of a family</i>
Sexuality	<ul style="list-style-type: none"> enjoyment and pleasure when touching one's own body, early childhood masturbation discovery of own body and own genitals the fact that enjoyment of physical closeness is a normal part of everyone's life tenderness and physical closeness as an expression of love and affection 	<ul style="list-style-type: none"> gain an awareness of gender identity talk about (un)pleasurable feelings in one's own body express own needs, wishes and boundaries, for example in the context of "playing doctor" 	<ul style="list-style-type: none"> a positive attitude towards one's body with all its functions = positive body-image respect for others <ul style="list-style-type: none"> <i>curiosity regarding own and others' bodies</i>
Emotions	<ul style="list-style-type: none"> different types of love "yes" and "no" feelings <ul style="list-style-type: none"> <i>words for feelings</i> <i>feeling of the need for privacy</i> 	<ul style="list-style-type: none"> feel and show empathy say yes/no express and communicate own emotions, wishes and needs <ul style="list-style-type: none"> <i>express own need for privacy</i> 	<ul style="list-style-type: none"> the understanding that emotions are expressed in many different ways positive feelings towards their own sex and gender (it is good to be a girl – or a boy!) the attitude that their own experience and expression of emotions is right <ul style="list-style-type: none"> <i>a positive attitude towards different emotions in different circumstances</i>

0-4	Information Give information about	Skills Enable children to	Attitudes Help children to develop
Relationships and lifestyles	<ul style="list-style-type: none"> different kinds of relationship different family relationships 	<ul style="list-style-type: none"> talk about own relationships and family 	<ul style="list-style-type: none"> a feeling of closeness and trust based on the experience of bonding a positive attitude towards different lifestyles the awareness that relationships are diverse
Sexuality, health and well-being	<ul style="list-style-type: none"> good and bad experiences of your body/what feels good? (listen to your body) if the experience/feeling is not good, you do not always have to comply 	<ul style="list-style-type: none"> trust their instincts apply the three-step model (say no, go away, talk to somebody you trust) achieve feelings of well-being 	<ul style="list-style-type: none"> an appreciation of their body the awareness that it is ok to ask for help
Sexuality and rights	<ul style="list-style-type: none"> the right to be safe and protected the responsibility of adults for the safety of children the right to ask questions about sexuality the right to explore gender identities <i>the right to explore nakedness and the body, to be curious</i> 	<ul style="list-style-type: none"> say “yes” and “no” develop communication skills express needs and wishes <i>differentiate between “good” and “bad” secrets</i> 	<ul style="list-style-type: none"> an awareness of their rights which leads to self-confidence the attitude “My body belongs to me” the feeling that they can make their own decisions
Social and cultural determinants of sexuality (values/norms)	<ul style="list-style-type: none"> social rules and cultural norms/values gender roles social distance to be maintained with various people <i>the influence of age on sexuality and age-appropriate behaviour</i> <i>norms about nakedness</i> 	<ul style="list-style-type: none"> differentiate between private and public behaviour respect social rules and cultural norms behave appropriately according to context <i>know where you can touch</i> 	<ul style="list-style-type: none"> respect for their own and others’ bodies acceptance of social rules about privacy and intimacy respect for “no” or “yes” from others

4-6

Information

Give information about

Skills

Enable children to

Attitudes

Help children to develop

The human body and human development

- all body parts and their functions
- different bodies and different sexes
- body hygiene
- *age differences in bodies and development*

- name the body parts
- practise hygiene (wash every part of the body)
- recognize body differences
- express needs and wishes
- *recognize own and others' need for privacy*

- **a positive gender identity**
- a positive body-image and self-image: self-esteem
- respect for differences
- respect for gender equality

Fertility and reproduction

- **myths related to reproduction (e.g. in some countries, children are told that a new baby has been "brought by the stork")**
- life: pregnancy, birth and babies; end of life
- basics of human reproduction

