

LEARNING CONTENT IN SEXUALITY EDUCATION

Secondary School



A large, faint word cloud composed of various action-oriented words such as Achieve, Succeed, Share, Learn, Exercise, Read, and Persevere, all in different sizes and orientations.

LEARNING CONTENT IN SEXUALITY EDUCATION - SECONDARY SCHOOL

	SECONDARY I (12-13 years old)	SECONDARY II (13-14 years old)	SECONDARY III (14-15 years old)	SECONDARY IV (15-16 years old)	SECONDARY V (16-17 years old)
SEXUAL GROWTH AND BODY IMAGE					
LEARNING CONTENT	<p>1) Reflect on the advantages of having a positive body image</p> <ul style="list-style-type: none"> · Role of the body in sexual expression · Feelings about your own body as a girl or boy · Attitudes and behaviours related to appreciating your own body · Advantages of having a positive body image <p>2) Understand how certain norms can influence body image</p> <ul style="list-style-type: none"> · Situations that convey standards and messages from your family and other people in your life, including peers · Situations that convey standards, messages or criteria in society and the media <ul style="list-style-type: none"> ◦ Representations of the female body ◦ Representations of the male body · Influence of these representations on the body image of men and women <p>☺</p>				
WHY DO STUDENTS	<p>Puberty destabilizes body image to some extent during a period when adolescents are preoccupied with what they wish to project (fashion, peer affiliation, attitudes).¹</p> <p>Adjustment to pubertal changes occurs differently in individual young people and depends on various factors:</p>				

Relevant to:  Fighting homophobia  Promoting egalitarian relationships  Preventing sexual assault  Preventing violence  Promoting a healthy body image  Respecting sexual diversity  Being aware of the sexualization of public space

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NEED TO LEARN THIS?	<ul style="list-style-type: none"> Adolescents who go through gradual changes at a rate parallel to that of their peers are more likely to adapt to these changes better than adolescents who go through rapid changes that do not parallel those of their peers.² Peer pressure (conversations about appearance, comparisons), media and other social pressures can create dissatisfaction with one's own body.³ As adolescents mature over time, they are more capable of bringing their beliefs into harmony with those of the significant people around them.⁴ <p>A negative body image is associated with feelings of depression, eating disorders and low self-esteem, especially among adolescent girls.⁵</p> <p>The approach taken in Secondary Cycle One should:</p> <ul style="list-style-type: none"> take into account the later onset of puberty in some young people: age 13 for girls and age 14 for boys.⁶ support adolescents in developing a positive body image. 				

Relevant to: Fighting homophobia Promoting egalitarian relationships Preventing sexual assault Preventing violence Promoting a healthy body image Respecting sexual diversity Being aware of the sexualization of public space Preventing STBBIs Preventing pregnancy

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IDENTITY, ROLES, GENDER STEREOTYPES AND SOCIAL NORMS					
LEARNING CONTENT	<p>1) Recognize the role of puberty in consolidating your sexual identity as a boy or girl</p> <ul style="list-style-type: none"> Events at the beginning of adolescence <ul style="list-style-type: none"> Physical and psychological transformations of puberty Relations with peers of the same or opposite sex, romantic awakening and dating Exploration of new sexual values and norms beyond those of the family <ul style="list-style-type: none"> Peers, social and media environments Stereotypes regarding girls and boys Identity <ul style="list-style-type: none"> The girl or boy that you are, that you want to be 		<p>1) Analyze different representations of sexuality in the public space</p> <ul style="list-style-type: none"> Messages and images in traditional media <ul style="list-style-type: none"> Advertising, reality TV, movies, music (lyrics and videos), pornography Messages and images in new media <ul style="list-style-type: none"> Interactive technologies (e.g. social media, SMS, blogs) Surfing the Internet, accidental or intentional exposure to adult websites (pornography), etc. Comparison of messages in the media and those conveyed by the people around us <ul style="list-style-type: none"> In the family At school <p>2) Explain how representations of sexuality in the public space influence your own representations, attitudes and behaviours in the area of sexuality</p> <ul style="list-style-type: none"> Norms and values conveyed in the public space Norms and values conveyed by the people around you Personal norms and values Expressing your sexuality <ul style="list-style-type: none"> Public space (expressing your femininity or masculinity, contact with someone you like, romantic relationship, etc.) 		

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			<ul style="list-style-type: none"> ○ Intimate space (feelings, reflections, experiences that you share with a few people of your choice) ○ Private space (personal feelings, reflections and experiences) 			
WHY DO STUDENTS NEED TO LEARN THIS?		<p>Adolescence is a period of transition marked by the discovery of feelings and introspection⁷ and in which sexual identity, formed during childhood, becomes strengthened, consolidated and differentiated.⁸</p> <p>This process of individuation⁹ is characterized by a distancing of oneself from parents, a search for independence¹⁰ and the growing influence of one's peer group. The emotional experiences (interactions with peers of the same or opposite sex,¹¹ dating, romantic relationships) and sexual experiences (fantasies, sexual behaviours) that gradually appear contribute to shaping identity and adolescent self-awareness as sexual beings.¹²</p> <p>Adolescents' interactions with their social environment also contribute to defining the attitudes, behaviours and experiences appropriate to boys and girls.¹³ Furthermore, the media play an important role in forming certain beliefs, attitudes and behaviours in the area of sexuality.¹⁴ By observing the people around them and imitating¹⁵ them, adolescents are liable to subscribe to gender stereotypes¹⁶ that may vary according to the norms established by society or by peer groups.</p> <p>Although new norms may emerge and spread quickly, especially through increased access to technologies such as the Internet, social media and smart phones (e.g. sexualization of social relationships and media space, sexting), other more traditional norms continue to exist and influence the beliefs of adolescents about gender roles and the relations between men and women (e.g. double standard regarding the socially acceptable sexual behaviours of girls as opposed to boys, the initiation of sexual behaviours).</p>				
Young adolescents (12- to 14-year-old girls; 13- to 15-year-old boys): <ul style="list-style-type: none"> • can be flexible in adopting non-stereotypical gender roles, but after the onset of puberty they are confronted with growing pressures to conform to more traditional behaviours and attitudes.¹⁷ • make decisions partly influenced by the desire to conform to expectations related to their gender and to boy-girl interactions,¹⁸ especially to avoid rejection by their peers.¹⁹ • who do not conform to gender stereotypes or who are homosexual are subjected to more physical and verbal violence than young heterosexuals.²⁰ Girls are more open than boys toward those who do not conform to stereotypes,²¹ mainly because adopting masculine roles is more positively perceived.²² <p>The approach taken with adolescents in Secondary Cycle One should:</p>		<p>Adolescents between 14 and 17 years of age:</p> <ul style="list-style-type: none"> • are especially preoccupied with what others think about them,²⁴ but they are returning to a more flexible view of gender roles.²⁵ • may feel embarrassed or anxious about what behaviours to adopt,²⁶ but they are able to evaluate more dimensions of a situation and make decisions about their behaviours, attitudes and beliefs with greater independence.²⁷ • need consistency and are faced with the challenge of constructing their own identity, a task that can be even more challenging for young people from different cultural communities.²⁸ • move toward a more realistic perception of their aspirations at the end of their secondary studies (reducing the distance between the ideal self and the real self).²⁹ <p>The approach taken with adolescents in Secondary Cycle Two should:</p> <ul style="list-style-type: none"> • continue to support the development of their self-awareness in order to increase their ability to make decisions based on their desires and needs. It should also take into account the positive and negative influence exerted by certain prevalent norms in society and in the peer group regarding the expression of sexuality. 				

