

COMPREHENSIVE SEXUALITY EDUCATION TOPICS:

WHAT TO COVER FROM EARLY CHILDHOOD - 18+



WHAT IS PLAN'S CSE TOPICS TABLE?

This **CSE Topics overview** accompanies our overall programme standards - Putting the C in CSE. It describes Plan International's vision of sexuality, learning and the healthy development of children, adolescents and young people. It seeks to clarify the different domains or topics of comprehensive sexuality education (CSE) that need to be included, and for which approximate age group. The information is arranged into three sections:

- **Knowledge:** what children, adolescents and young people will understand
- **Attitudes:** what children, adolescents and young people will appreciate and recognise
- **Skills:** what children, adolescents and young people will be able to do

Plan International sees CSE as a process of transformative learning. It uses a framework of a positive approach to sexuality and healthy sexual development. It builds the competencies that enable children and young people to deal with gender-unequal environments and transform the obstacles they face in order to achieve positive and meaningful sexual and reproductive lives as equal human beings.

Traditional sexuality education often lacks attention to wider social change, which doesn't help to combat the effects of gender discrimination, or to empower girls and women in particular. A gender-transformative approach goes beyond a focus on individual sexual development, to a focus on transforming structures of power and privilege.

HOW WAS IT DEVELOPED?

Staff across Plan International have worked together to define key themes, age groupings and recommended learning objectives. We have applied standards from WHO and UNESCO, and we support the application of these important global frameworks. Indeed, we recommend that application of the UNESCO International Technical Guidance will be most appropriate for national curricula review and development. However, staff at Plan International have found it helpful to have a resource which is: presented by age group, starts in early childhood, and strives for highly practical support. The tables presented are likely to be improved and refined as we learn more from our work.

Plan International has selected the following domains:

- | | |
|---------------------------------|-----------------------------------|
| 1. Relationships | 5. The human body and development |
| 2. Values, Rights and Sexuality | 6. Sexuality and sexual behaviour |
| 3. Understanding gender | 7. Sexual and reproductive health |
| 4. Violence and staying safe | |

We know from research that an incremental approach of a curriculum is the most successful way to learn. This means that we should use a step-by-step approach to reach the ultimate goals and objectives of the curriculum. Plan International uses a structured, sequential, behaviourally-based CSE programme for children, adolescents and young people. The CSE topics follow the individual's learning in the areas of cognitive and emotional development, self-awareness and acceptance.

WHY IS IT IMPORTANT?

Childhood and adolescence are key stages for gendered socialisation which points to the importance of CSE. The CSE Topics overview offers practical recommendations on what CSE content is for different age groups and developmental stages. It also explains why CSE is relevant to different age groups which supports Plan International staff to advocate for and deliver CSE. The CSE Topics overview should be used as a guide and not be seen as a prescriptive and rigid manual. There is a lot of variation in experiences and models of childhood and youth across socio-economic, cultural, and political contexts, which impacts on the nature of learning. The age groups used for the CSE Topics overview are more an indication than something that is set in stone. Of course, learning and support needs can vary significantly within an age group (from a new-born baby to a four-year-old) and the recommended objectives need to be applied with care, and in accordance with a child's evolving capacity.

HOW CAN IT BE APPLIED IN PRACTICE?

In CSE, knowledge-based learning is complemented with practical skills, and the opportunity to reflect on values and attitudes. Methods should be matched to specific learning objectives. For example, a role play will not be the best way to convey evidence-based knowledge, while a lecture cannot effectively improve skills.

Use this document along with Putting the C in CSE, and refer to **Standard 9: CSE uses participatory teaching approaches** in it for more information on different application methods. Examples of participatory methods include small-group work, pair and whole-class interactive work, extended dialogue with learners, questioning, teacher modelling and demonstration, showing, reciprocal teaching and co-operative learning. They also include value statements, case studies, buzz groups, role-playing, integrating the use of internet or other media in assignments, anonymous question boxes, lecture and information sessions and group reflection.

The CSE Topics overview accompanies Plan International's curriculum assessment tool, which supports the practical review of the design and delivery of programme content.

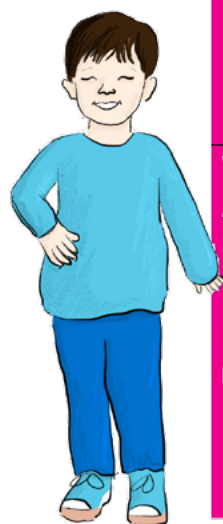
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0-4 YEARS: AGE OF FIRST DISCOVERY

Children's sexual development starts at birth, and is supported by their primary caregivers. Babies focus entirely on their senses: touching, listening, looking, tasting and smelling. Through their senses, babies can experience a cosy, safe feeling. Cuddling and caressing your baby is very important, as this lays the foundation for their healthy social and emotional development. They are busy discovering the world around them. Babies are also discovering their own bodies. They often touch themselves, sometimes their genitals too. This happens by chance rather than intentionally. Later in this stage, children are becoming aware of themselves and their bodies. They also learn that they look different from other children and adults (they develop their identity). They learn that they are boys or girls (they develop their gender identity). They start to become very interested in their own bodies and those of people around them. Often, they study their own bodies and genitalia in detail and also show them to other children and adults. They may start deliberately touching their genitals because it makes them feel good. They still have a great need for physical contact. They like to sit on someone's lap and enjoy being cuddled. They also start learning about the "dos and don'ts" (social norms).