- talk about these issues by providing them with the correct vocabulary

- *respect for differences: some people have babies, others do not*

Sexuality

- enjoyment and pleasure when touching one's own body; early childhood masturbation
- discovery of one's own body and genitals
- *the meaning and expression of sexuality (for example, expressing feelings of love)*
- *appropriate sexual language*
- *sexual feelings (closeness, enjoyment, excitement) as a part of all human feelings (these should be positive feelings; they should not include coercion or harm)*

- **talk about sexual matters (communication skills)**
- **consolidate their gender identity**
- *use sexual language in a nonoffensive way*

- a positive body image
- respect for others

Emotions

- **jealousy, anger, aggression, disappointment**
- **friendship and love towards people of the same sex**
- *the difference between friendship and love*
- *secret loves, first love (infatuations and "crushes", unrequited love)*

- **manage disappointments**
- express and communicate own emotions, wishes and needs
- *manage their own and others' need for privacy*
- *name own feelings adequately*

- **the acceptance that feelings of love (as a part of all emotions) are natural**
- the attitude that their own experience and expression of emotions is right and important (valuing their own feelings)

4-6

Information

Give information about

Skills

Enable children to

Attitudes

Help children to develop

Relationships and lifestyles

- **friendship**
- **same-sex relationships**
- different kinds of (family) relationship
 - *different concepts of a family*

- relate to each other and to family members and friends in an appropriate way
- live together in families based on mutual respect
- build up and maintain relationships

- **acceptance of diversity**
- respect for differences in lifestyle

Sexuality, health and well-being

- good and bad experiences of your body/what feels good? (listen to your body)
- if the experience/feeling is not good, you do not always have to comply

- trust their instincts and apply the three-step model (say no, go away, talk to someone you trust)
- achieve feelings of well-being

- **the attitude that they have a choice**
- **an awareness of risks**
- an appreciation of their body
- the awareness that it is ok to ask for help

Sexuality and rights

- **abuse; there are some people who are not good; they pretend to be kind, but might be violent**
- their rights (including the right to information and the right to protection)
- the responsibility of adults for the safety of children

- ask questions
- turn to somebody you trust if in trouble
- express needs and wishes

- the attitude "My body belongs to me"
- an awareness of their rights

Social and cultural determinants of sexuality (values/norms)

- **gender, cultural, age differences**
- **values and norms differ by country and culture**
- all feelings are ok, but not all actions taken as a result of these feelings
- social rules and cultural norms/values

- recognize and deal with differences in values
- respect social rules and cultural norms
 - *talk about differences*

- **socially responsible behaviour**
- **an open, nonjudgmental attitude**
- acceptance of equal rights
- respect for different norms regarding sexuality
- respect for their own and others' bodies

6-9

Information

Give information about

Skills

Enable children to

Attitudes

Help children to develop

The human body and human development

- body changes, menstruation, ejaculation, individual variation in development over time
- (biological) differences between men and women (internal and external)
- body hygiene

- know and to be able to use the correct words for body parts and their functions
- *appraise body changes*
- *examine their body and take care of it*

- an acceptance of insecurities arising from their body awareness
- a positive body-image and self-image: self-esteem
- a positive gender identity

Fertility and reproduction

- choices about parenthood and pregnancy, infertility, adoption
- the basic idea of contraception (it is possible to plan and decide about your family)
- different methods of conception
- *basic idea of fertility cycle*
- *myths about reproduction*

- develop communication skills
- *gain an understanding that people can influence their own fertility*

- *an acceptance of diversity – some people choose to have children, others choose not to*

Sexuality

- love, being in love
- tenderness
- sex in the media (including the Internet)
- enjoyment and pleasure when touching one's own body (masturbation/self-stimulation)
- appropriate sexual language
- *sexual intercourse*

- accept own and others' need for privacy
- deal with sex in the media
- use sexual language in a nonoffensive way