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	<ul style="list-style-type: none"> support their reflections on their identity as a girl or boy and on negative effects of traditional versions of masculinity and femininity that may affect their interpersonal relationships and sexual behaviours.²³ 				

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EMOTIONAL AND ROMANTIC LIFE					
LEARNING CONTENT	<p>1) Become aware of the role of feelings of love and attraction in adolescence</p> <ul style="list-style-type: none"> Similarities and differences between feelings of friendship, love and attraction Manifestations of feelings of love and attraction <ul style="list-style-type: none"> Inside yourself: e.g. in your head, in your body, in your heart In your attitudes and behaviours toward someone you like and are attracted to, e.g. being embarrassed and tongue-tied in the presence of the other person, sweating in the palms of your hands, feeling awkward, inventing ploys to attract attention, looking for opportunities to be seductive Importance of these feelings in your life <ul style="list-style-type: none"> Individual variations as to the importance of these feelings Individual variations as to when these feelings arise <p>2) Understand how feelings of love and attraction help you to become aware of your sexual orientation</p> <ul style="list-style-type: none"> Sexual orientation 	<p>1) Reflect in a critical manner on adolescent romantic relationships</p> <ul style="list-style-type: none"> Characteristics of the couples around you Characteristics of couples in the media Influence of these models of couples on your representations of romantic relationships <ul style="list-style-type: none"> Realism of the couples represented Characteristics of dating relationships in adolescence Value attributed to being in a romantic relationship <p>2) Become aware of the challenges involved in first dating relationships</p> <ul style="list-style-type: none"> Challenge of emotions <ul style="list-style-type: none"> Nature and intensity of emotions: friendship, love, attraction Issues involved in sharing your feelings: requited/unrequited, fear of rejection (e.g. how can you tell that the person loves you?) Challenge of social pressures <ul style="list-style-type: none"> Positive or negative pressures from peers, the media, the family Disapproval of those around you: because of your partner, the 	<p>1) Become aware of the benefits of a romantic relationship based on mutuality</p> <ul style="list-style-type: none"> Consideration of the needs of both partners <ul style="list-style-type: none"> To love and be loved To assert yourself and be listened to To recognize the other and be recognized To feel safe To have space for yourself and leave space for your partner in the relationship Respect your sexual needs and those of your partner Emotional intimacy <ul style="list-style-type: none"> Reciprocal sharing of feelings Caring for your partner and feeling cared about Trust and emotional closeness <p>2) Identify the importance of managing conflicts in a healthy way in a romantic relationship</p> <ul style="list-style-type: none"> Difficulties in a romantic relationship <ul style="list-style-type: none"> Sharing time between your friends and your romantic partner, jealousy, cheating, difficulty in assuming your sexual orientation, violence, etc. Behaviours that promote conflict resolution 	<p>1) Recognize symptoms of violence in a dating relationship</p> <ul style="list-style-type: none"> Warning signs <ul style="list-style-type: none"> Feeling that something is not right Feeling controlled or manipulated Feeling cut off from the outside world Other Occurrences of violence <ul style="list-style-type: none"> Verbal violence Psychological violence Sexual violence Physical violence Mutual violence Young people concerned <ul style="list-style-type: none"> Boys and girls as victims Boys and girls perpetrating one of the types of violence Boys and girls witnessing violence <p>2) Search for solutions to prevent or stop violence in the context of a dating relationship</p> <ul style="list-style-type: none"> Social support <ul style="list-style-type: none"> Seeking help from people close to you (friend, adult, professional) Listening to a friend who confides in you Being witness to a scene of 	<p>1) Become aware of what supports the establishment and maintenance of meaningful affective and romantic relationships</p> <ul style="list-style-type: none"> Balance of the dimensions of dependence and autonomy Balance of the importance attributed to interpersonal and romantic relationships Capacity for emotional intimacy <ul style="list-style-type: none"> Maintenance of your identity, a self-image consistent with your values and personality Openness about yourself and acceptance of the other person Reciprocal feelings Taking care of the other person Commitment Expression of your needs Trust <p>2) Identify how experience acquired in previous affective and romantic relationships can enrich your current interpersonal and romantic relationships</p> <ul style="list-style-type: none"> What you learned about interpersonal relationships What you learned about romantic relationships The usefulness of what you learned in your present relationships

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	<ul style="list-style-type: none"> ○ A question of love and attraction ○ Sexual orientation continuum: heterosexuality, homosexuality, bisexuality - Gradual nature of the discovery of your sexual orientation <ul style="list-style-type: none"> ○ Observation of couples around you and identification with significant role models: heterosexuals, homosexuals, etc. ○ Feelings for and attractions to members of the opposite sex, the same sex ○ Situations that can give rise to questions about your sexual orientation - Feelings associated with the discovery of a sexual orientation different from that of the majority (homosexual, bisexual) <ul style="list-style-type: none"> ○ Prejudices that can act as obstacles to accepting a different sexual orientation 	<ul style="list-style-type: none"> - relationship <ul style="list-style-type: none"> - Challenge of approaching the other person <ul style="list-style-type: none"> ○ Appropriate and inappropriate ways of attracting attention - Challenge of the relationship itself <ul style="list-style-type: none"> ○ Divergent expectations, needs, motivations and limits of the partners - Challenge of breaking up and heartbreak <ul style="list-style-type: none"> ○ Feelings experienced ○ Situations after the breakup (e.g. meeting an ex-boyfriend or ex-girlfriend) - Search for help and solutions to meet the challenges <ul style="list-style-type: none"> ○ Help from: friends, family, school personnel, health professionals 	<ul style="list-style-type: none"> ○ Compromise, listening, communication of feelings ○ Proposal of mutually satisfying solutions ○ Seeking help: support from peers, family, school personnel - Strategies to adopt when conflicts persist <ul style="list-style-type: none"> ○ Seek help: support from peers, family, school personnel ○ Separation: reasons to separate, way of separating 	<ul style="list-style-type: none"> - violence <ul style="list-style-type: none"> - Empowerment <ul style="list-style-type: none"> ○ Listen to yourself and trust your intuition ○ Take your time before entering into a relationship ○ Consider ending the relationship (separation) 	
WHY DO STUDENTS NEED TO LEARN THIS?	<p>All adolescents are faced with emotions and romantic relationships, but among young people of the same age, each individual's experience is different.³⁰</p> <p>Romantic relationships contribute positively to adolescents' development.³¹ Through these relationships, they gain valuable experience in this period of their lives.³² Regardless of the adolescents' gender, sexual orientation or culture, such relationships provide a learning context in which young people can progressively construct their identity as a romantic partner³³ and this will be useful to them in future intimate relationships.³⁴ Reciprocity, characterized by mutual support and shared trust,³⁵ is a central feature of romantic relationships.³⁶</p> <p>The gradual path to intimacy³⁷ is marked by a desire for closeness, an exchange of confidences, and opening up about oneself. Entering into a romantic relationship calls for new skills that are nevertheless an extension of previous experiences in relationships with family and with peers of the same sex.³⁸ The intensity of romantic feelings and the awakening of sexuality distinguish adolescent experience from that of childhood.³⁹ Many adolescents who have no romantic partner participate in outings and activities with young people of the opposite sex to whom they may sometimes be attracted. These activities are often a prelude to the development of a romantic relationship⁴⁰ as they help them meet potential romantic partners.⁴¹ The need for security, self-fulfillment and recognition are some of the developmental needs that are satisfied by adolescent romantic relationships.⁴²</p>				