	RELATIONSHIPS Children will understand that:	BUILDING POSITIVE ATTITUDES AND VALUES Children will appreciate and recognise that:	STRENGTHENING SKILLS TO EXPERIENCE A SAFE AND POSITIVE SEXUALITY Children will be able to:
RELATIONSHIPS	<ul style="list-style-type: none"> There are many different types of relationships, and many different types of families (eg two-parent; single-parent; child-headed; guardian-headed; extended; and non-traditional families) People can have many emotions, and express these in many different ways Each child is individual and deserves to feel valued 	<ul style="list-style-type: none"> Different family members have different needs and roles They can feel comfortable with children who look 'different' to them – eg as a result of their gender, ethnicity or disability Expressing a range of different emotions is valid and important It is normal to feel pleasure from touch, caresses and physical closeness with people they love and trust 	<ul style="list-style-type: none"> Form secure relationships with trusted caregivers Develop and maintain friendships with children of different genders, backgrounds etc Express and communicate their own feelings eg feeling happy or sad, angry or frightened Begin to show empathy for others, eg siblings
VALUES, RIGHTS AND CULTURE AND SEXUALITY	<ul style="list-style-type: none"> Values are strong beliefs held by individuals, families and communities about important issues 	<ul style="list-style-type: none"> Nudity, touching or exploring their own bodies is natural; but these aren't things that older children or adults do in public 	<ul style="list-style-type: none"> Give an example of something that is OK to do in public and something that is more appropriate in private
UNDERSTANDING GENDER	<ul style="list-style-type: none"> Girls and boys, and men and women are biologically different but equally valuable and deserving of respect Both women and men can be equally good at taking care of them, doing household chores and working to raise money for the family 	<ul style="list-style-type: none"> They can be friends with all children, irrespective of their sex or gender All children – irrespective of their sex or gender – may enjoy and be 'good' at the same things 	<ul style="list-style-type: none"> Treat other children respectfully, regardless of their sex or gender Demonstrate interest in, and respect for, a variety of different toys and activities, eg dolls, balls, building bricks, playing cooking, cars etc

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VIOLENCE AND STAYING SAFE	<ul style="list-style-type: none"> All children have the right to be safe, protected and cared for - and that adults are responsible for this Name parts of the body that are private 	<ul style="list-style-type: none"> Violence of any kind is wrong and can hurt other people The attitude 'My body belongs to me' - and that they are entitled to participate in making decisions about it 	<ul style="list-style-type: none"> Express and share any worries with a trusted adult Trust their instincts if they experience behaviour from adults or other children that makes them uncomfortable, and apply the three-step model: say no, go away, talk to somebody you trust
THE HUMAN BODY AND DEVELOPMENT	<ul style="list-style-type: none"> Name parts of the body using the correct words and to recognise differences in bodies between the sexes Describe how to keep their bodies clean and healthy All bodies are special and unique 	<ul style="list-style-type: none"> Their body is special and something to feel confident in. Bodily functions are normal and not 'dirty' Other children's bodies may be different, but they are just as 'good' 	<ul style="list-style-type: none"> Participate in their personal hygiene, e.g. washing every part of the body, learning to use the toilet by themselves.
SEXUALITY AND SEXUAL BEHAVIOUR	<ul style="list-style-type: none"> It is natural to be curious about their bodies and how they work, and to want to learn about them by asking questions or through exploration and play There are rules about how they can touch others and how they themselves can be touched; and that they have the right to say "no" to unwanted touches 	<ul style="list-style-type: none"> Everyone feels enjoyment and pleasure when touching their own body - including their genitals 	<ul style="list-style-type: none"> Talk about the fact that they have pleasurable or non-pleasurable feelings in their body
SEXUAL AND REPRODUCTIVE HEALTH	<ul style="list-style-type: none"> Babies grow inside the mother's womb inside the tummy Not all couples have children 	<ul style="list-style-type: none"> All children should be wanted, cared for and loved 	

5-8 YEARS: QUESTIONING

is also the “dirty words phase” – children are discovering their boundaries. They notice that saying certain words provokes a reaction in people around them. This is exciting and fun, so they repeat those same words. At this stage, children are very interested in reproduction and ask endless questions, such as “where do babies come from?” Most children start experiencing shyness in regard to their bodies and start to draw boundaries. By the age of four, most will have a sense of their gender identity. They develop clear-cut ideas about “what a boy does” and “what a girl does” (gender roles). Children make friends with other children: of both sexes or sometimes just with other boys or other girls. Later in this stage, they experience their first feelings of shame and shyness about sex and their bodies.

Children (from the age of four/five and especially between seven and eight) may like to display their own genitals and are also curious to look at those of others. It

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RELATIONSHIPS	<ul style="list-style-type: none"> There are different kinds of families (eg two-parent, single-parent, child-headed; guardian-headed; extended and non-traditional families) – not everyone has a ‘mummy and daddy’ What makes a good friend (eg trust, loyalty, honesty, sharing, respect, and empathy) There are different kinds of love (eg between friends, between romantic partners) and that love is expressed in different ways Making fun of people is harmful, and be able to give examples There are happy and unhappy friendships and relationships and no one should be forced into an emotional relationship with another person Family members are important in teaching values to children 	<ul style="list-style-type: none"> Every human being is unique, can contribute to society and has a right to be respected They will demonstrate respectful and accepting attitudes towards their peers when their behaviours may be different from others/expected for their gender (eg if boys play with dolls) Bullying and discrimination of those different from them is wrong 	<ul style="list-style-type: none"> Show respect for different kinds of families Demonstrate a growing ability to name their feelings and manage their emotions, including managing disappointments Demonstrate love, caring and tenderness towards siblings Consider the feelings of other people in a given situation
VALUES, RIGHTS AND CULTURE AND SEXUALITY	<ul style="list-style-type: none"> The values and beliefs we learn from families and communities guide our understanding of ourselves, our feelings and our bodies and influence what is expected/acceptable in terms of children’s behaviours related to their sexuality In other families, communities and countries, the values and beliefs around what is acceptable and what isn’t may be different and may also differ for girls and boys. Identify important personal values (eg trust, honesty, equality and tolerance) 	<ul style="list-style-type: none"> Everyone has human rights and that these should be respected Other people may have different values 	<ul style="list-style-type: none"> Show respect for different lifestyles and values (that are consistent with children’s and human rights) Identify a trusted adult with whom they could discuss their feelings and ask questions they may have about or their bodies



