

Sexuality Education the holistic approach

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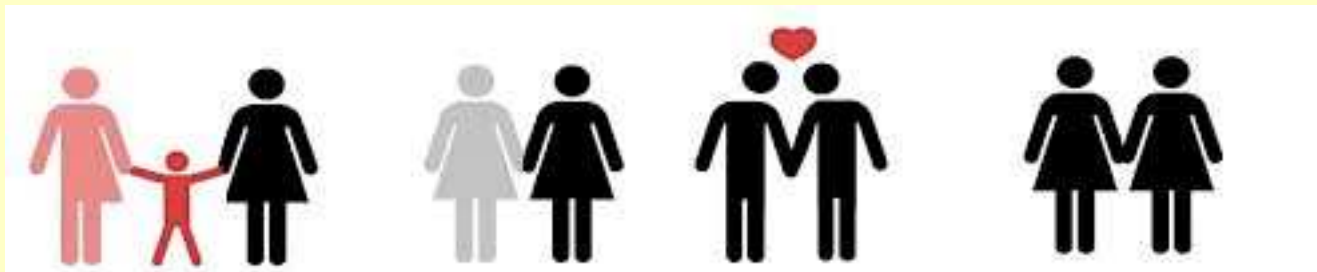


Overview of presentation

- What is Holistic Sexuality Education?
- Standards en the Matrix
- Social media and HSE
- Problems and misinterpretations
- Implementation of HSE /where is it implemented
- Effect and evaluation of the programme
- Sources of information of young people

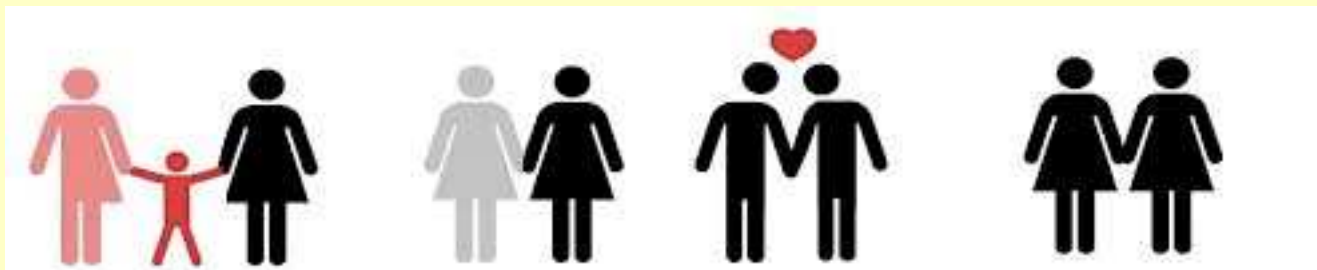
Definitions 1

- Sexual health: „Sexual Health is a state of physical, **emotional, mental and social well-being** in relation to sexuality; it is not merely the absence of disease, dysfunction or infirmity. Sexual Health requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having safe sexual experiences, free of coercion, discrimination and violence.



Definitions 2

- (...) For sexual health to be attained and maintained, the sexual rights of all persons must be respected, protected and fulfilled. (WHO 2002, draft definition)



Principles as basis of sexual rights IPPF

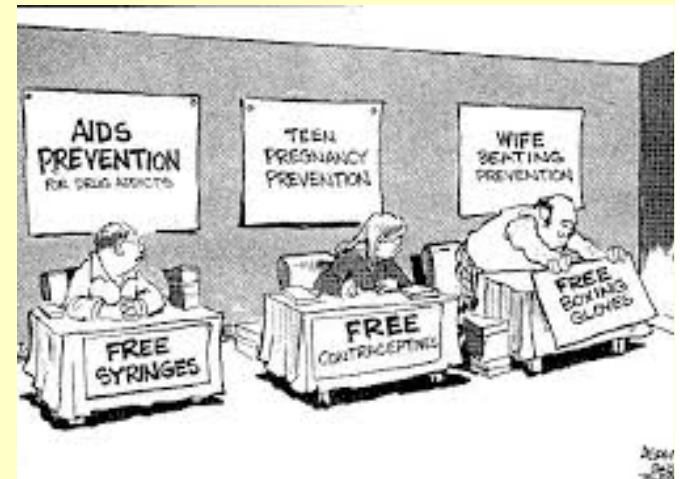
- Principle 1 **Sexuality is an integral part of the personhood** of every human being, for this reason a favourable environment in which everyone may enjoy all sexual rights as part of the process of development must be created
- Principle 4 **Sexuality, and pleasure deriving from it, is a central aspect of being human**, whether or not a person chooses to reproduce.
- Principle 5 **Ensuring sexual rights for all includes a commitment to freedom and protection from harm.**