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	<p>Adolescent romantic relationships are influenced by:⁴³</p> <ul style="list-style-type: none"> the peer group that dictates romantic norms.⁴⁴ the family that acts as a model for close relationships and regulates the speed at which young people engage in romantic relationships.⁴⁵ the social and cultural norms that convey beliefs about: the value of love; the appropriate times for forming romantic relationships; and male and female gender roles in such relationships.⁴⁶ Social and cultural norms also encourage or inhibit romantic and sexual involvement by defining which romantic and sexual partners are appropriate.⁴⁷ representations of adolescent romantic relationships constructed⁴⁸ from their own romantic experiences and from the observation of relationships in their environment (e.g. parents, siblings, peers, the media)⁴⁹ that shape their romantic behaviours and form the basis of their interpretation of the behaviour of others.⁵⁰ Young people's representations of romantic relationships are also influenced by social⁵¹ and cultural⁵² norms that dictate the nature of and appropriate time for these relationships,⁵³ as well as the characteristics that make people more attractive or less attractive.⁵⁴ <p>Young people between 11 and 13 years of age are intensely interested in topics related to love⁵⁵ and report that they have already been in love. Between 20% and 40% of young people between the ages of 11 and 15 say that they have a boyfriend or girlfriend.⁵⁶</p> <p>Romantic relationships at the beginning of adolescence are complementary to young people's friendships with the same sex because they often form within a group of friends who serve to bring them together.⁵⁷</p> <p>Adolescents between 12 and 15 years of age:</p> <ul style="list-style-type: none"> have expectations about their romantic relationships that mainly involve doing things they enjoy together.⁵⁸ may have several short-term romantic relationships in the same year and go through the same number of break-ups.⁵⁹ experience non-reciprocal feelings more often, mainly because they have mistaken friendship with a peer for romantic interest; feel confused about a friendship that includes flirting and physical contact with someone of the opposite sex; want to have a romantic relationship with a peer who does not share their feelings.⁶⁰ are preoccupied with their peers' acceptance of their romantic partner⁶¹ and are more influenced by stereotyped representations of romantic relationships in the media, given their less developed self-awareness.⁶² who are wondering about their sexual orientation and who are attracted to members of their own sex are faced with more challenges in identifying and meeting a potential partner⁶³ and often go out with partners of the opposite sex. These relationships may provide a facade of heterosexuality and help them to become aware of their homosexual emotional and sexual attractiveness.⁶⁴ These young people, especially boys, are at greater risk of being victimized or harassed by their peers because of the social non-acceptance of homosexual attraction and behaviours.⁶⁵ <p>The approach taken with 12- to 15-year-olds should:</p> <ul style="list-style-type: none"> develop a realistic vision of romantic relationships (expectations and beliefs about attachment, caring for someone, sexuality and affiliation).⁶⁶ 	<p>Adolescents may experience violence⁶⁹ in their dating relationships. The prevention of all types of violence in dating relationships is necessary, especially since:</p> <ul style="list-style-type: none"> more than one-third of young people in Secondary III and V who were in a dating relationship experienced at least one type of violence (verbal, psychological, physical or sexual).⁷⁰ 60% to 80% of relationships continue⁷¹ in spite of episodes of violence. Love or the hope to change the partner are among the explanatory factors. young people who have experienced violence in a relationship are more at risk of experiencing it in future relationships.⁷² <p>Prevention at this age should:</p> <ul style="list-style-type: none"> help students to recognize the types⁷³ of violence and their 	<p>Between 60% and 80%⁸⁰ of adolescents 16 years of age or older report that they are in a romantic relationship. Young people at this age:</p> <ul style="list-style-type: none"> are more likely to engage in a committed relationship and to share emotional intimacy and take care of one another.⁸¹ place more value on a romantic partner on the basis of mutual feelings and less on the basis of physical appearance and personality.⁸² place emphasis on long-term aspects of a relationship and are able to define commitment in a relationship based on affective aspects (feelings) and cognitive aspects (intimacy).⁸³ who are entering into a romantic relationship for the first time are more likely to experience fluctuations of emotion and behaviour⁸⁴ because they cannot rely on previous experience and a peer group to judge what is acceptable in a relationship. <p>The approach taken with adolescents at the end of secondary school should:</p>		

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	<ul style="list-style-type: none"> support them in their reflections about the new feelings they are experiencing in relation to love and romantic relationships and teach them to manage positive and negative feelings (non-mutual attraction, rejection, breaking up, first betrayals, heartbreak).⁶⁷ help them develop their ability to manage in a healthy way the difficulties and conflicts that arise in a romantic relationship since this can foster the autonomy of both partners in the relationship.⁶⁸ 			<ul style="list-style-type: none"> manifestations (e.g. control)⁷⁴ and warning signs.⁷⁵ form part of a broader reflection⁷⁶ on love⁷⁷ since certain unrealistic representations can contribute to violence (as inflicted by the perpetrator or suffered by the victim).⁷⁸ take into account the positive role of peers, since young people who experience violence often have difficulty recognizing it (help, witness, confidant), as well as the negative influence they can have by encouraging violence.⁷⁹ 	<ul style="list-style-type: none"> sensitize students to the advantages of engaging in romantic relationships that are consistent with the goals they are pursuing in other areas of their lives in order to achieve overall personal satisfaction.⁸⁵

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SEXUAL ACTIVITY					
LEARNING CONTENT		<p>1) Discuss the characteristics of sexual activity in adolescence and the motivations behind it</p> <ul style="list-style-type: none"> • Sexual desire and physiological manifestations of sexual arousal • Role of emotional commitment <ul style="list-style-type: none"> ◦ First sexual contact is often experienced with a romantic partner • Exploratory and progressive nature of sexual activity <ul style="list-style-type: none"> ◦ Sequence of sexual behaviours, from exploratory activities (kissing, touching) to genital sexual relations • Norms of adolescent sexual activity <ul style="list-style-type: none"> ◦ Myths of the precocious nature of adolescent sexual behaviour conveyed by the peer group and the media ◦ Contradictory nature of certain norms (e.g. the importance of respect for sexual diversity alongside homophobic images and messages in the social environment) <p>2) Recognize what can inform your choices concerning sexual activity in adolescence</p> <ul style="list-style-type: none"> • Knowing yourself <ul style="list-style-type: none"> ◦ Your attitudes toward sexual 	<p>1) Reflect on the place of desire and pleasure in sexual activity</p> <ul style="list-style-type: none"> • Questions and concerns regarding sexual behaviours <ul style="list-style-type: none"> ◦ E.g. what constitutes sexual relations, normality, feelings of obligation • Place of desire and romantic and sexual fantasies • Place of pleasure <ul style="list-style-type: none"> ◦ Psychological pleasure of sex (e.g. positive feelings that go with sexual behaviours: shared feeling of closeness, intimacy, feelings of well-being) ◦ Physical sexual pleasure (e.g. sexual response: desire, excitation, orgasm, relaxation) <p>2) Become aware of the factors that can influence sexual relations in adolescence</p> <ul style="list-style-type: none"> • Context <ul style="list-style-type: none"> ◦ Romantic involvement or non-romantic relationship (casual sex, friendship with benefits, one-night stand) ◦ Planned or spontaneous, protected or unprotected relations ◦ Relational dynamics (interdependence or control) 	<p>1) Understand your position on different issues related to sexual relations in adolescence</p> <ul style="list-style-type: none"> • New socio-sexual realities <ul style="list-style-type: none"> ◦ E.g. friends with benefits, sexting, sexualization of public space, etc. • Alcohol and drug consumption • Slander of reputation <ul style="list-style-type: none"> ◦ E.g. double standards: girls and boys who engage in sexual relations are not judged the same way, etc. • Consent • Divergences between the expectations and motivations of partners • Dealing with social pressures and norms, etc. (from partner, peers, parents, media—including pornography and reality TV) <ul style="list-style-type: none"> ◦ Performance anxiety (being competent, thrill-seeking) <p>2) Become aware of factors important to sustaining emotional intimacy and sexual intimacy</p> <ul style="list-style-type: none"> • Emotional intimacy between partners <ul style="list-style-type: none"> ◦ being open about yourself, communicating, trusting the other person 	