- an understanding of "acceptable sex" (mutually consensual, voluntary, equal, age-appropriate, context-appropriate and self-respecting)
- *an awareness that sex is depicted in the media in different ways*

Emotions

- the difference between friendship, love and lust
- jealousy, anger, aggression, disappointment
- *friendship and love towards people of the same sex*
- *secret loves, first love (infatuations and "crushes", unrequited love)*

- express and communicate emotions, own wishes and needs
- manage disappointments
- *name own feelings adequately*
- *manage their own and others' need for privacy*

- the acceptance that feelings of love (as a part of all emotions) are natural
- the attitude that their own experience and expression of emotions is right and important (valuing their own feelings)

6-9	Information Give information about	Skills Enable children to	Attitudes Help children to develop
Relationships and lifestyles	<ul style="list-style-type: none"> different relationships in relation to love, friendship, etc. different family relationships <ul style="list-style-type: none"> <i>marriage, divorce; living together</i> 	<ul style="list-style-type: none"> express oneself within relationships be able to negotiate compromises, show tolerance and empathy make social contacts and make friends 	<ul style="list-style-type: none"> acceptance of commitment, responsibility and honesty as a basis for relationships respect for others acceptance of diversity
Sexuality, health and well-being	<ul style="list-style-type: none"> the positive influence of sexuality on health and well-being diseases related to sexuality sexual violence and aggression <ul style="list-style-type: none"> <i>where to get help</i> 	<ul style="list-style-type: none"> set boundaries trust their instincts and apply the three-step model (say no, go away, talk to somebody you trust) 	<ul style="list-style-type: none"> a sense of responsibility for one's own health and well-being an awareness of choices and possibilities an awareness of risks
Sexuality and rights	<ul style="list-style-type: none"> the right of self-expression sexual rights of children (information, sexuality education, bodily integrity) abuse the responsibility of adults for the safety of children 	<ul style="list-style-type: none"> ask for help and information turn to somebody you trust if in trouble <ul style="list-style-type: none"> <i>name their rights</i> <i>express wishes and needs</i> 	<ul style="list-style-type: none"> feelings of responsibility for oneself and others awareness of rights and choices
Social and cultural determinants of sexuality (values/norms)	<ul style="list-style-type: none"> gender roles cultural differences age differences 	<ul style="list-style-type: none"> talk about own experiences, wishes and needs in relation to cultural norms recognize and deal with differences 	<ul style="list-style-type: none"> respect for different lifestyles, values and norms

9-12	Information Give information about	Skills Enable children to	Attitudes Help children to develop
The human body and human development	<ul style="list-style-type: none"> body hygiene (menstruation, ejaculation) early changes in puberty (mental, physical, social and emotional changes and the possible variety in these) internal and external sexual and reproductive organs and functions 	<ul style="list-style-type: none"> integrate these changes into their own lives know and use the correct vocabulary communicate about changes in puberty 	<ul style="list-style-type: none"> an understanding and acceptance of changes and differences in bodies (size and shape of penis, breasts and vulva can vary significantly, standards of beauty change over time and differ between cultures) a positive body-image and self-image: self-esteem
Fertility and reproduction	<ul style="list-style-type: none"> reproduction and family planning different types of contraception and their use; myths about contraception symptoms of pregnancy, risks and consequences of unsafe sex (unintended pregnancy) 	<ul style="list-style-type: none"> understand the relationship between menstruation/ejaculation and fertility use condoms and contraceptives effectively in future 	<ul style="list-style-type: none"> the understanding that contraception is the responsibility of both sexes
Sexuality	<ul style="list-style-type: none"> first sexual experience gender orientation sexual behaviour of young people (variability of sexual behaviour) love, being in love pleasure, masturbation, orgasm differences between gender identity and biological sex 	<ul style="list-style-type: none"> communicate and understand different sexual feelings and talk about sexuality in an appropriate way make a conscious decision to have sexual experiences or not refuse unwanted sexual experiences differentiate between sexuality in "real life" and sexuality in the media use modern media (mobile phones, Internet) and be aware of risks and benefits associated with these tools 	<ul style="list-style-type: none"> acceptance, respect and understanding of diversity in sexuality and sexual orientation (sex should be mutually consensual, voluntary, equal, age-appropriate, context-appropriate and self-respecting) the understanding of sexuality as a learning process acceptance of different expressions of sexuality (kissing, touching, caressing, etc.) understanding that everyone has his/her own timetable of sexual development
Emotions	<ul style="list-style-type: none"> different emotions, e.g. curiosity, falling in love, ambivalence, insecurity, shame, fear and jealousy differences in individual needs for intimacy and privacy the difference between friendship, love and lust friendship and love towards people of the same sex 	<ul style="list-style-type: none"> express and recognize various emotions in themselves and others express needs, wishes and boundaries and respect those of others manage disappointments 	<ul style="list-style-type: none"> an understanding of emotions and values (e.g. not feeling ashamed or guilty about sexual feelings or desires) respect for the privacy of others