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UNDERSTANDING GENDER	<ul style="list-style-type: none"> Differences exist between biological sex and gender Men and women, boys and girls are biologically different but equally valuable and deserve the same respect People may be treated unequally and unfairly because of their gender; this is wrong and against their human rights Their views about sex and gender are influenced by families, individuals, peers and communities Unequal treatment of men and women, girls and boys increases the risk of violence for women and girls 	<ul style="list-style-type: none"> Demonstrate gender equitable attitudes towards their peers – eg. acknowledge that girls and boys have equal value, abilities and potential and should have the same opportunities A positive sense of their own gender identity All forms of gender-based violence (GBV) are wrong 	<ul style="list-style-type: none"> Treat others with respect regardless of their sex, gender or other aspect of their identity
VIOLENCE AND STAYING SAFE	<ul style="list-style-type: none"> Bullying, violence and child abuse, including FGM/C, and understand that these are wrong and harmful to children Everyone has the right to decide who can touch their body, where and in what way and that no-one has the right to ask them to do something that makes them feel uncomfortable They have the rights to express their feelings and to ask for and receive help and information A basic understanding of the situations in which they might be at risk of abuse, that not all adults are good, and that some may pretend to be kind in order to get close to them and hurt them 	<ul style="list-style-type: none"> Teasing, bullying and violence of any kind are wrong and are never the victim's fault, including violence that is carried out by a family member or other adult There are some ways of touching, treating or talking to children that are bad It is important to respect the rights of others to privacy 	<ul style="list-style-type: none"> Say 'no' or 'go away' when something doesn't feel right Demonstrate safe actions that they can take to respond to bullying or violence among their peers or communicate mistreatment by an adult Identify someone who could help them if they or someone they know is being ill-treated, experiencing bullying, abuse or violence of any kind (including FG/M/C) in or out of school
THE HUMAN BODY AND DEVELOPMENT	<ul style="list-style-type: none"> Identify ways that men, women's, boys' and girls' bodies are the same; the ways they are different and how they can change over time Describe the ways in which their bodies are changing as they are growing up and that different children's bodies change and develop at different rates Name the parts of the body, including sexual organs, using the correct language Describe the process of reproduction – specifically that a pregnancy begin Describe the changes that happen to a woman's body during the 40 weeks of pregnancy and how babies are born Puberty is a time of physical and emotional changes that happens as children grow up; in girls this includes menstruation 	<ul style="list-style-type: none"> Being curious about their own body, including the genitals is completely normal Everyone's body is unique and deserves respect, including people with disabilities They should feel confident about their body Puberty is a normal and healthy part of adolescence 	<ul style="list-style-type: none"> Express things that they like about their body Recognise when a woman is pregnant

	BUILDING KNOWLEDGE AND UNDERSTANDING Children will understand that:	BUILDING POSITIVE ATTITUDES AND VALUES Children will appreciate and recognise that:	STRENGTHENING SKILLS TO EXPERIENCE A SAFE AND POSITIVE SEXUALITY Children will be able to:
SEXUALITY AND SEXUAL BEHAVIOUR	<ul style="list-style-type: none"> • It is natural for human beings to enjoy their bodies and being close to others throughout their lives • People can show love for other people through touching and intimacy • ‘Grown-ups’ can also feel enjoyment and pleasure touching their own bodies and being touched – and that there are some ways of touching that are OK in public, and others that are enjoyed in private • Define ‘good touch’ and ‘bad touch’ • Basic understanding of what happens when adults have sexual intercourse • People can feel emotions and attraction to other people of the same sex, opposite sex or both sexes – and that this is normal 	<ul style="list-style-type: none"> • There are appropriate and inappropriate language and behaviours for how we express our feelings and closeness to others • When ‘grown-ups’ choose to have sexual relations (i.e. that it is voluntary and consensual) this is something private, positive and a source of happiness and pleasure • It is wrong and hurtful to use words related to sexuality (including sexual orientation) to taunt or shame other people • Respect their own and others’ bodies and personal boundaries 	<ul style="list-style-type: none"> • Use words related to sexuality in an appropriate way
SEXUAL AND REPRODUCTIVE HEALTH	<ul style="list-style-type: none"> • Pregnancy is a natural biological process and can be planned • People can plan and choose if and when to have children and that there are different ways prevent pregnancy • Describe the concepts of ‘health’ and ‘illness’ and understand that people can have an illness and look healthy • People living with HIV are able to do the same things as other people and live productive lives • There are effective medical treatments that can help people living with HIV 	<ul style="list-style-type: none"> • All children should be wanted, cared for and loved • People and children living with HIV have equal rights to love, respect, care, support and treatment as everyone else 	

9-12 YEARS: PHYSICAL/EMOTIONAL CHANGES

reach puberty two years earlier than boys. Obvious physical changes include the growth of breasts and an increase in height. From about the age of 10, children become more interested in adult sexuality. They fantasize more about sexuality, and hear and see all sorts of things in books, on TV and on the internet, which arouses their curiosity. Nevertheless, their response may be prudish or off-hand if you try to talk to them about sexuality. The first steps towards love, or notions of romantic love, may be taken during this phase: young people start going out with one another and make cautious advances towards one another (holding hands, kiss on the cheek, etc).