Sexual rights IPPF 2008

- Article 1 Right to equality, equal protection of the law and freedom from all forms of discrimination based on sex, sexuality or gender
- Article 5 Right to personal autonomy and recognition before the law
- Article 6 Right to freedom of thought, opinion and expression; right to association
- Article 8 **Right to education and information**

Types of existing SE

- Abstinence only
abstinence until marriage
- Comprehensive Sex Education (CSE)
Supports behaviour change towards
public health harm reduction
- Holistic Sexuality education
See next slide



*“Sexuality education starts early in childhood and progresses through adolescence and adulthood. It aims at supporting and protecting sexual development. It gradually **equips** and **empowers** children and young people with information, skills and positive values to understand and enjoy their sexuality, have safe and fulfilling relationships and take responsibility for their own and other people’s sexual health and well-being.”*

(WHO Regional Office for Europe/BZgA, 2010)

Development of the ‘Standards’





Purpose and aim of the document

- Define standards for sexuality education
- Describe the framework of holistic sexuality education
- Policy document and basis for curricula development

Sexuality Education I

The learning about the cognitive, emotional, social, interactive and physical aspects of sexuality.

Sexuality education starts early in childhood and progresses through adolescence and adulthood.

For children and young people it aims at the support and the protection of sexual development.

Sexuality Education II

It gradually equips and empowers children and young people with information, skills and positive values to understand and enjoy their sexuality, have safe fulfilling relationships, and take responsibility for their own and other's sexual health and well-being.

It enables them to make choices which enhance the quality of their lives and contributes to a compassionate and just society.

All children and young people have the right to have access to age appropriate sexuality education.

SEXUALITY EDUCATION is based on the following principles:

- Human rights (especially sexual and reproductive rights)
- Gender equality
- Self-determination
- Acceptance of diversity
- The assumption that sexuality is an essential part of being human

The 'Standards'

PART I: INTRODUCTION

1. Background
2. Definitions & concepts
3. Rationales for sexuality education
4. Principles and outcomes of sexuality education
5. Target groups and partners
6. How to deliver sexuality education

The 'Standards'

PART II: SEXUALITY EDUCATION

MATRIX

1. Introduction to the Sexuality Education Matrix

2. The Matrix

- Age group 0-9
Subgroups age 0-4, 4-6 and 6-9
- Age group 9-15
Subgroups age 9-12 and 12-15
- Age group 15 up

Characteristics of the Matrix

- Topics are introduced in certain age groups but re-occur in later groups
- Topics consist of core ('must be done') and additional elements
- Topics are divided in information, skills and attitudes

	Information	Skills	Attitudes
Human body			
Fertility / reproduction			
Sexuality			
Emotions			
Relationships			
Sexuality and Health			
Sexuality and Rights			
Social and cultural determinants of sexuality			

0-4	Information	Skills	Attitudes
The human body and human development	<p data-bbox="658 507 1102 549">Give information about:</p> <div data-bbox="658 584 1102 919" style="background-color: #f9e79f; padding: 5px;"> <p data-bbox="667 600 1034 676">all body parts and their functions</p> <p data-bbox="667 737 985 813">different bodies and different sexes</p> <p data-bbox="667 874 878 906">body hygiene</p> </div> <p data-bbox="658 1018 1034 1094">the difference between oneself and others</p>	<p data-bbox="1142 507 1335 549">Enable to:</p> <div data-bbox="1151 584 1594 1107" style="background-color: #f9e79f; padding: 5px;"> <p data-bbox="1173 600 1496 632">name the body parts</p> <p data-bbox="1173 692 1527 769">practice hygiene (wash every part of the body)</p> <p data-bbox="1173 829 1585 861">recognize body differences</p> <p data-bbox="1173 922 1572 954">express needs and wishes</p> </div>	<p data-bbox="1626 507 1935 549">Development of:</p> <div data-bbox="1626 584 2069 963" style="background-color: #f9e79f; padding: 5px;"> <p data-bbox="1635 600 2047 676">a positive body-image and self-image: self-esteem</p> <p data-bbox="1635 737 1984 769">respect for differences</p> <p data-bbox="1635 829 2002 906">an appreciation of their own body</p> </div> <p data-bbox="1626 1027 2047 1241">an appreciation for sense of well-being, closeness and trust created by body experience and experience of bonding</p> <p data-bbox="1626 1295 1926 1372">respect for gender equality</p>