9-12	Information Give information about	Skills Enable children to	Attitudes Help children to develop
Relationships and lifestyles	<ul style="list-style-type: none"> ■ differences between friendship, companionship and relationships and different ways of dating ■ different kinds of pleasant and unpleasant relationships (influence of (gender) inequality on relationships) 	<ul style="list-style-type: none"> ■ express friendship and love in different ways ■ make social contacts, make friends, build and maintain relationships ● <i>communicate own expectations and needs within relationships</i> 	<ul style="list-style-type: none"> ■ a positive attitude to gender equality in relationships and free choice of partner ■ acceptance of commitment, responsibility and honesty as a basis for relationships ■ respect for others ● <i>an understanding of the influence of gender, age, religion, culture, etc. on relationships</i>
Sexuality, health and well-being	<ul style="list-style-type: none"> ■ symptoms, risks and consequences of unsafe, unpleasant and unwanted sexual experiences (sexually transmitted infections (STI), HIV, unintended pregnancy, psychological consequences) ■ the prevalence and different types of sexual abuse, how to avoid it and where to get support ■ the positive influence of sexuality on health and well-being 	<ul style="list-style-type: none"> ■ take responsibility in relation to safe and pleasant sexual experiences for oneself and others ■ express boundaries and wishes and to avoid unsafe or unwanted sexual experiences ● <i>ask for help and support in case of problems (puberty, relationships, etc.)</i> 	<ul style="list-style-type: none"> ■ awareness of choices and possibilities ■ awareness of risks ● <i>a feeling of mutual responsibility for health and well-being</i>
Sexuality and rights	<ul style="list-style-type: none"> ■ sexual rights, as defined by IPPF and by WAS * ● <i>national laws and regulations (age of consent)</i> 	<ul style="list-style-type: none"> ■ act within these rights and responsibilities ● <i>ask for help and information</i> 	<ul style="list-style-type: none"> ■ an awareness of rights and choices ● <i>an acceptance of sexual rights for oneself and others</i>
Social and cultural determinants of sexuality (values/norms)	<ul style="list-style-type: none"> ■ influence of peer pressure, media, pornography, culture, religion, gender, laws and socioeconomic status on sexual decisions, partnerships and behaviour 	<ul style="list-style-type: none"> ■ discuss these external influences and make a personal assessment ● <i>acquire modern media competence (mobile phone, Internet, dealing with pornography)</i> 	<ul style="list-style-type: none"> ■ respect for different lifestyles, values and norms ● <i>an acceptance of different opinions, views and behaviour regarding sexuality</i>

* International Planned Parenthood Federation (IPPF): Sexual Rights: an IPPF declaration. London 2008 and World Association for Sexual Health (WAS): Declaration of Sexual Rights. Hongkong 1999

■ main topic (new)

■ main topic (consolidation)

● additional topic (new)

● additional topic (consolidation)