The onset of puberty. The sex hormones become active, manifested in physical development. Perception and emotional mood swings can occur. Girls usually



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RELATIONSHIPS	<ul style="list-style-type: none"> Parents/guardians and other family members help children acquire values and guide and support their children's decisions Peers can influence decisions and behaviours related to adolescence and sexuality. They can describe ways to challenge negative peer pressure and promote positive peer influence Equality within relationships is a part of a healthy relationship Friendship and love help people feel positive about themselves and can be expressed differently as children become adults Stigma, discrimination and bullying are harmful and should not be tolerated Long-term commitments, marriage and parenting vary and are shaped by culture, religion, gender and laws Child, early and forced marriage (CEFM) are harmful and illegal in the majority of countries 	<ul style="list-style-type: none"> Health and illness can affect how a family functions There are many different ways to express and show friendship and love to another person Showing tolerance, inclusion and respect for others who are different from them is important Happy relationships and long-term commitments are based on love, tolerance, equality and respect 	<ul style="list-style-type: none"> Express support for equitable roles and responsibilities Demonstrate ways to promote positive peer influence and counter negative peer pressure and bullying Express friendship and love in ways that make someone feel good about themselves Show empathy for families affected by illness Demonstrate ways to show support for people who experience discrimination and to counter harassment and bullying Identify a trusted adult to speak to if at risk of CEFM
VALUES, RIGHTS AND CULTURE AND SEXUALITY	<ul style="list-style-type: none"> Sexuality is an integral part of being human; adolescents are sexual beings whether or not they have sexual feelings or are sexually active We have different sources of values and attitudes that influence what we learn about sex and sexuality (eg religion, families, community) Media can positively or negatively influence values, attitudes and norms about sexuality and gender It is important to know your rights and that human rights and children's rights are outlined in national laws and international agreements 	<ul style="list-style-type: none"> There are different opinions, views and behaviour regarding sexuality Values and attitudes of families and communities impact upon our decision making and behaviour Support for human rights and appreciation that these rights apply to everyone, including children 	<ul style="list-style-type: none"> Question how men and women are portrayed in the media and differentiate between sexuality 'in real life' and sexuality in the media Show respect for diverse and consensual practices related to sexuality Seek support if rights are violated as a result of sexuality or gender

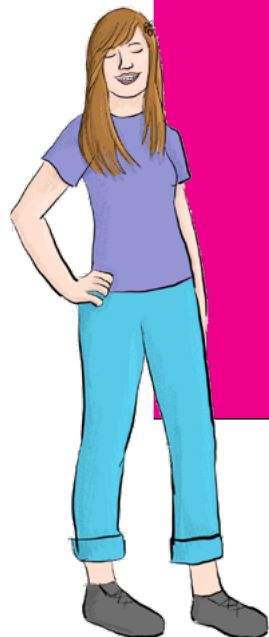
UNDERSTANDING GENDER	BUILDING KNOWLEDGE AND UNDERSTANDING Children and adolescents will understand that:	BUILDING POSITIVE ATTITUDES AND VALUES Children and adolescents will appreciate and recognise that:	STRENGTHENING SKILLS TO EXPERIENCE A SAFE AND POSITIVE SEXUALITY Children and adolescents will be able to:
	<ul style="list-style-type: none"> Gender roles and expected behaviours are influenced by social and cultural norms and religious beliefs and can change over time. Families can promote gender equality through their roles and responsibilities An individual's gender identity – how they think of themselves or describe themselves to others in terms of their gender- is unique to them and may not match their biological sex Gender inequality and gender stereotypes can cause of violence and discrimination All forms of GBV are wrong and violate human rights 	<ul style="list-style-type: none"> Gender roles are not fixed, and that girls and boys, women and men can both do the same tasks and fulfil the same roles Every individual has the right to define their own gender identity, which may be different to their biological sex 	<ul style="list-style-type: none"> Appreciate their own gender identity and show respect for the gender identity of others Demonstrate gender equality and stand up to gender discrimination
VIOLENCE AND STAYING SAFE	<ul style="list-style-type: none"> There are different forms of violence eg bullying (including cyberbullying) sexual harassment and abuse, FGM/C, and recognise that these are harmful and it is important to seek support if experiencing them FGM/C is a violation of girls' rights and is harmful to their health, including when they grow up and may decide to have children Sexual attention may be unwanted and adolescents have an increased need for privacy as they grow up Identify strategies to stay safe when using the internet and social media, including establishing privacy settings and taking care not to share personal information Sexually explicit images and media are easily accessible through social media and can promote harmful gender stereotypes 	<ul style="list-style-type: none"> Sexual abuse, sexual harassment, incest, FGM/C, bullying and other forms of violence are always wrong and never the 'fault' of the person experiencing it 	<ul style="list-style-type: none"> Demonstrate ways to seek help for themselves or someone they know in the case of violence, sexual abuse, FGM/C, harassment (including sexting), incest and bullying or if they are concerned that they may engage in any form of violence themselves Play a role in countering bullying and harassment Communicate assertively to maintain privacy and counter unwanted sexual attention