4-6	Information	Skills	Attitudes
The human body and human development	<p data-bbox="656 507 1104 550">Give information about:</p> <div data-bbox="656 587 1104 986" style="background-color: #f9c78c; padding: 5px;"> <p data-bbox="667 603 1025 678">all body parts and their functions</p> <p data-bbox="667 734 981 809">different bodies and different sexes</p> <p data-bbox="667 865 873 908">body hygiene</p> </div> <p data-bbox="656 1061 1048 1136">age difference between oneself and others</p>	<p data-bbox="1140 507 1335 550">Enable to:</p> <div data-bbox="1140 587 1597 1013" style="background-color: #f9c78c; padding: 5px;"> <p data-bbox="1151 603 1464 646">name the body parts</p> <p data-bbox="1151 694 1496 769">practice hygiene (wash every part of the body)</p> <p data-bbox="1151 825 1552 868">recognize body differences</p> <p data-bbox="1151 916 1538 959">express needs and wishes</p> </div> <p data-bbox="1151 1141 1559 1216">recognize own and others' need for privacy</p>	<p data-bbox="1624 507 1935 550">Development of:</p> <div data-bbox="1624 587 2063 1098" style="background-color: #f9c78c; padding: 5px;"> <p data-bbox="1635 603 2029 646">a positive gender identity</p> <p data-bbox="1635 694 2029 769">a positive body-image and self-image: self-esteem</p> <p data-bbox="1635 825 1973 868">respect for differences</p> <p data-bbox="1635 916 2045 959">respect for gender equality</p> </div>

6-9	Information	Skills	Attitudes
The human body and human development	<p data-bbox="658 507 1102 549">Give information about:</p> <div data-bbox="658 584 1113 1015" style="background-color: #f4a460; padding: 5px;"> <p data-bbox="678 600 1093 767">body changes, menstruation, ejaculation, individual variation in development over time</p> <p data-bbox="678 823 1086 951">(biological) differences between men and women (internal and external</p> </div> <p data-bbox="678 1161 884 1203">body hygiene</p>	<p data-bbox="1137 507 1335 549">Enable to:</p> <div data-bbox="1137 584 1570 799" style="background-color: #f4a460; padding: 5px;"> <p data-bbox="1144 600 1563 727">know and to be able to use the correct words for body parts and their functions</p> </div> <p data-bbox="1137 903 1525 944">appraise body changes</p> <p data-bbox="1137 992 1525 1072">examine their body and take care of it</p>	<p data-bbox="1621 507 1935 549">Development of:</p> <div data-bbox="1621 584 2063 1054" style="background-color: #f4a460; padding: 5px;"> <p data-bbox="1628 600 2011 727">an acceptance of insecurities arising from their body awareness</p> <p data-bbox="1628 823 2011 903">positive body-image and self-image: self-esteem</p> <p data-bbox="1628 959 2024 1000">a positive gender identity</p> </div>

9-12	Information	Skills	Attitudes
The human body and human development	<p data-bbox="658 507 1102 549">Give information about:</p> <p data-bbox="658 596 1102 683">body hygiene (ejaculation, menstruation)</p> <p data-bbox="658 737 1102 906">early changes in puberty (mental, physical, social and emotional changes and the variety in these)</p> <p data-bbox="658 1088 1102 1216">internal and external sexual and reproductive organs and functions</p>	<p data-bbox="1142 507 1563 549">Enable to:</p> <p data-bbox="1142 596 1563 683">integrate these changes in personal lifes</p> <p data-bbox="1142 737 1563 817">know and use the correct vocabulary</p> <p data-bbox="1142 1072 1563 1152">communicate – to have a language</p>	<p data-bbox="1626 507 2047 549">Development of:</p> <p data-bbox="1626 596 2047 954">an understanding and acceptance of changes and differences in bodies (size and shape of penis, breasts and vulva can vary significantly, standards of beauty change over time and differ among cultures)</p> <p data-bbox="1626 1168 2047 1248">a positive image of the body and self esteem</p>