12-15	Information Give information about	Skills Enable teenagers to	Attitudes Help teenagers to develop
The human body and human development	<ul style="list-style-type: none"> body knowledge, body image and body modification (female genital mutilation, circumcision, hymen and hymen repair, anorexia, bulimia, piercing, tattoos) menstrual cycle; secondary sexual body characteristics, their function in men and women and accompanying feelings beauty messages in the media; body changes throughout life services where teenagers can go for problems related to these topics 	<ul style="list-style-type: none"> describe how people's feelings about their bodies can affect their health, self-image and behaviour come to terms with puberty and resist peer pressure be critical of media messages and beauty industry 	<ul style="list-style-type: none"> critical thinking related to body modification acceptance and appreciation of different body shapes
Fertility and reproduction	<ul style="list-style-type: none"> the impact of (young) motherhood and fatherhood (meaning of raising children – family planning, career planning, contraception, decision-making and care in case of unintended pregnancy) information about contraceptive services ineffective contraception and its causes (use of alcohol, side-effects, forgetfulness, gender inequality, etc.) pregnancy (also in same-sex relationships) and infertility facts and myths (reliability, advantages and disadvantages) related to various contraceptives (including emergency contraception) 	<ul style="list-style-type: none"> recognize the signs and symptoms of pregnancy obtain contraception from an appropriate place, e.g. by visiting a health professional make a conscious decision to have sexual experiences or not communicate about contraception make a conscious choice of contraceptive and use chosen contraceptive effectively 	<ul style="list-style-type: none"> personal attitudes (norms and values) about (young) motherhood and fatherhood, contraception, abortion and adoption a positive attitude towards taking mutual responsibility for contraception
Sexuality	<ul style="list-style-type: none"> role expectations and role behaviour in relation to sexual arousal and gender differences gender-identity and sexual orientation, including coming out/ homosexuality how to enjoy sexuality in an appropriate way (taking your time) first sexual experience pleasure, masturbation, orgasm 	<ul style="list-style-type: none"> develop skills in intimate communication and negotiation make free and responsible choices after evaluating the consequences, advantages and disadvantages of each possible choice (partners, sexual behaviour) enjoy sexuality in a respectful way differentiate between sexuality in real life and sexuality in the media 	<ul style="list-style-type: none"> the understanding of sexuality as a learning process acceptance, respect and understanding of diversity in sexuality and sexual orientation (sex should be mutually consensual, voluntary, equal, age-appropriate, context-appropriate and self-respecting)
Emotions	<ul style="list-style-type: none"> the difference between friendship, love and lust different emotions, e.g. curiosity, falling in love, ambivalence, insecurity, shame, fear and jealousy 	<ul style="list-style-type: none"> express friendship and love in different ways express own needs, wishes and boundaries and respect those of others deal with different/conflicting emotions, feelings and desires 	<ul style="list-style-type: none"> acceptance that people feel differently (because of their gender, culture, religion, etc. and their interpretation of these)