THE HUMAN BODY AND DEVELOPMENT	BUILDING KNOWLEDGE AND UNDERSTANDING Children and adolescents will understand that:	BUILDING POSITIVE ATTITUDES AND VALUES Children and adolescents will appreciate and recognise that:	STRENGTHENING SKILLS TO EXPERIENCE A SAFE AND POSITIVE SEXUALITY Children and adolescents will be able to:
	<ul style="list-style-type: none"> List the key functions of internal and external organs that contribute to reproduction (eg women's bodies can release eggs during the menstrual cycle and men bodies may make and ejaculate sperm, both needed for reproduction during sexual intercourse) Identify the main changes that occur during puberty for boys and girls– including menstruation in girls and physical responses eg erections and wet dreams in boys- are normal and should not be treated with secrecy or stigma During puberty, hygiene is important to keep one's sexual and reproductive organs clean and healthy The menstrual cycle has different stages, including the time around ovulation, in which, if sperm are present, pregnancy are most likely to occur Pregnancy occurs as a result of sexual intercourse during which a penis ejaculates into the vagina List the common signs of pregnancy and understand that this should be confirmed through a pregnancy test as soon as the menstrual period is late/missed People with disabilities and people living with HIV can also have a sexual life, like anyone else A person's physical appearance does not determine their worth as a human being and there is a wide variation in what people find attractive 	<ul style="list-style-type: none"> Changes and differences in bodies are normal, including sexual organs Feelings about their bodies can affect their well-being, self-image and behaviour What people think is physically attractive changes over time and can vary between cultures All girls should be supported to use sanitary products, clean water and private toilet facilities during menstruation 	<ul style="list-style-type: none"> Talk about changes to their bodies during puberty Demonstrate acceptance of a variety of physical appearances, including among their peers
SEXUALITY AND SEXUAL BEHAVIOUR	<ul style="list-style-type: none"> Everyone has their own timetable for sexual development Sexuality should be a positive influence on health and wellbeing throughout a person's life People have different sexual feelings and these may be towards people of the same sex, the opposite sex or both sexes People have a sexual response cycle and sexual stimulation can produce a physical response (including arousal to orgasm) Masturbation is natural and does not cause physical or emotional harm. It is done in private 	<ul style="list-style-type: none"> Having sexual feelings or desires is natural and nothing to feel ashamed or guilty about Accept their own and others' need for privacy Respect for different expressions of sexuality Acceptance of own and other people's sexual rights 	<ul style="list-style-type: none"> Act in ways that demonstrate respect for their own sexual choices, rights and responsibilities and those of other people Talk about sexuality in a way that is respectful of different consensual practices, different genders and sexual identities

SEXUAL AND REPRODUCTIVE HEALTH	BUILDING KNOWLEDGE AND UNDERSTANDING Children and adolescents will understand that:	BUILDING POSITIVE ATTITUDES AND VALUES Children and adolescents will appreciate and recognise that:	STRENGTHENING SKILLS TO EXPERIENCE A SAFE AND POSITIVE SEXUALITY Children and adolescents will be able to:
	<ul style="list-style-type: none"> List the negative health and social consequences of early and/or unintended pregnancy, especially for girls Describe the modern contraceptive methods, including condoms, used to prevent pregnancy and STIs including HIV List the different ways in which HIV can/can't be transmitted and understand how people can protect themselves Identify the common STIs (eg HIV, HPV, chlamydia, gonorrhoea and herpes), the most common modes of transmission and ways to prevent these Testing for STIs and HIV is important - this is the only way to know for sure whether someone has an STI/HIV. Treatment exists for HIV and most STIs People living with HIV have unique needs for care and treatment, some of which may have possible side effects and can impact upon family roles and responsibilities 	<ul style="list-style-type: none"> Deciding to use contraception and planning/preventing pregnancy when they are older is the responsibility of both sexes Respect and support for people living with HIV Young people have the right to access confidential, respectful and quality SRHR advice, information and services 	<ul style="list-style-type: none"> Identify a trusted adult who they can talk to if they have questions about sex or sexuality or if they are worried Identify where modern contraception can be accessed locally Demonstrate ways to show support for people living with HIV and other long-term health conditions

12-15 YEARS: FOCUS ON FUTURE

Even though most adolescents are not sexually active in this younger age group, they may have the intention to be in the future, which includes intentions to avoid early pregnancy and STIs, and to avoid situations that may lead to sexual violence. They need to develop skills for decision-making about these intentions. Research shows that addressing these issues with this younger age group may provide more meaningful results if it also includes sexual behaviour intention and other behaviours related to SRH that may not seem relevant for them yet.



RELATIONSHIPS	BUILDING KNOWLEDGE AND UNDERSTANDING Adolescents will understand that:	BUILDING POSITIVE ATTITUDES Adolescents will appreciate and recognise that:	STRENGTHENING SKILLS TO EXPERIENCE SAFE AND POSITIVE SEXUALITY Adolescents will be able to:
	<ul style="list-style-type: none"> • There are new responsibilities for themselves and others as they grow up • Long-term commitments, including parenting and marriage, involve many responsibilities • Describe ways to resolve conflict and misunderstandings between parents/guardians and children that are common during adolescence • Identify the factors that contribute to happy relationships eg love, cooperation, mutual caring and mutual respect • Analyse how inequality and differences in power (eg due to gender, age, economic, social or health status) can affect romantic relationships • Examine the consequences of stigma and discrimination (eg as a result of HIV, pregnancy, health status, disability, economic status, ethnicity or race, gender, sexual orientation or gender identity) on people's sexual and reproductive health and rights and wellbeing 	<ul style="list-style-type: none"> • An aspiration to build equal, consensual, respectful and fulfilling relationships, irrespective of sexual or gender identity 	<ul style="list-style-type: none"> • Apply strategies for expressing their own wishes and boundaries and resolving conflict and misunderstandings • Demonstrate assertiveness by speaking out if someone is being bullied or pressured into making a sexual decision that they don't want to take • Demonstrate ways to show inclusion and support for people who experience discrimination