12-15	Information	Skills	Attitudes
<p>The human body and human development</p>	<p>Give information about:</p> <p>body knowledge, body image and body modification (female genital mutilation, circumcision, hymen and hymen repair, anorexia, bulimia, piercing, tattoos)</p> <p>menstrual cycle; secondary sexual body characteristics, their functions in men and women and accompanying feelings</p> <p>beauty messages in the media; body changes throughout life</p> <p>services where teenagers can go for problems related to these topics</p>	<p>Enable to:</p> <p>describe how people's feelings about their bodies can affect their health, self-image and behavior</p> <p>come to terms with puberty and resist peer pressure</p> <p>be critical of media messages and beauty industry</p>	<p>Development of:</p> <p>critical thinking related to body modification</p> <p>acceptance and appreciation of different body shapes</p>

15 and up	Information	Skills	Attitudes
<p>The human body and human development</p>	<p>Give information</p> <p>psychological changes in puberty</p> <p>body knowledge, body image, body modification</p> <p>female genital mutilation, circumcision, anorexia, bulimia, hymen and hymen repair</p> <p>beauty messages in the media; body changes throughout life</p> <p>services where teenagers can go for problems related to these topics</p>	<p>Enable to:</p> <p>identify differences between images in the media and real life</p> <p>come to terms with puberty and resist peer pressure</p> <p>be critical of media messages and beauty industry, advertisements and the potential risks of body modification</p>	<p>Development of:</p> <p>a critical view of cultural norms related to the human body</p> <p>acceptance and appreciation of different body shapes</p>

0-4	Information	Skills	Attitudes
Emotions	<p data-bbox="658 507 1102 549">Give information about:</p> <div data-bbox="667 600 1115 756" style="background-color: #f4a460; padding: 5px;"> <p data-bbox="680 616 1030 651">different types of love</p> <p data-bbox="680 705 1043 740">„yes“ and „no“ feelings</p> </div> <p data-bbox="680 858 936 893">words for feeling</p> <p data-bbox="680 995 1034 1075">feelings of the need for privacy</p>	<p data-bbox="1137 507 1335 549">Enable to:</p> <div data-bbox="1146 600 1585 989" style="background-color: #f4a460; padding: 5px;"> <p data-bbox="1160 616 1527 651">feel and show empathy</p> <p data-bbox="1160 730 1330 766">say yes/no</p> <p data-bbox="1160 849 1514 970">express and communicate own emotions, wishes and needs</p> </div> <p data-bbox="1137 1088 1464 1168">express own need for privacy</p>	<p data-bbox="1621 507 1935 549">Development of:</p> <div data-bbox="1621 600 2060 1149" style="background-color: #f4a460; padding: 5px;"> <p data-bbox="1630 616 2038 740">the understanding that emotions are expressed in many different ways</p> <p data-bbox="1630 772 2024 944">positive feelings towards their own sex and gender (it is good to be a girl – or a boy)</p> <p data-bbox="1630 976 2024 1145">the attitude that their own experience and expression of emotions is right</p> </div> <p data-bbox="1621 1238 2038 1362">a positive attitude towards different emotions in different circumstances</p>

9-12	Information	Skills	Attitudes
Emotions	<p>Give information about:</p> <p>different emotions e.g. curiosity, falling in love, ambivalence, insecurity shame, fear and jealousy</p> <p>differences in individual needs for intimacy and privacy</p> <p>the difference between friendship, love and lust</p> <p>Friendship and love towards people of the same sex</p>	<p>Enable to:</p> <p>express and recognize various emotions in themselves and others</p> <p>express needs, wishes and boundaries and respect those of others</p> <p>manage disappointments</p>	<p>Development of:</p> <p>an understanding of emotions and values (e.g. not feeling ashamed or guilty about sexual feelings or desires)</p> <p>respect for the privacy of others</p>

HSE and social media

Internet, facebook, twitter, msn etc. is used extensively for many purposes:

- Adventure
- Finding friendships and relationships
- Information
- Self image

Influence of HSE:

- Recognition that social media very important for youth
- Importance of critical thinking, self effectiveness, media competency, dealing with pornography, protection against harassment

15 and up	Information	Skills	Attitudes
Social and cultural determinants of sexuality (values/norms)	Give information about: Social boundaries, community standards <i>- the influence of peer pressure, media, pornography, (urban)culture, gender, laws, religion and socioeconomic status on sexual decisions, partnerships and behaviour</i>	Enable to: define personal values and Beliefs deal with conflicting (inter) personal norms and values in the family and society <i>-reach out to a person who is being marginalized; treat people living with HIV or AIDS in the community with fairness</i> <i>-acquire media competence</i>	Development of: an awareness of social, cultural and historical influences on sexual behaviour <ul style="list-style-type: none"> <i>• respect for differing value and belief systems</i> <i>• an appreciation of self-reliance and self-worth in one's own cultural environment</i> <i>• a sense of responsibility for own role/point of view in relation to societal change</i>

