

**BZgA**

**Federal Centre  
for  
Health  
Education**

# WHO Regional Office for Europe and BZgA

## Standards for Sexuality Education in Europe

*A framework  
for policy makers,  
educational and health authorities  
and specialists*



**EUROPE**

# The matrix

Age group 0-4	38
Age group 4-6	40
Age group 6-9	42
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# 0-4

## 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
- *the difference between oneself and others*

- name the body parts
- practise hygiene (wash every part of the body)
- recognize body differences
- express needs and wishes

- a positive body-image and self-image: self-esteem
- respect for differences
- an appreciation of their own body
- *an appreciation for the sense of well-being, closeness and trust created by body experience and experience of bonding*
- *respect for gender equality*

Fertility and reproduction

- pregnancy, birth and babies
- basics of human reproduction (where babies come from)
- *different ways to become part of a family (e.g. adoption)*
- *the fact that some people have babies and some do not*

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

- *acceptance of different ways of becoming a child of a family*

Sexuality

- 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

- 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"

- a positive attitude towards one's body with all its functions = positive body-image
- respect for others
- *curiosity regarding own and others' bodies*

Emotions

- different types of love
- "yes" and "no" feelings
- *words for feelings*
- *feeling of the need for privacy*

- feel and show empathy
- say yes/no
- express and communicate own emotions, wishes and needs
- *express own need for privacy*

- 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
- *a positive attitude towards different emotions in different circumstances*

■ main topic (new)

■ main topic (consolidation)

● additional topic (new)

● additional topic (consolidation)

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

■ main topic (new)    
■ main topic (consolidation)    
• additional topic (new)    
• additional topic (consolidation)

4-6	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"> <li>■ all body parts and their functions</li> <li>■ different bodies and different sexes</li> <li>■ body hygiene</li> <li>● <i>age differences in bodies and development</i></li> </ul>	<ul style="list-style-type: none"> <li>■ name the body parts</li> <li>■ practise hygiene (wash every part of the body)</li> <li>■ recognize body differences</li> <li>■ express needs and wishes</li> <li>● <i>recognize own and others' need for privacy</i></li> </ul>	<ul style="list-style-type: none"> <li>■ <b>a positive gender identity</b></li> <li>■ a positive body-image and self-image: self-esteem</li> <li>■ respect for differences</li> <li>■ respect for gender equality</li> </ul>
Fertility and reproduction	<ul style="list-style-type: none"> <li>■ <b>myths related to reproduction (e.g. in some countries, children are told that a new baby has been “brought by the stork”)</b></li> <li>■ life: pregnancy, birth and babies; end of life</li> <li>■ basics of human reproduction</li> </ul>	<ul style="list-style-type: none"> <li>■ talk about these issues by providing them with the correct vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>● <i>respect for differences: some people have babies, others do not</i></li> </ul>
Sexuality	<ul style="list-style-type: none"> <li>■ enjoyment and pleasure when touching one's own body; early childhood masturbation</li> <li>■ discovery of one's own body and genitals</li> <li>● <i>the meaning and expression of sexuality (for example, expressing feelings of love)</i></li> <li>● <i>appropriate sexual language</i></li> <li>● <i>sexual feelings (closeness, enjoyment, excitement) as a part of all human feelings (these should be positive feelings; they should not include coercion or harm)</i></li> </ul>	<ul style="list-style-type: none"> <li>■ <b>talk about sexual matters (communication skills)</b></li> <li>■ <b>consolidate their gender identity</b></li> <li>● <i>use sexual language in a nonoffensive way</i></li> </ul>	<ul style="list-style-type: none"> <li>■ a positive body image</li> <li>■ respect for others</li> </ul>
Emotions	<ul style="list-style-type: none"> <li>■ <b>jealousy, anger, aggression, disappointment</b></li> <li>■ <b>friendship and love towards people of the same sex</b></li> <li>● <i>the difference between friendship and love</i></li> <li>● <i>secret loves, first love (infatuations and “crushes”, unrequited love)</i></li> </ul>	<ul style="list-style-type: none"> <li>■ <b>manage disappointments</b></li> <li>■ express and communicate own emotions, wishes and needs</li> <li>● <i>manage their own and others' need for privacy</i></li> <li>● <i>name own feelings adequately</i></li> </ul>	<ul style="list-style-type: none"> <li>■ <b>the acceptance that feelings of love (as a part of all emotions) are natural</b></li> <li>■ the attitude that their own experience and expression of emotions is right and important (valuing their own feelings)</li> </ul>

■ main topic (new)

■ main topic (consolidation)

● additional topic (new)

● additional topic (consolidation)