12-15	Information Give information about	Skills Enable teenagers to	Attitudes Help teenagers to develop
Relationships and lifestyles	<ul style="list-style-type: none"> ■ influence of age, gender, religion and culture • <i>different styles of communication (verbal and nonverbal) and how to improve them</i> • <i>how to develop and maintain relationships</i> • <i>family structure and changes (e.g. single parenthood)</i> • <i>different kinds of (pleasant and unpleasant) relationships, families and ways of living</i> 	<ul style="list-style-type: none"> ■ address unfairness, discrimination, inequality ■ express friendship and love in different ways ■ make social contacts, make friends, build and maintain relationships • <i>communicate own expectations and needs within relationships</i> 	<ul style="list-style-type: none"> ■ an aspiration to create equal and fulfilling relationships • <i>an understanding of the influence of gender, age, religion, culture, etc. on relationships</i>
Sexuality, health and well-being	<ul style="list-style-type: none"> ■ body hygiene and self-examination ■ the prevalence and different types of sexual abuse, how to avoid it and where to get support • <i>risky (sexual) behaviour and its consequences (alcohol, drugs, peer pressure, bullying, prostitution, media)</i> • <i>symptoms, transmission and prevention of STI, including HIV</i> • <i>health-care systems and services</i> • <i>positive influence of sexuality on health and well-being</i> 	<ul style="list-style-type: none"> ■ make responsible decisions and well-informed choices (relating to sexual behaviour) ■ ask for help and support in case of problems • <i>develop negotiation and communication skills in order to have safe and enjoyable sex</i> • <i>refuse or stop unpleasant or unsafe sexual contact</i> • <i>obtain and use condoms and contraceptives effectively</i> • <i>recognize risky situations and be able to deal with them</i> • <i>recognize symptoms of STI</i> 	<ul style="list-style-type: none"> ■ a feeling of mutual responsibility for health and well-being • <i>a sense of responsibility regarding prevention of STI/HIV</i> • <i>a sense of responsibility regarding prevention of unintended pregnancy</i> • <i>a sense of responsibility regarding prevention of sexual abuse</i>
Sexuality and rights	<ul style="list-style-type: none"> ■ sexual rights, as defined by IPPF and by WAS* • <i>national laws and regulations (age of consent)</i> 	<ul style="list-style-type: none"> ■ acknowledge sexual rights for oneself and others ■ ask for help and information 	<ul style="list-style-type: none"> ■ an acceptance of sexual rights for oneself and others
Social and cultural determinants of sexuality (values/norms)	<ul style="list-style-type: none"> ■ influence of peer pressure, media, pornography, (urban) culture, religion, gender, laws and socioeconomic status on sexual decisions, partnership and behaviour 	<ul style="list-style-type: none"> ■ deal with conflicting (inter) personal norms and values in the family and society ■ acquire media competence and deal with pornography 	<ul style="list-style-type: none"> ■ a personal view of sexuality (being flexible) in a changing society or group

* International Planned Parenthood Federation (IPPF): Sexual Rights: an IPPF declaration. London 2008 and World Association for Sexual Health (WAS): Declaration of Sexual Rights. Hongkong 1999

■ **main topic (new)**

■ **main topic (consolidation)**

• *additional topic (new)*

• *additional topic (consolidation)*

The human body and human development

- **psychological changes in puberty**
- body knowledge, body image, body modification
 - *female genital mutilation, circumcision, anorexia, bulimia, hymen and hymen repair*
 - *beauty messages in the media; body changes throughout life*
 - *services where teenagers can go for help with problems related to these topics*

- **identify differences between images in the media and real life**
- come to terms with puberty and resist peer pressure
- be critical of media messages and beauty industry, advertisements and the potential risks of body modification

- **a critical view of cultural norms related to the human body**
- acceptance and appreciation of different body shapes

Fertility and reproduction

- **fertility changes with age (surrogacy, medically assisted reproduction)**
- pregnancy (also in same-sex relationships) and infertility, abortion, contraception, emergency contraception (more in-depth information)
- ineffective contraception and its causes (use of alcohol, side-effects, forgetfulness, gender inequality, etc).
- information about contraceptive services
- planning a family and career/ personal future
- consequences of a pregnancy for young teenagers (girls and boys)
- *"designer" babies, genetics*

- **communicate with their partner on equal terms; discuss difficult topics with respect for different opinions**
- **use negotiation skills**
- **make informed decisions regarding contraception and (unintended) pregnancies**
 - *make a conscious choice of contraception and use chosen contraception effectively*

- **willingness to take gender differences into account regarding fertility, reproduction and abortion**
- *a critical view of different cultural/religious norms related to pregnancy, parenthood, etc.*
- *an awareness of the importance of a positive role for men during pregnancy and childbirth; positive influence of engaged fathers*
- *a positive attitude towards mutual responsibility for contraception*