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		<ul style="list-style-type: none"> behaviours (e.g. masturbation, touching, kissing, embracing) ○ Your feelings (e.g. desires and interests appearing following a previous experience) ○ Your motivations, expectations, needs and limits • Relationship with your partner <ul style="list-style-type: none"> ○ Nature and intensity of shared feelings ○ Comfort and trust felt with your partner ○ Ability to respect the needs and limits of your partner • Anticipation of positive or negative implications <ul style="list-style-type: none"> ○ Situations of sexual activity (kissing, touching) ○ Situations involving the use of technology (e.g. sexting, sending explicit photos) • Self-assertion and negotiation • Real or perceived peer pressure, influence of pornography 	<ul style="list-style-type: none"> ○ Consent • Internal motivations <ul style="list-style-type: none"> ○ To express your sexual desire, feel pleasure, release sexual tension, express love, explore, satisfy curiosity • External motivations <ul style="list-style-type: none"> ○ To keep up with your peers in experiencing certain actions, to escape from your problems, to keep your partner, to please someone else, to impress others, to be popular, to reject parental norms, to acquire social status, to avoid conflict • Conditions for enjoyable sexual relations <ul style="list-style-type: none"> ○ E.g. being able to express your needs and limits, to respect them and respect those of the other person (a sense of self-efficacy), facing obstacles: being able to stop sexual relations at any time if they are no longer desired (perception of control) ○ Speaking to someone you trust: peers, parents, resource person at school 	<ul style="list-style-type: none"> ○ sharing activities, interests, points of view ○ Taking care of yourself and the other person (protection against STBBIs, well-being, etc.) ○ Each partner's ability to be assertive and to negotiate • Capacity for sexual intimacy <ul style="list-style-type: none"> ○ Sexual relations considered as a measure of the depth of a relationship ○ Ability to learn from past experiences • Decisions about how to express your sexuality <ul style="list-style-type: none"> ○ Being comfortable with your sexuality, whether or not you are in a couple, whether or not you are sexually active   	
WHY DO STUDENTS NEED TO LEARN THIS?	<p>In adolescence, initiation into active sexual life takes place progressively in an exploratory mode.⁸⁶ Sexual behaviours with a partner for the most part occur in a romantic context.⁸⁷ The range of sexual actions that adolescents consider acceptable increases as the partners become more involved emotionally.⁸⁸ Those adolescents who reach pubertal maturity earliest are also, on average, the first to engage in active genital activity.⁸⁹</p> <p>Young people who understand that the development of healthy sexuality is a learning process will have the most realistic expectations regarding their first sexual experiences and will be better able to evaluate how positive or negative experiences affect their self-image, their current relationships and their sexual identity.⁹⁰</p>				

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	SECONDARY I (12-13 years old)	SECONDARY II (13-14 years old)	SECONDARY III (14-15 years old)	SECONDARY IV (15-16 years old)	SECONDARY V (16-17 years old)
	<p>Sexual behaviours are generally sporadic⁹¹ and not always planned.⁹² Adolescents:</p> <ul style="list-style-type: none"> learn and model their sexuality on that of their friends and parents as well as the media.⁹³ They are influenced by social norms that dictate what constitutes an appropriate sexual life.⁹⁴ They are also influenced by a number of individual factors (romantic feelings, sexual desire, etc.) and also by other factors connected with the sexual act and its context.⁹⁵ experiment with various actions⁹⁶ in which they often engage in the same sequence (masturbation, kissing, touching, sexual fondling, oral-genital contact, sexual relations with penetration).⁹⁷ may have sexual relations with a member of their own sex. These sexual activities are either related to an openness to and desire for sexual exploration or else related to seeking a context for discovering their own sexual orientation and later identifying as homosexual or bisexual.⁹⁸ seem to have different perceptions, according to gender, of expectations regarding sexual behaviours. Girls more often speak of emotions as motives for engaging in sexual activity, while boys speak of more self-centred reasons (curiosity, sexual pleasure).⁹⁹ 				
	<p>Young people between 12 and 14 years of age:</p> <ul style="list-style-type: none"> have not generally engaged in a sexual act with penetration¹⁰⁰ and have mostly experimented with kissing¹⁰¹ and touching.¹⁰² A Québec study has found that 4.2%^{103, 104} of young people at this age have had sexual relations with consensual penetration. have often already been exposed to explicit sexual content (at about 11 years old for boys and 13 years old for girls).¹⁰⁵ <p>The approach taken with young people in Secondary Cycle One should:</p> <ul style="list-style-type: none"> take into account the fact that sexual activity is an important preoccupation in the lives of adolescents, whether or not they have had actual sexual experiences.¹⁰⁶ encourage them to reflect on their expectations, their intentions of engaging in sexual activity or not,¹⁰⁷ and the context of adolescent sexual relations so that they can develop a realistic vision of future sexual experiences.¹⁰⁸ 	<p>One Québec study shows that one out of two young people have already engaged in sexual activity (oral, vaginal or anal)¹⁰⁹ between the ages of 15 and 17. Other studies find that 20% to 30% of young people of that age have engaged in a sexual act with penetration.¹¹⁰ By the age of 16, 38.9% of young people say they have engaged in sexual activity with vaginal penetration.¹¹¹ This number rises to 68% among 18- and 19-year-olds.¹¹²</p> <p>Between the ages of 14 and 17, adolescents' exploration of sexual activity develops considerably.¹¹³</p> <ul style="list-style-type: none"> Adolescents move from auto-erotic sexuality to sexual experience with a partner,¹¹⁴ but continue to experiment with masturbation more often than with other acts with a partner.¹¹⁵ Sexual relations with penetration increase in frequency among boys between 14 and 15, and among girls between 15 and 16. A minority of adolescents may have sexual relations without emotional involvement. New socio-sexual phenomena such as friends with benefits have emerged (a friend to have sex with without being in a romantic relationship).¹¹⁶ This type of sexual interaction is considered positive for some,¹¹⁷ but it can be a problem for others who have vain hopes that a romantic relationship will result from it, or who consider the relationship to be romantic even though the feeling is not mutual.¹¹⁸ <p>The approach taken with young people in Secondary Cycle Two should:</p> <ul style="list-style-type: none"> consider sexual relationships from a positive perspective¹¹⁹ and present their useful contribution to adolescent development as well as their challenges. place value on respecting the needs of two people involved in sexual behaviours,¹²⁰ especially by helping adolescents appreciate the connections between behavioural choices and their implications.¹²¹ use strategies that enable adolescents to make enlightened choices concerning sexual behaviours. These strategies must take into account the particular contexts of adolescent sexual relations¹²² (desire and intense sexual arousal, limited time, peer and social pressure, new socio-sexual realities, etc.). 			