12-15	Information	Skills	Attitudes
Social and cultural determinants of sexuality (values/norms)	Give information about: influence of peer pressure, media, pornography, (urban) culture, religion, gender, laws and socioeconomic status on sexual decisions, partnership and behaviour	Enable to: deal with conflicting (inter) personal norms and values in the family and society acquire media competence and deal with pornography	Development of: a personal view of sexuality (being flexible) in a changing society or group

9-12	Information	Skills	Attitudes
Social and cultural determinants of sexuality (values/norms)	Give information about: influence of peer pressure, media, pornography, culture, religion, gender, laws and socioeconomic status on sexual decisions, partnerships and behaviour	Enable to: discuss these external influences and make a personal assessment acquire modern media competence (mobile phone, Internet, dealing with pornography)	Development of: respect for different lifestyles, values and norms an acceptance of different opinions, views and behaviour regarding sexuality

4-6	Information	Skills	Attitudes
Social and cultural determinants of sexuality (values/norms)	Give information about: gender, cultural, age differences values and norms differ by country and culture all feelings are ok, but not all actions taken as a result of these feelings social rules and cultural norms/values	Enable to: recognize and deal with differences in values respect social rules and cultural norms talk about differences	Development of: socially responsible behaviour an open, nonjudge-mental attitude acceptance of equal rights respect for different norms regarding sexuality respect for their own and others' bodies

0-4	Information	Skills	Attitudes
<p>Social and cultural determinants of sexuality (values/norms)</p>	<p>Give information about:</p> <ul style="list-style-type: none"> social rules and cultural norms/values gender roles social distance to be maintained with various people <p>the influence of age on sexuality and age-appropriate behaviour</p> <p>norms about nakedness</p>	<p>Enable to:</p> <ul style="list-style-type: none"> differentiate between private and public behaviour respect social rules and cultural norms behave appropriately according to context <p>know where you can touch</p>	<p>Development of:</p> <ul style="list-style-type: none"> Respect for their own and other's bodies acceptance of social rules about privacy and intimacy respect for "no" or "yes" from others

Problems and misunderstandings about HSE

- Promotes sexual intercourse in young children
- Promotes masturbation in kindergarten
- Teaches primary school children how to use a condom
- Uses pornographic material
- Teenagers practice homosexual behaviour in school
- School takes over from parents responsibility

See:

<https://www.youtube.com/watch?v=IhTF4LG5VUg>

0-4	Information	Skills	Attitudes
Sexuality	<p>Give information about:</p> <p>enjoyment and pleasure when touching one's own body, early childhood masturbation</p> <p>discovery of own body and own genitals</p> <p>the fact that enjoyment of physical closeness is a normal part of everyone's life</p> <p>tenderness and physical closeness as an expression of love and affection</p>	<p>Enable to:</p> <p>gain an awareness of gender identity</p> <p>talk about (un)pleasurable feelings in one's own body</p> <p>express own needs, wishes and boundaries, for example in the context of "playing doctor"</p>	<p>Development of:</p> <p>a positive attitude towards one's body with all its functions = positive body image</p> <p>respect for others</p> <p><i>curiosity regarding own and others' bodies</i></p>

Reaction in 2 policy briefs

- **Policy Brief No. 1: What is sexuality education?**

SE rarely, if ever, leads to children having sex earlier

SE does not deprive children of their innocence. It is age appropriate, accurate, non-judgemental, and complete

SE is not damaging to young children. It encompasses a range of friendships and relationships