4-6	Information Give information about	Skills Enable children to	Attitudes Help children to develop
Relationships and lifestyles	<ul style="list-style-type: none"> <li>■ <b>friendship</b></li> <li>■ <b>same-sex relationships</b></li> <li>■ different kinds of (family) relationship               <ul style="list-style-type: none"> <li>• <i>different concepts of a family</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>■ <b>relate to each other and to family members and friends in an appropriate way</b></li> <li>■ <b>live together in families based on mutual respect</b></li> <li>■ <b>build up and maintain relationships</b></li> </ul>	<ul style="list-style-type: none"> <li>■ <b>acceptance of diversity</b></li> <li>■ <b>respect for differences in lifestyle</b></li> </ul>
Sexuality, health and well-being	<ul style="list-style-type: none"> <li>■ good and bad experiences of your body/what feels good? (listen to your body)</li> <li>■ if the experience/feeling is not good, you do not always have to comply</li> </ul>	<ul style="list-style-type: none"> <li>■ trust their instincts and apply the three-step model (say no, go away, talk to someone you trust)</li> <li>■ achieve feelings of well-being</li> </ul>	<ul style="list-style-type: none"> <li>■ <b>the attitude that they have a choice</b></li> <li>■ <b>an awareness of risks</b></li> <li>■ an appreciation of their body</li> <li>■ the awareness that it is ok to ask for help</li> </ul>
Sexuality and rights	<ul style="list-style-type: none"> <li>■ <b>abuse; there are some people who are not good; they pretend to be kind, but might be violent</b></li> <li>■ their rights (including the right to information and the right to protection)</li> <li>■ the responsibility of adults for the safety of children</li> </ul>	<ul style="list-style-type: none"> <li>■ <b>ask questions</b></li> <li>■ <b>turn to somebody you trust if in trouble</b></li> <li>■ express needs and wishes</li> </ul>	<ul style="list-style-type: none"> <li>■ the attitude “My body belongs to me”</li> <li>■ an awareness of their rights</li> </ul>
Social and cultural determinants of sexuality (values/norms)	<ul style="list-style-type: none"> <li>■ <b>gender, cultural, age differences</b></li> <li>■ <b>values and norms differ by country and culture</b></li> <li>■ <b>all feelings are ok, but not all actions taken as a result of these feelings</b></li> <li>■ social rules and cultural norms/values</li> </ul>	<ul style="list-style-type: none"> <li>■ <b>recognize and deal with differences in values</b></li> <li>■ respect social rules and cultural norms               <ul style="list-style-type: none"> <li>• <i>talk about differences</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>■ <b>socially responsible behaviour</b></li> <li>■ <b>an open, nonjudgmental attitude</b></li> <li>■ <b>acceptance of equal rights</b></li> <li>■ <b>respect for different norms regarding sexuality</b></li> <li>■ respect for their own and others’ bodies</li> </ul>

■ main topic (new)
■ main topic (consolidation)
• additional topic (new)
• additional topic (consolidation)

# 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)

■ main topic (new)

■ main topic (consolidation)

• additional topic (new)

• additional topic (consolidation)

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

■ main topic (new)    
 ■ main topic (consolidation)    
 • additional topic (new)    
 • additional topic (consolidation)



# 9-12

## Information

Give information about

## Skills

Enable children to

## Attitudes

Help children to develop

The human body and human development

- 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*

- integrate these changes into their own lives
- know and use the correct vocabulary
- *communicate about changes in puberty*

- 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

- 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)

- understand the relationship between menstruation/ ejaculation and fertility
- use condoms and contraceptives effectively in future

- the understanding that contraception is the responsibility of both sexes

Sexuality

- 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*

- 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*

- 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

- 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*

- express and recognize various emotions in themselves and others
- express needs, wishes and boundaries and respect those of others
- manage disappointments

- an understanding of emotions and values (e.g. not feeling ashamed or guilty about sexual feelings or desires)
- respect for the privacy of others

■ main topic (new)

■ main topic (consolidation)

● additional topic (new)

● additional topic (consolidation)

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

\* 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

- 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

- 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

- critical thinking related to body modification
- acceptance and appreciation of different body shapes

Fertility and reproduction

- 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)

- 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

- personal attitudes (norms and values) about (young) motherhood and fatherhood, contraception, abortion and adoption
- a positive attitude towards taking mutual responsibility for contraception

Sexuality

- 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

- 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

- 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

- the difference between friendship, love and lust
- different emotions, e.g. curiosity, falling in love, ambivalence, insecurity, shame, fear and jealousy

- 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

- 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

■ **influence of age, gender, religion and culture**

- *different styles of communication (verbal and nonverbal) and how to improve them*
- *how to develop and maintain relationships*
- *family structure and changes (e.g. single parenthood)*
- *different kinds of (pleasant and unpleasant) relationships, families and ways of living*