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SEXUAL VIOLENCE					
LEARNING CONTENT		<p>1) Reflect on the impact of myths and prejudices about sexual assault</p> <ul style="list-style-type: none"> - Myths and prejudices <ul style="list-style-type: none"> o About the victim o About the aggressor o About girls o About boys o About the context of sexual assaults (e.g. drugs, alcohol) o About consent - Impact of myths and prejudices <ul style="list-style-type: none"> o Diminished ability to recognize a situation of sexual assault o Attribution of blame (shame and guilt felt by victims) o Obstacles to reaching out for social support (difficulty of revealing facts, etc.) o Isolation <p>2) Understand your own position on the notion of consent and its application in order to recognize a situation of sexual assault</p> <ul style="list-style-type: none"> - Notion of consent <ul style="list-style-type: none"> o Age difference o Reasons for accepting or refusing a sexual behaviour o Validity of consent and situations in which consent is not possible o Real or perceived sexual pressure o In the virtual world 	<p>1) Become aware of the active role you can play in preventing or reporting a situation of sexual assault</p> <ul style="list-style-type: none"> - Situation requiring the use of self-protection skills <ul style="list-style-type: none"> o With a friend, an acquaintance o With a romantic partner or ex-partner o With a stranger in the real or virtual world - Factors of vulnerability in each situation <p>2) Understand the experience of victims of sexual assault in order to react appropriately if a friend confides in you</p> <ul style="list-style-type: none"> - Helpful attitudes <ul style="list-style-type: none"> o Listening o Empathy o Non-judgmental attitude o Believing the person o Confidentiality o Not insisting on hearing details of the assault o Referral to a person who may be able to help (resource person at school or an organization) - Resources that can help <ul style="list-style-type: none"> o At school o In your neighbourhood 		

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	SECONDARY I (12-13 years old)	SECONDARY II (13-14 years old)	SECONDARY III (14-15 years old)	SECONDARY IV (15-16 years old)	SECONDARY V (16-17 years old)
		<ul style="list-style-type: none"> • Contexts <ul style="list-style-type: none"> ◦ Situations (e.g. isolation, drug or alcohol consumption, relationship of authority that makes refusal difficult, fear of rejection) ◦ Rights 			
WHY DO STUDENTS NEED TO LEARN THIS?		<p>Certain factors related to the psychosexual development of young people make adolescents vulnerable to sexual violence, including:</p> <ul style="list-style-type: none"> • curiosity about sexuality, desire for love, closeness,¹²³ romance and romantic relationships,¹²⁴ desire for acceptance,¹²⁵ feeling of independence.¹²⁶ All these can cause some young people to ignore safety rules, especially in the presence of their friends¹²⁷ in the real or virtual world. 			
		<p>Among 12 to 17 year olds:</p> <ul style="list-style-type: none"> • 57% of sexual assaults are perpetrated by an acquaintance, a friend or an ex-partner.¹²⁸ The age of the presumed perpetrators indicates that many of them are peers since 39% were between 12 and 17 years old.¹²⁹ • The Internet is an integral part of their social life:¹³⁰ they spend a lot of time on social media¹³¹ where they are supervised less¹³² than they were in their childhood. Although this is not the most frequent form of sexual assault in early adolescence, young people 12 to 17 years old are overrepresented among victims of online luring (82%, of which 46% are between the ages of 12 and 14 and 36% are between the ages of 15 and 17).¹³³ <p>At this age, prevention of sexual assault consists in:</p> <ul style="list-style-type: none"> • repeating prevention messages,¹³⁴ reinforcing the development of self-protection skills begun in elementary school and examining the notion of consent and the nuances associated with it¹³⁵ so as to be able to protect themselves in risk situations common in adolescence. • reducing the number of new cases of sexual violence by targeting young people with problematic behaviours as well as potential victims.¹³⁶ 	<p>Young people between the ages of 15 and 17 represent 15% of all young victims of sexual assault under 18 years of age in Québec.¹³⁷ Among girls, 6.4% of 13 year olds and 10.9% of 16 year olds have experienced at least one episode of sexual violence¹³⁸ committed by their romantic partner.</p> <p>As well as continuing to be vulnerable to sexual assault, young people are at risk of experiencing violence in their dating relationships.¹³⁹ (See the learning content for Secondary IV on the topic of emotional and romantic life.)</p>		

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STBBIs AND PREGNANCY					
	TAKING RESPONSIBILITY FOR SEXUAL AND REPRODUCTIVE HEALTH				
LEARNING CONTENT	<p>1) Become aware of the importance of taking responsibility for your sexual and reproductive health</p> <ul style="list-style-type: none"> • Rates of pregnancy and STBBIs among young people • STBBIs and modes of transmission • Pregnancy and the window of fertility • Methods of protection <ul style="list-style-type: none"> ◦ Condoms ◦ Hormonal methods ◦ Emergency methods <p>2) Adopt a positive attitude to the use of condoms</p> <ul style="list-style-type: none"> • Perception of the risk and severity of the consequences of unprotected or poorly protected sex <ul style="list-style-type: none"> ◦ In the case of pregnancy (immediate and long-term consequences for the child, for the mother) ◦ In the case of STBBIs (immediate, short-term and long-term consequences) • Advantages of using protection <ul style="list-style-type: none"> ◦ E.g. no need to see a doctor for an STBBI test, no consequences of STBBIs or pregnancy in adolescence • Protection factors 	<p>1) Understand how protection methods work</p> <ul style="list-style-type: none"> • Action of hormonal contraceptives in the body • Correct use of condoms • Effectiveness of methods • Practice of methods • Double protection (STBBIs and pregnancy) <p>2) Understand attitudes and behaviours to adopt in situations in which it may be difficult to protect yourself</p> <ul style="list-style-type: none"> • Perception of control (I can . . .) and sense of self-efficacy (. . . in spite of obstacles) <ul style="list-style-type: none"> ◦ In refusing or stopping an unwanted or unsafe sexual activity ◦ In negotiating the use of a condom ◦ In feeling able to assert yourself when needed • Obstacles to safe sexual behaviours <ul style="list-style-type: none"> ◦ Unfavourable attitudes of peers, partner or family toward sexual activities and safe behaviours ◦ Consumption of alcohol or other drugs ◦ Belief that the partner is not 	<p>1) Identify steps to take after unprotected or poorly protected sexual relations</p> <ul style="list-style-type: none"> • Emergency oral contraception <ul style="list-style-type: none"> ◦ Possible results of pregnancy: VTP (voluntary termination of pregnancy), continuing with the pregnancy or giving the baby up for adoption ◦ Impacts and responsibilities of adolescent parenthood • Testing for STBBIs <ul style="list-style-type: none"> ◦ Physical and psychosocial consequences of STBBIs and pregnancy <p>2) Identify strategies favouring safe sexual behaviours based on factors that influence your own ability to protect yourself</p> <ul style="list-style-type: none"> • Risk factors <ul style="list-style-type: none"> ◦ Peer pressure and norms, social pressure and norms, nature of the sexual activity and age difference between partners, searching for and questioning your own sexual orientation • Perception of control and sense of self-efficacy <ul style="list-style-type: none"> ◦ Individual responsibility (desire to adopt and maintain safe 	<p>1) Evaluate the risks of STBBIs and pregnancy associated with different contexts of a sexually active lifestyle</p> <ul style="list-style-type: none"> • Context of sexual relations <ul style="list-style-type: none"> ◦ Frequency, number of partners, meeting places, risk level of sexual behaviours, level of emotional involvement with the partner, consumption of alcohol and other drugs, etc. ◦ Selection of partners • Measures of protection/testing <ul style="list-style-type: none"> ◦ When to stop using condoms (with a partner, with a new partner) <p>2) Reflect on the issues associated with STBBIs and pregnancy</p> <ul style="list-style-type: none"> • Ethical issues <ul style="list-style-type: none"> ◦ Sense of civic responsibility (e.g. ceasing to have sex when you have an STBBI, notifying an exposed partner, taking the treatment properly, using a condom, respecting the wishes of the other person) ◦ Going through an unplanned pregnancy (e.g. possible pregnancy issues) ◦ Stigmatization and judgment of others (e.g. living with a chronic STBBI) 	