- **Policy Brief No. 2: What is the impact of sexuality education?**

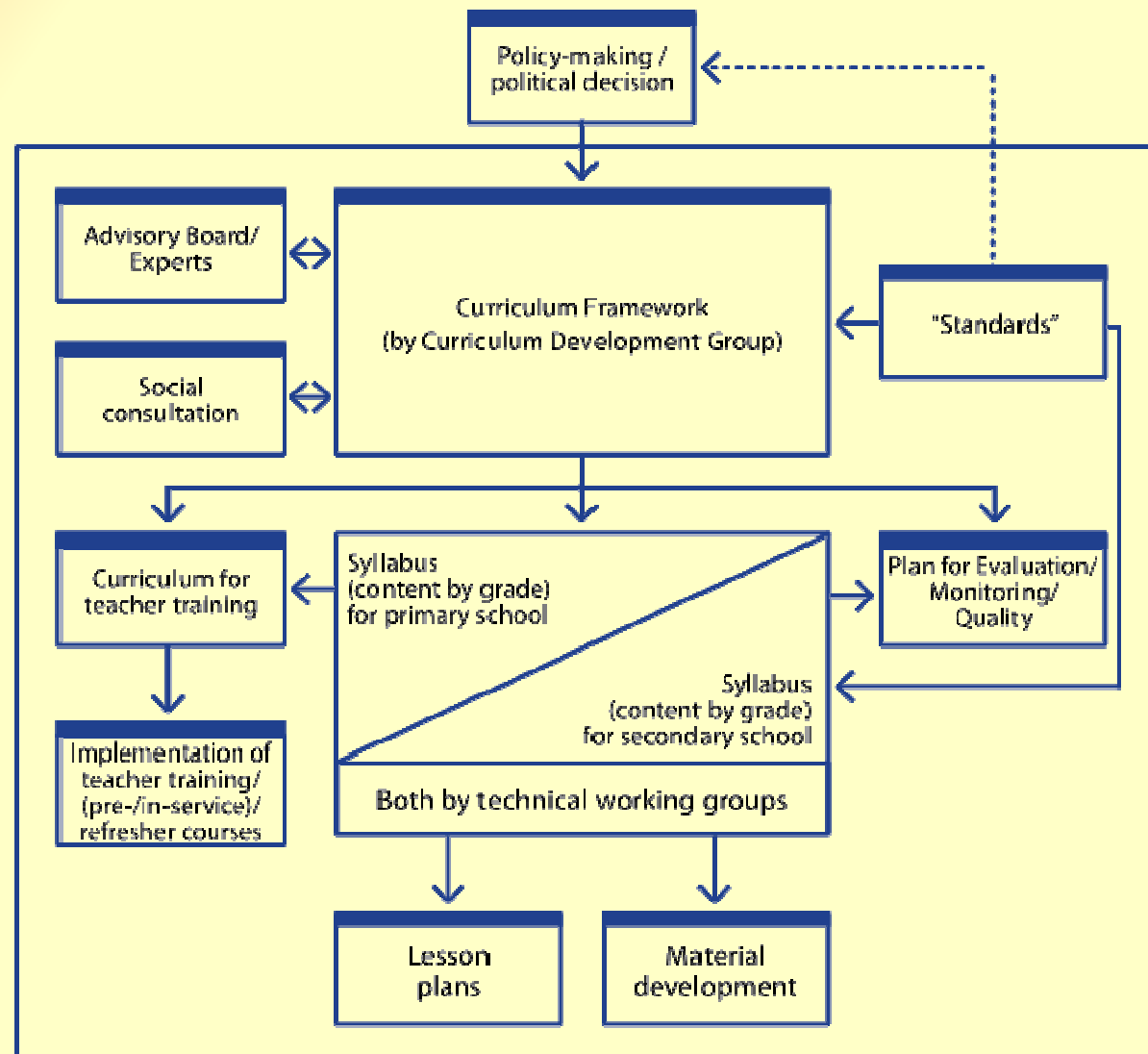
SE has a positive effect on the health and well-being of young people.

Implementation guide

- This publication guides the development of a national or sub-national school based sexuality education programme based on the WHO / BZgA 'Standards for Sexuality Education'.
- It gives guidance to tackle the complex issue of introducing or upgrading already existing sexuality education programmes in a systematic way.
- It is acknowledged that the educational sector in the European countries is characterised by substantial differences, so that national adaptations become necessary.

Overview: Structure for Implementation

Sexuality Education Programme



Implementation steps

- Create a curriculum development group representing different stakeholders
- Definition of aims and goals
- Assessment of current situation
- Needs assessment
- Familiarisation with other programmes
- Overview of learning objectives
- Creating technical working groups

Where is it available, unofficial survey (2014+)