VALUES, RIGHTS AND CULTURE AND SEXUALITY	BUILDING KNOWLEDGE AND UNDERSTANDING Adolescents will understand that:	BUILDING POSITIVE ATTITUDES Adolescents will appreciate and recognise that:	STRENGTHENING SKILLS TO EXPERIENCE SAFE AND POSITIVE SEXUALITY Adolescents will be able to:
	<ul style="list-style-type: none"> Identify their own values, beliefs and attitudes, and discuss how they impact upon the rights of others Everyone's human rights include rights that impact their sexual and reproductive health Examine social, cultural and religious factors that influence what is considered acceptable and unacceptable sexual behaviour in society and how these have changed over time Different cultures have different ways of understanding sex, gender and reproduction and when it is appropriate to become sexually active List the ways that some media portray unrealistic images about sexuality and sexual relationships Identify the different laws that impact on sexuality eg age of consent, access to services eg contraception and abortion and laws with regard to sharing or securing sexually explicit images 	<ul style="list-style-type: none"> Values are personal; as young people grow up, they develop their own values that may differ from their parents/guardians Tolerance of and having respect for different values, beliefs and attitudes Hold their own views about sexuality, irrespective of those of others Unrealistic images about sexuality and sexual relationships can affect their perceptions of gender and self esteem 	<ul style="list-style-type: none"> Defend their personal values Demonstrate respect for human rights of all people, including rights related to sexual and reproductive health Question social, cultural and gender norms that impact sexual behaviour in society
UNDERSTANDING GENDER	<ul style="list-style-type: none"> Gender norms and roles are created by societies and can be changed. They influence people's lives by shaping their identity, desires and behaviour Gender roles and gender stereotypes can have a negative effect on romantic relationships Gender stereotypes and bias impact how men, women and people of diverse sexual orientation and gender identity are treated and the choices they can make Gender equality can promote equal decision-making about sexual behaviour, contraceptive use and life planning 	<ul style="list-style-type: none"> Reject harmful gender stereotypes and gender-based norms 	<ul style="list-style-type: none"> Promote equitable gender roles and expectations in their homes, schools and communities Build relationships that are grounded in gender equality Demonstrate respect and support for young people whose gender identity does not match their biological sex

	BUILDING KNOWLEDGE AND UNDERSTANDING Adolescents will understand that:	BUILDING POSITIVE ATTITUDES Adolescents will appreciate and recognise that:	STRENGTHENING SKILLS TO EXPERIENCE SAFE AND POSITIVE SEXUALITY Adolescents will be able to:
VIOLENCE AND STAYING SAFE	<ul style="list-style-type: none"> • All forms of gender-based violence – including sexual abuse, incest, intimate partner violence and rape by adults, young people and people in positions of authority – are a violation of human rights • Consent and its implications for sexual decision making; everyone has the right to be in control of what they will and will not do sexually, and with whom and should clearly communicate and seek consent from partners • List ways that the internet, cell phones and social media can be sources of unwanted sexual attention • Analyse the impact of sexually explicit media and images (pornography), recognising that this can be sexually arousing in a positive way, but may also promote harmful expectations and gender stereotypes 	<ul style="list-style-type: none"> • Sexual and gender-based violence can be carried out by adults, people in positions of power and young people and is always wrong • Everyone has the right to privacy and to make decisions about who can touch their body and how • The importance of seeking, giving and receiving sexual consent, including sharing sexually explicit images on social media 	<ul style="list-style-type: none"> • Demonstrate the ability to give and refuse consent and to acknowledge someone else's consent or lack of consent • Demonstrate ways to talk to a trusted adult or seek services that support prevention of S/GBV and survivors of S/GBV • Develop and practise a plan to stay safe and how to get help when using the internet, cell phones and social media • Express feelings about sexually explicit media use
THE HUMAN BODY AND DEVELOPMENT	<ul style="list-style-type: none"> • Different hormones impact many processes involved with puberty and pregnancy • Consider the impact of major physical, emotional, social and cognitive changes that happen during puberty, recognising that these can be exciting and sometimes stressful • Knowledge about your body and how it works is important to enjoy sexuality and avoid unplanned pregnancies and STIs • Identify the difference between reproductive function and sexual feelings • People's feelings about their bodies can affect their health, self-image and behaviour 	<ul style="list-style-type: none"> • Acceptance of their bodies and feeling 'body confident' • Acknowledgment that changes during puberty are normal and that teasing, shaming or stigmatising others about these changes is hurtful • Decisions about (young) parenthood, contraception and abortion involve taking significant and shared responsibilities • Excessive dieting or using drugs to change your body image can be harmful 	<ul style="list-style-type: none"> • Demonstrate ways to manage the changes during puberty • Demonstrate ways to access services that support young people struggling with their body image.

