

How far do you want to go?
**Questions for a revised sexuality
education curriculum for Victorian
secondary schools.**

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Sexuality education: What's its purpose?

Puberty programs

Dealing with Pornography

Ethics and sex

Anti-violence

Body image

STI prevention

Cyber-bullying

Respectful relationships

Sexualisation of children

Sexual abuse prevention

Faith and sexuality

Sexting



UNESCO's International Guidelines on Sexuality Education: An evidence informed approach for schools, teachers, and health educators (2009)



Literature Review & Meta-Evaluation

- The project found 87 eligible projects that had demonstrated effects on sexual behaviour, mostly from the USA
- Abstinence only programs (11) were analysed separately



What works (to reduce STIs and unplanned pregnancies)?

- CSE school programs plus accessible sexual health services;
- Age-appropriate messages and goals (such as delaying having sex until young people feel ready, developing skills to identify positive, supportive relationships).
- Interactive and participatory teaching techniques;
- Begin before the onset of sexual activity;
- Small group work, and a focus on skills and attitudes (rather than knowledge) in reducing risk behaviour.



- Address personal values and perceptions of family and peer norms about engaging in sexual activity and/or having multiple partners. Personal values have significant impact on sexual behaviour.
- Address both skills and self-efficacy to use those skills:
 - the ability to refuse unwanted, unintended or unprotected sexual intercourse;
 - the ability to insist on using condoms or contraception;
 - and the ability to obtain and use these correctly



Components of effective programs

- At least 12 or more sessions
- Sequential sessions over several years
- Capable and motivated teachers who receive quality training
- Support and supervision by school managers



Content of sexuality education in The Netherlands, *Long Live Love*
(Ferguson et al, 2008)

What knowledge and understandings are we concerned with students learning?	Clarifying and or challenging feelings, values and attitudes as they relate to...?	Which skills do students need to develop for this issue?	What behaviours reduce risk in relation to this issue?
<p>Students can:</p> <ul style="list-style-type: none"> -describe what safe and unsafe sex is related to STI and pregnancy prevention. -think about what he/she wants in advance skills to communicate and maintain those boundaries ■ 	<p>Students:</p> <ul style="list-style-type: none"> -can indicate that pleasurable sex is much more than just sexual intercourse. -Students respect young people that want to abstain from sex until marriage. <p><i>How far do you want to go? Desires and boundaries regarding sexuality.</i></p>	<p>'Weerbaarheid,' assertiveness, communication, personal norms and values, asking for help, and decision-making.</p> <p><i>And then there is the Relationship: feelings, expectations, & communication concerning relationships.</i></p>	<p>-Going Double Dutch</p>

Catching On: Teaching and learning activities for years 9 and 10

What knowledge and understandings are we concerned with students learning?	Clarifying and or challenging feelings, values and attitudes as they relate to...?	Which skills do students need to develop for this issue?	What behaviours reduce risk in relation to this issue?
<p>-Risk behaviours (for STIs/HIV)</p> <p>-To examine the interrelationships between sex, sexuality and gender and power.</p>	<p>-the concepts of love, desire and intimacy and explore the experiences and situations where these concepts are relevant to them and their decisions.</p> <p>-the extent to these are artifacts of society and culture, and are gendered.</p>	<p>- critically examine media assumptions about sexuality</p> <p>- To explore the concepts of consent and negotiation.</p>	<p>-To examine the safety of sexual practices.</p> <p>-Finding reliable sources of information.</p>

Go positive!

Finding the right words – young people aren't the only ones who need a script.



Feelings – whoa, whoa whoa...

- Include feelings and values clarification.



THE HUM

When sexual feelings start it's a bit like your body is humming. Not really of course. Don't expect to hear a strange buzz coming out of your chest.

But you know how you feel when you're walking along and your humming and its just a happy tune in your head and its nice.

You begin to notice it, feel it in your body. And sometimes you feel it stronger when you're thinking about a particular person.

The hum starts around puberty. Its As you get older, the hum gets stronger. Its nice.

LOVE ME, LOVE ME

Because the hum is so nice, advertisers try to use it to make their products more attractive to you.

Unfortunately, so that they can get your attention, the hum turns into a SCREECH...

So it seems to teach a lot of people that they have to express their hum in an advertising/TV/screechy kind of way to make others like them.

All we can hear or see is the SCREECH. One bit of the person. Not the whole person.

There are many parts to a person. If they only connect with someone through one part, then its not a strong connection and the other bits get neglected and wither.

Its not that sexual feelings are bad, but expressing them in that way, or making connections with someone in ONLY that way, is not so good for the WHOLE you.

A person's sexuality, much like their personality, is assembled over the years from different components: the brain and body's natural growth and development, the experiences of the child, as well as the way the child 'reads' the world (Richardson & Schuster, 2003). Whilst there are differences among children there are general ages and stages that children and young people go through.

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- Making ground rules or group agreements.
 - Creating a safe place for reflection

Our proposed 'flavour' of sexuality education

Sexual health encompasses sexual development and reproductive health as well as such characteristics as the ability to develop and maintain meaningful interpersonal relationships; appreciate one's own body; interact with both genders in respectful and appropriate ways; and express affection, love, and intimacy in ways consistent with one's own values.

Kempner, M.E. (2003) 'True integration of prevention programs requires broad focus on sexual health', **SEICUS Report**, VOL 31, no3, Feb/Mar 2003, pp5-7.

WA Parent resource

Take a deep breath and start to think about talking about sex, not in a 'when you grow up and get married and make babies' kind of way, but think about your child's first experience of sex.

What do you hope for your child? That they are: older, sober, that it is their choice rather than feeling forced into it, in love, have a respectful relationship, use contraception. The list goes on, but if you think in terms of what you want for them to have, rather than closing your eyes and hoping they just don't do it, your conversations will be more likely to contain the real guts of what kids want from their parents, which is guidance about values and feelings (and they will be more likely to put off having sex!)

So when we explain that sex is a one way of achieving emotional and physical closeness and happiness, and that people deserve and should expect that it is a pleasure, that it is more than a physical act of procreation, then it might help them set their compass to avoid settling for less too early in their lives.

The 'purpose' of sex or, reclaiming the middle ground.

It might seem like a long bow to draw but by only rating vaginal sex as 'sex' we imply that other sexual activities don't count. If sex other than vaginal intercourse doesn't count then it becomes the only sexual activity worth 'doing', and implies that other sex doesn't have an emotional value (and cost).