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		<ul style="list-style-type: none"> ○ Perception of the risk and severity of the consequences of pregnancy and STBBIs, perception of shared responsibility, postponement of sexual relations, positive attitudes to protection, planning of sexual relations, access to condoms and contraception · Personal options for safe behaviours <ul style="list-style-type: none"> ○ Attitudes toward condom use ○ Use of condom for all sexual relations ○ Resources: neutrality and confidentiality (14 year olds and older) 	<ul style="list-style-type: none"> · Infected or is infertile or that the pill protects against STBBIs · Personal options for safe behaviours <ul style="list-style-type: none"> ○ Protection methods adapted to your needs ○ Context and planning of sexual relations ○ Ability to assert yourself and negotiate the use of a condom ○ Strategic place and time for prevention counselling (emergency oral contraception, testing for and treatment of STBBIs, vaccination) 	<ul style="list-style-type: none"> ○ Your partner's responsibility to protect you ○ Shared responsibility ○ Personal values (loyalty, freedom, commitment, etc.) 		
WHY DO STUDENTS NEED TO LEARN THIS?		<p>Adolescence is an important period of transition for learning and/or maintaining safe sexual behaviours.¹⁴⁰</p> <p>Several factors increase the vulnerability of young people to STBBIs and pregnancy:</p> <ul style="list-style-type: none"> · self-discovery, the search for identity and sexual orientation,¹⁴¹ learning about sexuality (planning to have sexual relations, negotiating condom use,¹⁴² self-assertion in romantic and sexual relationships),¹⁴³ feelings of invulnerability, magical thinking,¹⁴⁴ a desire to take risks, thrill-seeking, bravado, the need to reassure themselves of their sexual maturity.¹⁴⁵ · starting to be sexually active at a younger age (longer exposure to risk),¹⁴⁶ having unprotected sex and having several sexual partners.¹⁴⁷ · LGBT young people being victims of heterosexism and homophobia, which can affect self-esteem and the ability to be self-assertive.¹⁴⁸ <p>The great majority of 13 and 14 year olds are not sexually active.¹⁴⁹ They have mainly experimented with kissing¹⁵⁰ and touching.¹⁵¹ A Québec study estimates that 4.2%^{152, 153} of young people at this age have had consensual sexual relations with penetration.</p> <p>Sexually active 16 year olds have reported having had their first sexual relations at the age of 14.5.¹⁵⁴ The sexual behaviours of young people (e.g.</p> <p>A Québec study shows that one young person out of two has had sexual relations (oral, vaginal or anal)¹⁶⁵ between 15 and 17 years of age. Another study suggests that 30% of young people of this age have had sexual relations with penetration.¹⁶⁶ By the age of 16, 38.9% of of young people claim to have had sexual relations with vaginal penetration.¹⁶⁷ This number increases to 69% among 18 and 19 year olds.¹⁶⁸</p> <p>Adolescents between the ages of 15 and 19 years form one of the groups most at risk of contracting an STBBI:¹⁶⁹ cases of chlamydia among girls between the ages of 15 and 19 have risen more than 250% since 2006.¹⁷⁰</p>				

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	<p>age of first sexual relations, number of partners, use of contraception) appear to have changed little in recent decades.¹⁵⁵</p> <p>However, early initiation into active sexual behaviour increases the vulnerability of young people to risky sexual behaviours¹⁵⁶ by extending the period in which young people have sexual contact¹⁵⁷ and consequently increasing the number of sexual partners.¹⁵⁸</p> <p>The approach taken to encourage students to take steps to prevent STBBIs and pregnancies in Secondary Cycle One should:</p> <ul style="list-style-type: none"> • consider age, level of development and sexual experience of the students.¹⁵⁹ • be offered prior to the start of sexual activity because safe behaviours applied in first sexual relations have a greater chance of being maintained over time. • ensure that both boys and girls understand that they can play an active role in prevention.¹⁶⁰ • consider the protection factors and risk factors that influence the sexual behaviours of adolescents (environmental and individual)¹⁶¹ as well as other key health factors (knowledge, perception of risk and seriousness,^{162, 163} personal attitudes and values, perception of norms and behaviours of peers) with the aim of developing attitudes favourable to safe practices.¹⁶⁴ 	<p>· 59% of sexually active young people used condoms each time they had sexual relations,¹⁷¹ while 10% have never used them.¹⁷² The use of condoms tends to diminish¹⁷³ over time in adolescence, mainly owing to the use of oral contraceptives¹⁷⁴ or to having a regular partner.¹⁷⁵</p> <p>· Sexual behaviours in adolescence are characterized by their sporadic and unplanned nature,¹⁷⁶ which can have a negative effect on the adoption of safe practices.¹⁷⁷</p> <p>· Many young people who have not yet had sexual relations say that they are firmly in control regarding the use of contraception and communication with their partner.¹⁷⁸ This perception of control diminishes when young people become sexually active and are confronted with the difficulties of maintaining a relationship, and communicating and negotiating with a partner.¹⁷⁹</p> <p>The approach to the prevention of STBBIs and pregnancies offered in Secondary Cycle Two must continue to increase students' awareness and responsibility and:</p> <ul style="list-style-type: none"> · reinforce individual values that promote safe sexual behaviours and skills in managing sexuality, sexual risks and practices.¹⁸⁰ · emphasize the use of condoms¹⁸¹ and contraceptive measures in order to enable young people to reduce the possibility of pregnancy or STBBIs. · encourage the adoption and maintenance of safe sexual behaviours¹⁸² by reinforcing young people's sense of self-efficacy¹⁸³ in asserting themselves and negotiating condom use. · develop the motivations and skills required to judge the risks involved in different situations.¹⁸⁴ 			

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GENERAL UNDERSTANDING OF SEXUALITY					
LEARNING CONTENT	<p>1) Become aware that during adolescence, you will gradually adopt new roles and behaviours related to your sexuality and increasingly make your own decisions</p> <ul style="list-style-type: none"> Sexuality and its dimensions <ul style="list-style-type: none"> Biological, psychoaffective, socio-cultural, interpersonal, moral Construction of a vision and personal choices <ul style="list-style-type: none"> Wishes, needs, limits and the ability to consider those of others Following or not following various sexual stereotypes and social norms Strategies for finding information, help, etc. 				<p>1) Become aware of different facets of yourself that will help you to be comfortable with your sexuality all your life (sexual subjectivity)¹⁸⁵</p> <ul style="list-style-type: none"> Be able to obtain sexual pleasure alone and with a partner Be able to make decisions, assert yourself, articulate your needs and wishes Be able to introspectively examine your expression of your sexuality, including your sexual behaviours Have a positive body image from a sexual point of view (consider yourself attractive)
WHY DO STUDENTS NEED TO LEARN THIS?	<p>Secondary school students:</p> <ul style="list-style-type: none"> experience numerous changes in the area of sexuality:¹⁸⁶ they consolidate their sexual identity,¹⁸⁷ become aware of their sexual orientation, engage in emotional and romantic relationships,¹⁸⁸ progressively experiment with sexual behaviours¹⁸⁹ and develop their capacity for emotional and sexual intimacy.¹⁹⁰ These experiences are sources of learning, but they can also induce students to question themselves¹⁹¹ when they are exposed to different sources of contradictory information.¹⁹² <p>The approach taken with secondary school students should:</p> <ul style="list-style-type: none"> be consistent with that taken at the elementary level, where the development of a general and positive vision of sexuality was begun, emphasize the positive role that sexuality plays in our lives¹⁹³ and not focus only on the “risks” associated with it or the preventive aspect.¹⁹⁴ help young people face the challenges posed by their sexuality. 				