■ **address unfairness, discrimination, inequality**

- *express friendship and love in different ways*
- *make social contacts, make friends, build and maintain relationships*
- *communicate own expectations and needs within relationships*

■ **an aspiration to create equal and fulfilling relationships**

- *an understanding of the influence of gender, age, religion, culture, etc. on relationships*

### Sexuality, health and well-being

■ **body hygiene and self-examination**

- *the prevalence and different types of sexual abuse, how to avoid it and where to get support*
- *risky (sexual) behaviour and its consequences (alcohol, drugs, peer pressure, bullying, prostitution, media)*
- *symptoms, transmission and prevention of STI, including HIV*
- *health-care systems and services*
- *positive influence of sexuality on health and well-being*

■ **make responsible decisions and well-informed choices (relating to sexual behaviour)**

- *ask for help and support in case of problems*
- *develop negotiation and communication skills in order to have safe and enjoyable sex*
- *refuse or stop unpleasant or unsafe sexual contact*
- *obtain and use condoms and contraceptives effectively*
- *recognize risky situations and be able to deal with them*
- *recognize symptoms of STI*

■ **a feeling of mutual responsibility for health and well-being**

- *a sense of responsibility regarding prevention of STI/HIV*
- *a sense of responsibility regarding prevention of unintended pregnancy*
- *a sense of responsibility regarding prevention of sexual abuse*

### Sexuality and rights

- **sexual rights, as defined by IPPF and by WAS\***
- *national laws and regulations (age of consent)*

■ **acknowledge sexual rights for oneself and others**

- *ask for help and information*

■ **an acceptance of sexual rights for oneself and others**

### Social and cultural determinants of sexuality (values/norms)

- **influence of peer pressure, media, pornography, (urban) culture, religion, gender, laws and socioeconomic status on sexual decisions, partnership and behaviour**

■ **deal with conflicting (inter) personal norms and values in the family and society**

- *acquire media competence and deal with pornography*

■ **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)*

15 and up	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"> <li>■ <b>psychological changes in puberty</b></li> <li>■ body knowledge, body image, body modification</li> <li>● <i>female genital mutilation, circumcision, anorexia, bulimia, hymen and hymen repair</i></li> <li>● <i>beauty messages in the media; body changes throughout life</i></li> <li>● <i>services where teenagers can go for help with problems related to these topics</i></li> </ul>	<ul style="list-style-type: none"> <li>■ <b>identify differences between images in the media and real life</b></li> <li>■ come to terms with puberty and resist peer pressure</li> <li>■ be critical of media messages and beauty industry, advertisements and the potential risks of body modification</li> </ul>	<ul style="list-style-type: none"> <li>■ <b>a critical view of cultural norms related to the human body</b></li> <li>■ acceptance and appreciation of different body shapes</li> </ul>
Fertility and reproduction	<ul style="list-style-type: none"> <li>■ <b>fertility changes with age (surrogacy, medically assisted reproduction)</b></li> <li>■ pregnancy (also in same-sex relationships) and infertility, abortion, contraception, emergency contraception (more in-depth information)</li> <li>■ ineffective contraception and its causes (use of alcohol, side-effects, forgetfulness, gender inequality, etc).</li> <li>■ information about contraceptive services</li> <li>■ planning a family and career/ personal future</li> <li>■ consequences of a pregnancy for young teenagers (girls and boys)</li> <li>● <i>"designer" babies, genetics</i></li> </ul>	<ul style="list-style-type: none"> <li>■ <b>communicate with their partner on equal terms; discuss difficult topics with respect for different opinions</b></li> <li>■ <b>use negotiation skills</b></li> <li>■ <b>make informed decisions regarding contraception and (unintended) pregnancies</b></li> <li>● <i>make a conscious choice of contraception and use chosen contraception effectively</i></li> </ul>	<ul style="list-style-type: none"> <li>■ <b>willingness to take gender differences into account regarding fertility, reproduction and abortion</b></li> <li>● <i>a critical view of different cultural/religious norms related to pregnancy, parenthood, etc.</i></li> <li>● <i>an awareness of the importance of a positive role for men during pregnancy and childbirth; positive influence of engaged fathers</i></li> <li>● <i>a positive attitude towards mutual responsibility for contraception</i></li> </ul>

■ main topic (new)

■ main topic (consolidation)

● additional topic (new)

● additional topic (consolidation)

## Sexuality

- sex as more than merely coitus
- meaning of sex at different ages, gender differences
- sexuality and disability, influence of illness on sexuality (diabetes, cancer, etc.)
- transactional sex (prostitution, but also sex in return for small gifts, meals / nights out, small amounts of money), pornography, sexual dependency
- sexual behavioural variations; differences in the cycle of arousal