SEXUALITY AND SEXUAL BEHAVIOUR	BUILDING KNOWLEDGE AND UNDERSTANDING Adolescents will understand that:	BUILDING POSITIVE ATTITUDES Adolescents will appreciate and recognise that:	STRENGTHENING SKILLS TO EXPERIENCE SAFE AND POSITIVE SEXUALITY Adolescents will be able to:
	<ul style="list-style-type: none"> Sexual development includes emotional as well as physical development and young people may be ready to engage in sexual activity at different ages Sexual feelings, fantasies and desires are natural and occur throughout life, although people may not always act on those feelings Sexual stimulation involves psychological aspects as well as physical stimulation and people respond in different ways at different times There are different ways to reduce the risks associated with sexual activity, eg non-penetrative sex; using modern contraceptives including condoms Identify the risks that selling or exchanging sex for goods, cash or benefits can pose risks to young people's health and wellbeing List different factors that influence decision making about sexual behaviour eg poverty, gender inequality and violence, alcohol and drugs 	<ul style="list-style-type: none"> Everyone has the right to choose if, when, how and with whom to engage in sexual activity and this should be respected at all times A non-judgemental attitude towards the decisions people's make about their sexual behaviour and relationships 	<ul style="list-style-type: none"> Manage emotions and communicate appropriately about different sexual feelings, fantasies and desires Make informed and responsible decisions about their sexual behaviour Demonstrate assertive communication and refusal skills to decline risky behaviours, including transactional sexual activity
SEXUAL AND REPRODUCTIVE HEALTH	<ul style="list-style-type: none"> There is national legislation on SRHR including abortion services and these can impact their ability to seek care and services Identify different modern contraceptive options, their efficacy, benefits, possible side effects and where to obtain these locally List the health risks associated with early child-bearing and closely spaced births There are different causes of infertility, this can impact on people's lives and the different options available Identify the health and social benefits of delaying and spacing pregnancies, the impact of young parenthood and young people's right to decide if they want to end a pregnancy or not People living with HIV can lead fully productive lives free from discrimination with the right care, treatment, respect and support Everyone, irrespective of their gender, sexuality, HIV status or disability, have equal rights to express sexual feelings and love for others, including through long-term commitments and marriage 	<ul style="list-style-type: none"> Informed sexual decision making (being confident about if, when and with whom to become sexually active) is important to health and wellbeing A commitment to young people's rights to access confidential and quality comprehensive SRHR advice, information, and services, including STI/HIV testing and treatment and access to safe abortion, and irrespective of their marital status, age, their sex or gender The importance of STI/HIV testing and access treatment as needed 	<ul style="list-style-type: none"> Demonstrate how to use a male and female condom correctly Take conscious decisions based on mutual consent whether or not to have sexual experiences Identify a trusted adult who they can talk to if they have questions about contraception or pregnancy or if they are worried and seek help and support Communicate effectively about contraceptive options and choices Plan for how to prevent unintended pregnancy in the future Seek contraceptive and sexual health services if already sexually active or concerned about pregnancy Demonstrate support to a friend who may want to get tested for HIV/STIs and identify local services, including support groups for people living with HIV

15-18+ YEARS: INDEPENDENT SEXUAL DECISION MAKING

Young people become more independent and have less close ties to their parents. They now know more clearly whether they are heterosexual, homosexual or bisexual. They experiment with relationships; gain sexual experience; kiss and pet – some sooner than others. Young people may engage in kissing, touching and caressing with clothes on, naked petting, sexual intercourse, oral sex and anal sex. They gain more experience in how to interact with the person they want to have sex with: negotiating, communicating, articulating wishes and boundaries and showing respect are all important themes.

	BUILDING KNOWLEDGE AND UNDERSTANDING Young people will understand that:	BUILDING POSITIVE ATTITUDES Young people will appreciate and recognise:	STRENGTHENING SKILLS TO EXPERIENCE SAFE AND POSITIVE SEXUALITY Young people will be able to:
RELATIONSHIPS	<ul style="list-style-type: none"> Discuss ways in which family members' roles and relationships may change when a family member discloses sensitive information (eg HIV status, pregnancy, marriage, sexual abuse) and ways in which family members can support one another Identify the different factors that influence if, why and when people decide to marry and/or have children Deciding to have children brings many responsibilities; children have a variety of needs that parents/guardians have a responsibility to fulfil 	<ul style="list-style-type: none"> Families can overcome challenges when they support one another and show mutual respect Sexual behaviour is not a requirement for expressing love Gender, gender identity, sexual orientation and HIV status do not affect people's ability to parent 	<ul style="list-style-type: none"> Demonstrate how to seek help if in an unhappy/negative relationship Express affection and love within a consensual relationship Express support for someone being excluded Challenge stigma and discrimination and act in ways that promote inclusion and respect diversity Communicate their own physical, emotional, economic and educational needs to parents/guardians
VALUES, RIGHTS, CULTURE AND SEXUALITY	<ul style="list-style-type: none"> Knowing your own values, beliefs and attitudes is important to help guide and adopt sexual behaviours that are consistent with them Identify some of the ways their values may be different from their parents/guardians 	<ul style="list-style-type: none"> Hold their own values in relation to sexual behaviour and sexuality All individuals can play a role in achieving social change and social justice 	<ul style="list-style-type: none"> Articulate their personal values and beliefs in relation to sexuality and sexual behaviour Adopt sexual behaviours that are guided by their values Demonstrate ways to resolve conflict with family members due to differing values Reach out to those who are excluded and treat them with respect