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- ¹ Waylen and Wolke, 2004.
- ² Waylen and Wolke, 2004; Finne, Bucksch, Lampert and Kolip, 2011.
- ³ Rubin, Martin and Berenbaum, 2006.
- ⁴ Rubin, Martin and Berenbaum, 2006.
- ⁵ Waylen and Wolke, 2004.
- ⁶ Derose, Gruber and Brooks-Gunn, 2010.
- ⁷ Clemans et al., 2010.
- ⁸ Côté, 2009.
- ⁹ Waylen and Wolke, 2004.
- ¹⁰ Harter, 2006; PAHO, 2005.
- ¹¹ Clemans et al., 2010.
- ¹² PAHO, 2005; Gruber, Brooks-Gunn and Galen, 1998.
- ¹³ Clemans et al., 2010.
- ¹⁴ Roberts et al., 2009.
- ¹⁵ PAHO, 2005.
- ¹⁶ Gruber, Brooks-Gunn and Galen, 1998.
- ¹⁷ Eccles and Bryan, 1994, cited in Clemans et al., 2010; Neff et al., 2007.
- ¹⁸ PAHO, 2005.
- ¹⁹ Clemans et al., 2010.
- ²⁰ Clemans et al., 2010.
- ²¹ Clemans et al., 2010.
- ²² Ruble et al., 2006.
- ²³ PAHO, 2005.
- ²⁴ Harter, 2006.
- ²⁵ Clemans et al., 2010.
- ²⁶ Harter, 2006.
- ²⁷ Clemans et al., 2010.
- ²⁸ Harter, 2006.
- ²⁹ Harter, 2006.
- ³⁰ Connolly and McIsaac, 2009.
- ³¹ Connolly and McIsaac, 2009.
- ³² Connolly and Goldberg, 1999; Friedlander et al., 2007.
- ³³ Furman and Simon, 1999.
- ³⁴ Connolly and McIsaac, 2009.
- ³⁵ Claes, 2003.
- ³⁶ Carlson and Rose, 2007; Brown, 1999.

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- ³⁷ Connolly and McIsaac, 2009.
- ³⁸ Claes, 2003; Collins and Sroufe, 1999.
- ³⁹ Connolly and Goldberg, 1999.
- ⁴⁰ Connolly and McIsaac, 2009.
- ⁴¹ Connolly and McIsaac, 2009.
- ⁴² Miller and Benson, 1999.
- ⁴³ Connolly and McIsaac, 2009.
- ⁴⁴ Connolly and McIsaac, 2009.
- ⁴⁵ Connolly and McIsaac, 2009.
- ⁴⁶ Connolly and McIsaac, 2009.
- ⁴⁷ Miller and Benson, 1999.
- ⁴⁸ Furman and Simon, 1999; Miller and Benson, 1999.
- ⁴⁹ Furman and Simon, 1999; Miller and Benson, 1999.
- ⁵⁰ Furman and Simon, 1999.
- ⁵¹ Miller and Benson, 1999.
- ⁵² Miller and Benson, 1999; Connolly and McIsaac, 2009.
- ⁵³ Furman and Simon, 1999; Miller and Benson, 1999.
- ⁵⁴ Miller and Benson, 1999.
- ⁵⁵ Connolly and McIsaac, 2009.
- ⁵⁶ Carlson and Rose, 2007.
- ⁵⁷ Zimmer-Gembeck, 1999; Connolly and McIsaac, 2009.
- ⁵⁸ Connolly and McIsaac, 2009.
- ⁵⁹ Connolly and McIsaac, 2009.
- ⁶⁰ Carlson and Rose, 2007.
- ⁶¹ Waylen and Wolke, 2004.
- ⁶² Connolly and McIsaac, 2009; Feiring, 1999.
- ⁶³ Diamond, 1999.
- ⁶⁴ Diamond, Savin-Williams and Dubé, 1999.
- ⁶⁵ Connolly and McIsaac, 2009; Miller and Benson, 1999.
- ⁶⁶ Furman and Simon, 1999.
- ⁶⁷ Claes, 2003.
- ⁶⁸ Connolly and McIsaac, 2009.
- ⁶⁹ Fernet et al., 2005.
- ⁷⁰ Riberdy and Tourigny, 2009.
- ⁷¹ Fernet, 2002.
- ⁷² ISQ, 2002.

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- ⁷³ Rondeau et al., 2008; Fernet et al., 2005.
- ⁷⁴ Rondeau et al., 2008; Fernet et al., 2005.
- ⁷⁵ Fernet, 2002.
- ⁷⁶ See learning content covered in Emotional and Romantic Life, Secondary I, II and III.
- ⁷⁷ Rondeau et al., 2008; Fernet, 2005.
- ⁷⁸ Fernet, 2002.
- ⁷⁹ Riberdy and Tourigny, 2009; Lavoie, 2000; Fernet, 2002.
- ⁸⁰ Carlson and Rose, 2007.
- ⁸¹ Connolly and McIsaac, 2009.
- ⁸² Miller and Benson, 1999.
- ⁸³ Miller and Benson, 1999.
- ⁸⁴ Connolly and McIsaac, 2009.
- ⁸⁵ Kelly et al., 2012.
- ⁸⁶ Brooks-Gunn and Paikoff, 1997.
- ⁸⁷ Fortenberry, 2010; Connolly and McIsaac, 2009; Diamond and Savin-Williams, 2009.
- ⁸⁸ Claes, 2003.
- ⁸⁹ Courtois, Bariaud and Turbat, 2000.
- ⁹⁰ Diamond and Savin-Williams, 2009.
- ⁹¹ Fortenberry, 2010; Kirby, 2007.
- ⁹² Brooks-Gunn and Paikoff, 1997.
- ⁹³ Diamond and Savin-Williams, 2009.
- ⁹⁴ Fortenberry, 2010.
- ⁹⁵ Brooks-Gunn and Paikoff, 1997.
- ⁹⁶ Fortenberry, 2010.
- ⁹⁷ Miller and Benson, 1999; Brooks-Gunn and Paikoff, 1997.
- ⁹⁸ Diamond and Savin-Williams, 2009; Rubin, Martin and Berenbaum, 2006.
- ⁹⁹ Diamond and Savin-Williams, 2009.
- ¹⁰⁰ Rotermann, 2012; Rotermann, 2008; Boislard-Pépin and Poulin, 2011.
- ¹⁰¹ Médico and Lévy, 2008; Lagrange and Lhomond, 1997.
- ¹⁰² Lagrange and Lhomond, 1997; Williams, Connolly and Cribble, 2008.
- ¹⁰³ The results are different for young people living in youth centres: 59% of them have already had consensual sexual relations by the age of 14.
- ¹⁰⁴ ISQ, 2002.
- ¹⁰⁵ Stulhofer et al. 2012.
- ¹⁰⁶ Brooks-Gunn and Paikoff, 1997.
- ¹⁰⁷ Diamond and Savin-Williams, 2009.
- ¹⁰⁸ Diamond and Savin-Williams, 2009.