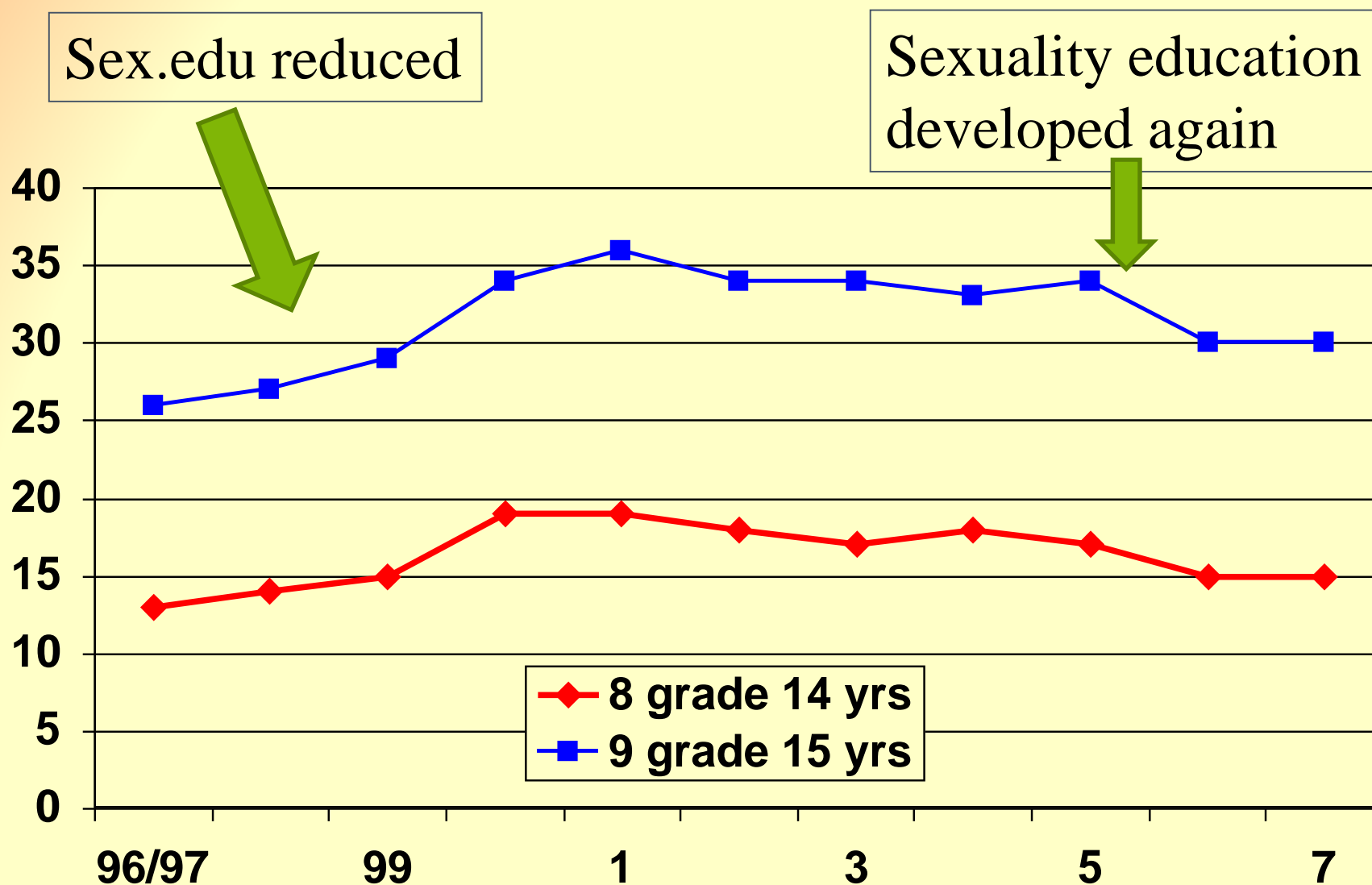
- Netherlands
 - Finland
 - Belgium
 - Norway
 - Germany
 - Portugal
 - Switzerland
 - Austria
 - Estonia
 - Malta
 - Romania
 - Serbia
 - Bosnia
- sometimes locally,
sometimes nationwide

Evaluation

How to measure sexual health?