- discuss the forms relationships take and the reasons to have sex, or not to
- “come out” to others (admit to homosexual or bisexual feelings)
- develop skills in intimate communication and negotiation
- handle difficulties in making contact; handle conflicting desires
- be able to express respectfully one’s own wishes and boundaries and take into account those of others
- reflect on the power dimensions of sexuality

- a positive attitude towards sexuality and pleasure
- acceptance of different sexual orientations and identities
- acceptance that sexuality in different forms is present in all age groups
- a change from possible negative feelings, disgust and hatred towards homosexuality to acceptance and celebration of sexual differences

## Emotions

- different types of emotions (love, jealousy); difference between feeling and doing
- awareness of difference between rational thoughts and feelings
- insecurities at the beginning of a relationship

- deal with being in love, ambivalence, disappointment, anger, jealousy, betrayal, trust, guilt, fear and insecurity; discuss emotions
- deal with different/conflicting emotions, feelings and desires

- acceptance that people feel differently (because of their gender, culture, religion, etc. and their interpretation of these)

## Relationships and lifestyles

- gender role behaviour, expectations and misunderstandings
- family structure and changes, forced marriage; homosexuality/bisexuality/asexuality, single parenthood
- how to develop and maintain relationships

- address unfairness, discrimination, inequality
- challenge injustice and stop (themselves and others) using degrading language or telling demeaning jokes
- explore what it means to be a mother/father
- seek a well-balanced relationship
- become a supportive and caring partner (male or female)

- an openness to different relationships and lifestyles; understand the social and historic determinants of relationships

■ main topic (new)

■ main topic (consolidation)

• additional topic (new)

• additional topic (consolidation)

15 and up	Information Give information about	Skills Enable teenagers to	Attitudes Help teenagers to develop
Sexuality, health and well-being	<ul style="list-style-type: none"> <li>■ health-care systems and services</li> <li>■ risky sexual behaviour and the impact it can have on health</li> <li>■ body hygiene and self-examination</li> <li>■ positive influence of sexuality on health and well-being</li> <li>● <i>sexual violence; unsafe abortion; maternal mortality; sexual aberrations</i></li> <li>● <i>HIV/AIDS and STI transmission, prevention, treatment, care and support</i></li> </ul>	<ul style="list-style-type: none"> <li>■ <b>counter sexual harassment; self-defence skills</b></li> <li>■ ask for help and support in case of problems</li> <li>● <i>obtain and use condoms effectively</i></li> </ul>	<ul style="list-style-type: none"> <li>■ <b>internalization of responsibility for one's own and partner's sexual health</b></li> </ul>
Sexuality and rights	<ul style="list-style-type: none"> <li>■ sexual rights: access, information, availability, violations of sexual rights</li> <li>● <i>concept of rights-holders and duty-bearers</i></li> <li>● <i>gender-based violence</i></li> <li>● <i>right to abortion</i></li> <li>● <i>human rights organizations and the European Court of Human Rights</i></li> </ul>	<ul style="list-style-type: none"> <li>■ <b>understand human rights language</b></li> <li>■ <b>be empowered to claim sexual rights</b></li> <li>■ <b>recognize violations of rights and speak out against discrimination and gender-based violence</b></li> </ul>	<ul style="list-style-type: none"> <li>■ an acceptance of sexual rights for oneself and others</li> <li>● <i>awareness of power dimensions of duty-bearers vis-à-vis rights-holders</i></li> <li>● <i>a sense of social justice</i></li> </ul>
Social and cultural determinants of sexuality (values/norms)	<ul style="list-style-type: none"> <li>■ <b>social boundaries; community standards</b></li> <li>● <i>the influence of peer pressure, media, pornography, (urban) culture, gender, laws, religion and socioeconomic status on sexual decisions, partnerships and behaviour</i></li> </ul>	<ul style="list-style-type: none"> <li>■ <b>define personal values and beliefs</b></li> <li>■ deal with conflicting (inter) personal norms and values in the family and society</li> <li>● <i>reach out to a person who is being marginalized; treat people living with HIV or AIDS in the community with fairness</i></li> <li>● <i>acquire media competence</i></li> </ul>	<ul style="list-style-type: none"> <li>■ <b>an awareness of social, cultural and historical influences on sexual behaviour</b></li> <li>● <i>respect for differing value and belief systems</i></li> <li>● <i>an appreciation of self-reliance and self-worth in one's own cultural environment</i></li> <li>● <i>a sense of responsibility for own role/point of view in relation to societal change</i></li> </ul>

■ main topic (new)

■ main topic (consolidation)

● additional topic (new)

● additional topic (consolidation)