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- ¹⁰⁹ MSSS, 2011; Blais et al., 2009; Cazale and Leclerc, 2010.
- ¹¹⁰ MSSS, 2011; Cazale and Leclerc, 2010; Fortenberry, 2010.
- ¹¹¹ ISQ, 2002.
- ¹¹² Rotterman, 2012.
- ¹¹³ Fortenberry, 2010.
- ¹¹⁴ Thériault, 1995, p. 69.
- ¹¹⁵ Fortenberry, 2010.
- ¹¹⁶ Connolly and McIsaac, 2009.
- ¹¹⁷ Diamond and Savin-Williams, 2009.
- ¹¹⁸ This whole paragraph: Connolly and McIsaac, 2009.
- ¹¹⁹ Diamond and Savin-Williams, 2009.
- ¹²⁰ Brooks-Gunn and Paikoff, 1997.
- ¹²¹ Brooks-Gunn and Paikoff, 1997.
- ¹²² Brooks-Gunn and Paikoff, 1997.
- ¹²³ MELS, 2003.
- ¹²⁴ Wolak, Mitchell and Finkelhor, 2006; Wolak, Finkelhor and Mitchell, 2004.
- ¹²⁵ MELS, 2003.
- ¹²⁶ Statistics Canada, 2005.
- ¹²⁷ Wolak, Mitchell and Finkelhor, 2006.
- ¹²⁸ MSP, 2011.
- ¹²⁹ Statistics Canada, 2010.
- ¹³⁰ Environics Research Group, 2005.
- ¹³¹ Environics Research Group, 2005.
- ¹³² Environics Research Group, 2005; Wolak, Mitchell and Finkelhor, 2006.
- ¹³³ MSP, 2010.
- ¹³⁴ Lavoie, 2000.
- ¹³⁵ Wolak, Finkelhor and Mitchell, 2004.
- ¹³⁶ Riberdy and Tourigny, 2009; Wolak, Mitchell and Finkelhor, 2006.
- ¹³⁷ MSP, 2007.
- ¹³⁸ ISQ, 2002.
- ¹³⁹ Fernet et al., 2005.
- ¹⁴⁰ Otis, Médico and Lévy, 2003; ISQ, 2002; Fernet, Imbleau and Pilote, 1999.
- ¹⁴¹ ISQ, 2002; Fernet, Imbleau and Pilote, 1999.
- ¹⁴² ISQ, 2002; Fernet, Imbleau and Pilote, 1999; Lacroix and Cloutier, 2010.
- ¹⁴³ Lacroix and Cloutier, 2010.
- ¹⁴⁴ MELS, 2003; MELS, 2008.

¹⁴⁵ Boileau, 2005; Chouinard, 2005a and 2005b; Garriguet, 2005; Rioux Soucy, 2005a and 2005b; Rotermann, 2005.

¹⁴⁶ Rotermann, 2012; Rotermann, 2008; Kirby, 2007; Maticka-Tyndale, 2008.

¹⁴⁷ Rotermann, 2012; Rotermann, 2008.

¹⁴⁸ Maticka-Tyndale, 2008.

¹⁴⁹ Rotermann, 2012; Rotermann, 2008; Boislard-Pépin and Poulin, 2011.

¹⁵⁰ Médico and Lévy, 2008; Lagrange and Lhomond, 1997.

¹⁵¹ Lagrange and Lhomond, 1997; Williams, Connolly and Cribble, 2008.

¹⁵² The results are different for young people living in youth centres: 59% of them have already had consensual sexual relations by the age of 14.

¹⁵³ ISQ, 2002.

¹⁵⁴ Blais et al., 2009.

¹⁵⁵ Blais et al., 2009; MSSS, 2011; Maticka and Tyndale, 2008; ISQ, 2002; Otis, 1996.

¹⁵⁶ Boislard-Pépin, Poulin, Kiesner and Dishion, 2009.

¹⁵⁷ Rotermann, 2012; Rotermann, 2008; Kirby, 2007; Maticka-Tyndale, 2008.

¹⁵⁸ Lacroix and Cloutier, 2010; Maticka-Tyndale, 2008; Kirby, 2007.

¹⁵⁹ Kirby et al., 2006; Otis, Médico and Lévy, 2003; ISQ, 2002.

¹⁶⁰ Kirby et al., 2006.

¹⁶¹ Kirby et al., 2006; Kirby, 2007.

¹⁶² Kirby et al., 2006.

¹⁶³ Otis, Médico and Lévy, 2003.

¹⁶⁴ INSPQ, 2010; Kirby et al., 2006; Otis, Médico and Lévy, 2003; ISQ, 2002.

¹⁶⁵ MSSS, 2011; Blais et al., 2009; Cazale and Leclerc, 2010.

¹⁶⁶ MSSS, 2011; Cazale and Leclerc, 2010.

¹⁶⁷ ISQ, 2002.

¹⁶⁸ Roterman, 2012.

¹⁶⁹ Rotermann, 2012; MSSS, 2011; Rotermann, 2008.

¹⁷⁰ Registre central des MADO, cited in Lacroix and Cloutier, 2010.

¹⁷¹ MSSS, 2011; Cazale and Leclerc, 2010.

¹⁷² ISQ, 2002.

¹⁷³ Rotermann, 2012; MSSS, 2011; Rotermann, 2008; Kirby, 2007.

¹⁷⁴ Lacroix and Cloutier, 2010; Rotermann, 2008.

¹⁷⁵ Kirby, 2007.

¹⁷⁶ Kirby, 2007.

¹⁷⁷ Kirby, 2007.

¹⁷⁸ ISQ, 2002.

¹⁷⁹ ISQ, 2002.

¹⁸⁰ Otis, Médico and Lévy, 2003.

¹⁸¹ Cazale and Leclerc, 2010; Lacroix and Cloutier, 2010.

¹⁸² Kirby et al., 2006; Otis, Médico and Lévy, 2003; ISQ, 2002.

¹⁸³ Otis, Médico and Lévy, 2003; ISQ, 2002; Fernet, Imbleau and Pilote, 1999; Kirby et al., 2006.

¹⁸⁴ Otis, Médico and Lévy, 2003.

¹⁸⁵ Boislard-Pépin, Green-Demers, Pelletier, Chartrand and Séguin Lévesque, 2002; Boislard-Pépin and Zimmer-Gembeck, 2011; Kelly, Zimmer-Gembeck and Boislard-Pépin, 2012; Gruber, Brooks-Gunn and Galen, 1998; Zimmer-Gembeck, Ducat and Boislard-Pépin, 2011.

¹⁸⁶ Waylen and Wolke, 2004.

¹⁸⁷ Côté, 2009.

¹⁸⁸ Connolly and McIsaac, 2009.

¹⁸⁹ Brooks-Gunn and Paikoff, 1997.

¹⁹⁰ MELS, 2003; Connolly and McIsaac, 2009.

¹⁹¹ MELS, 2003; SIECUS, 2004.

¹⁹² UNESCO, 2010.

¹⁹³ Goldfarb, 2009.

¹⁹⁴ INSPQ, 2010; Goldfarb, 2009.