UNDERSTANDING GENDER	BUILDING KNOWLEDGE AND UNDERSTANDING Young people will understand that:	BUILDING POSITIVE ATTITUDES Young people will appreciate and recognise:	STRENGTHENING SKILLS TO EXPERIENCE SAFE AND POSITIVE SEXUALITY Young people will be able to:
	<ul style="list-style-type: none"> It is important to challenge one's own and others' gender biases Identify different ways in which homophobia and transphobia are harmful, particularly to people of diverse sexual orientation and gender identity Gender inequality, social norms and power differences influence sexual behaviour and can affect the ability to make, and act on, safe choices (eg condom use; access to SRHR services) and may increase the risk of sexual coercion, abuse and GBV Intimate partner violence (IPV) takes many forms and is always harmful; support is available for those who experience it 	<ul style="list-style-type: none"> All people should be able to love who they want free from judgement, violence, coercion or discrimination Intimate partner violence is wrong and that it is possible to leave an abusive relationship, including within a marriage or long-term partnership 	<ul style="list-style-type: none"> Assess gender bias within their community and their own level of gender bias Develop strategies to counter their own and others' gender bias Demonstrate ways to show support for people experiencing homophobia or transphobia Access support or help others to do so if experiencing sexual coercion, abuse, GBV or IPV Advocate for gender equality and the elimination of GBV
VIOLENCE AND STAYING SAFE	<ul style="list-style-type: none"> Identify what it means to listen for, acknowledge and act, or not act, on sexual consent and discuss examples of situation where consent is or is not given Analyse the factors that can impact the ability to give consent factors (eg alcohol and other substances, poverty, power dynamics) Analyse strategies for using social media safely, legally and respectfully Identify the impact of sexually explicit media on young people's confidence, sexuality and behaviour; understand that this may be positive (eg safe opportunities to explore sexuality) or negative (eg unrealistic expectations about sexual behaviour, sexual response and body appearance) 	<ul style="list-style-type: none"> Consensual sexual behaviour is an important part of a healthy and pleasurable sexual relationship Sexually explicit media can reinforce harmful gender stereotypes and can normalise violent or non-consensual behaviour 	<ul style="list-style-type: none"> Advocate for safe environments that encourage respectful treatment of everyone and speak out against violence Demonstrate ways to give and refuse consent and to acknowledge someone else's consent or lack of consent Acquire competence to deal with the effects of pornography
THE HUMAN BODY AND DEVELOPMENT	<ul style="list-style-type: none"> Identify the different ways that men and women's bodies change during their lives and the changes they experience changes in their sexual and reproductive functions and desires List different options for men and women who want to conceive and are experiencing infertility Analyse the role that hormones play in a person's emotional and physical changes at different stages over their lifetime 	<ul style="list-style-type: none"> Sexuality is an important part of being human and that people are sexual beings throughout their life cycle 	<ul style="list-style-type: none"> Reflect on their own body image and how this affects self-esteem, sexual decision-making and sexual behaviours Demonstrate ways to challenge unrealistic standards about physical appearance

SEXUALITY AND SEXUAL BEHAVIOUR	BUILDING KNOWLEDGE AND UNDERSTANDING Young people will understand that:	BUILDING POSITIVE ATTITUDES Young people will appreciate and recognise:	STRENGTHENING SKILLS TO EXPERIENCE SAFE AND POSITIVE SEXUALITY Young people will be able to:
	<ul style="list-style-type: none"> Analyse how sexuality is complex and includes biological, social, psychological, spiritual, ethical and cultural components that evolve over an individual's life cycle Engaging in sexual behaviours should feel pleasurable for both partners and comes with responsibilities for one's health and well-being Identify the different options available to prevent or reduce risks associated with sex and prevent unintended pregnancy and STIs, including HIV Identify the consequences (social, health and possible legal) that sexual decision making has on oneself and others, 	<ul style="list-style-type: none"> Sexuality is a natural part of being human and can enhance well-being Sexuality should be a source of pleasure Both sexual partners are responsible for preventing unintended pregnancy and STIs, including HIV 	<ul style="list-style-type: none"> Reflect on their own sexuality and factors that influence it Communicate appropriately their sexual needs and limits Apply risk reduction strategies when required to prevent pregnancy and STIs, including HIV and/or prevent transmission of STIs to others Make informed and responsible decisions about sexual behaviour, including assessing potential legal consequences
SEXUAL AND REPRODUCTIVE HEALTH	<ul style="list-style-type: none"> Assess the personal benefits and possible side effects/risks of available modern methods of contraception eg male and female condoms, contraceptive pills, injectables, implants and emergency contraception Identify the range of health and support services available to a pregnant woman or girl in the case of an unintended or planned pregnancy, including access to safe abortion where available and adoption if someone is not ready or able to become a parent List and analyse the pre-natal practices that can contribute to – or threaten- a healthy pregnancy Identify the different services that sexual health services can offer- including condoms, contraceptives, HIV/STI testing and treatment, GBV services and some may provide emergency contraception, PrEP, PEP and VMMC- to help people assess their vulnerability to HIV/STIs and access testing and treatment as needed 	<ul style="list-style-type: none"> The importance of using contraception correctly, including condoms and emergency contraception A commitment to the rights of all pregnant women and girls to access good quality, safe and comprehensive health care and to continue their education 	<ul style="list-style-type: none"> Demonstrate confidence in discussing and using different contraceptive methods Develop a plan to access a preferred method of modern contraception and condoms for when they may need these Demonstrate how to support someone who is pregnant or has a child Develop a plan to support a healthy pregnancy in future, including accessing antenatal services Advocate for everyone's rights, including people living with HIV, to live free of stigma and discrimination Identify where to access safe and confidential HIV testing and other services, including PrEP and PEP when available