- Indicators chosen:
 - Maturation and first sexual intercourse
 - Contraception
 - Teenage pregnancies and abortions
 - STIs
- Impact: Long time and multicomponent aspects (mixed methods necessary)

% girls who have had intercourse, Finland 1996-2007 THL school health survey



Effects of SE-4

Contraceptive use at first intercourse

Germany 2010

1980		2010	
80% girls	71% boys	92% girls	92% boys

Netherlands 2011

Contraceptive type	Girls	Boys
Condom	74%	74%
Pill or other forms of contraceptives	58%	50%
Double Dutch (pill & condom)	41%	34%

Effects of SE-2

Abortions and deliveries (per 1000) in 15-19 yr old girls in Finland 1975 - 2010

Sex.edu and health services developed

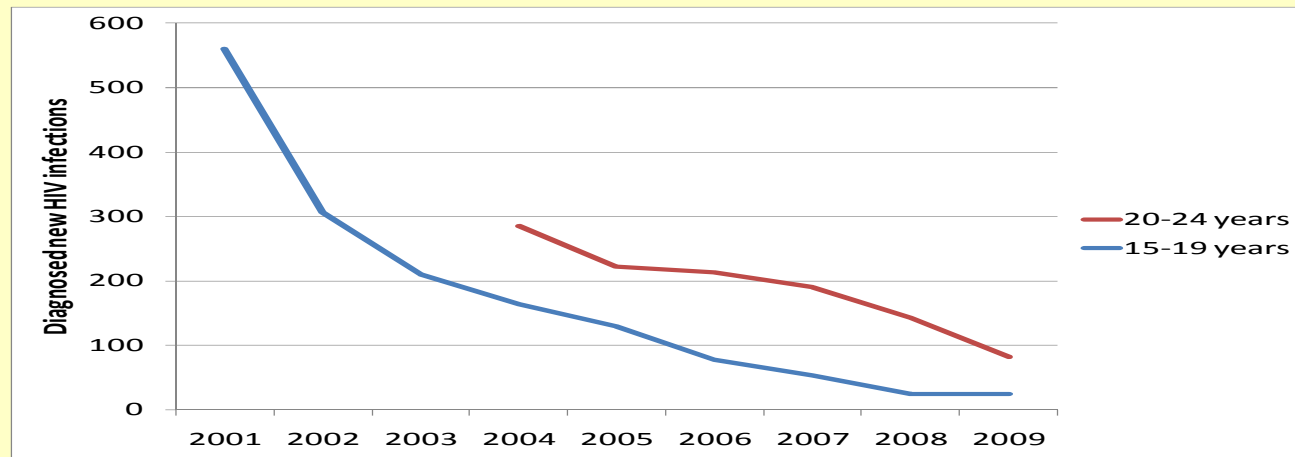
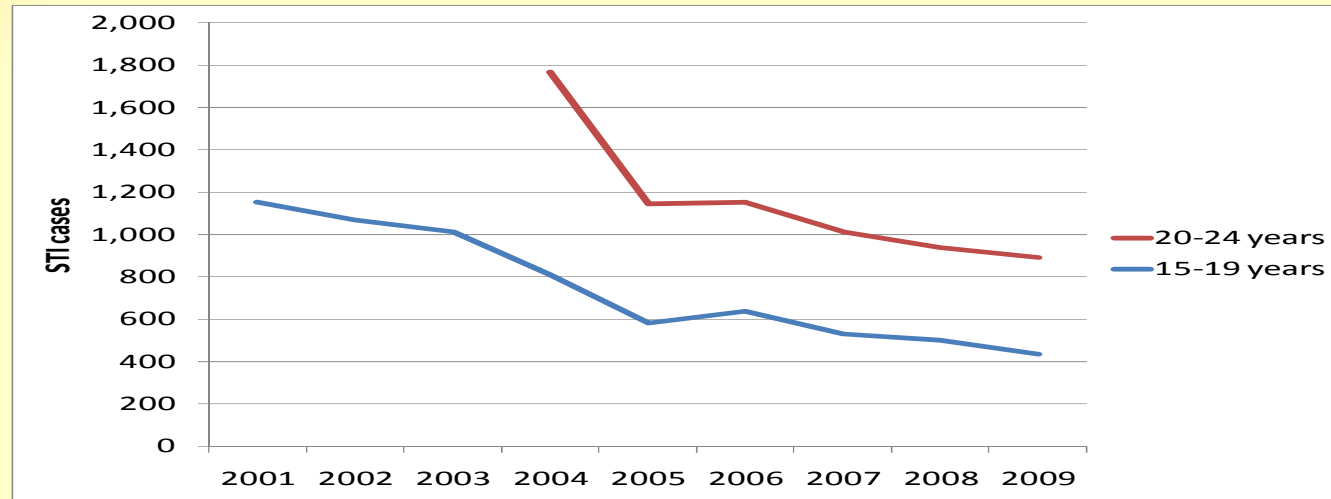
Sex.edu and health services were reduced

Sexuality education developed again



Effects of SE -1

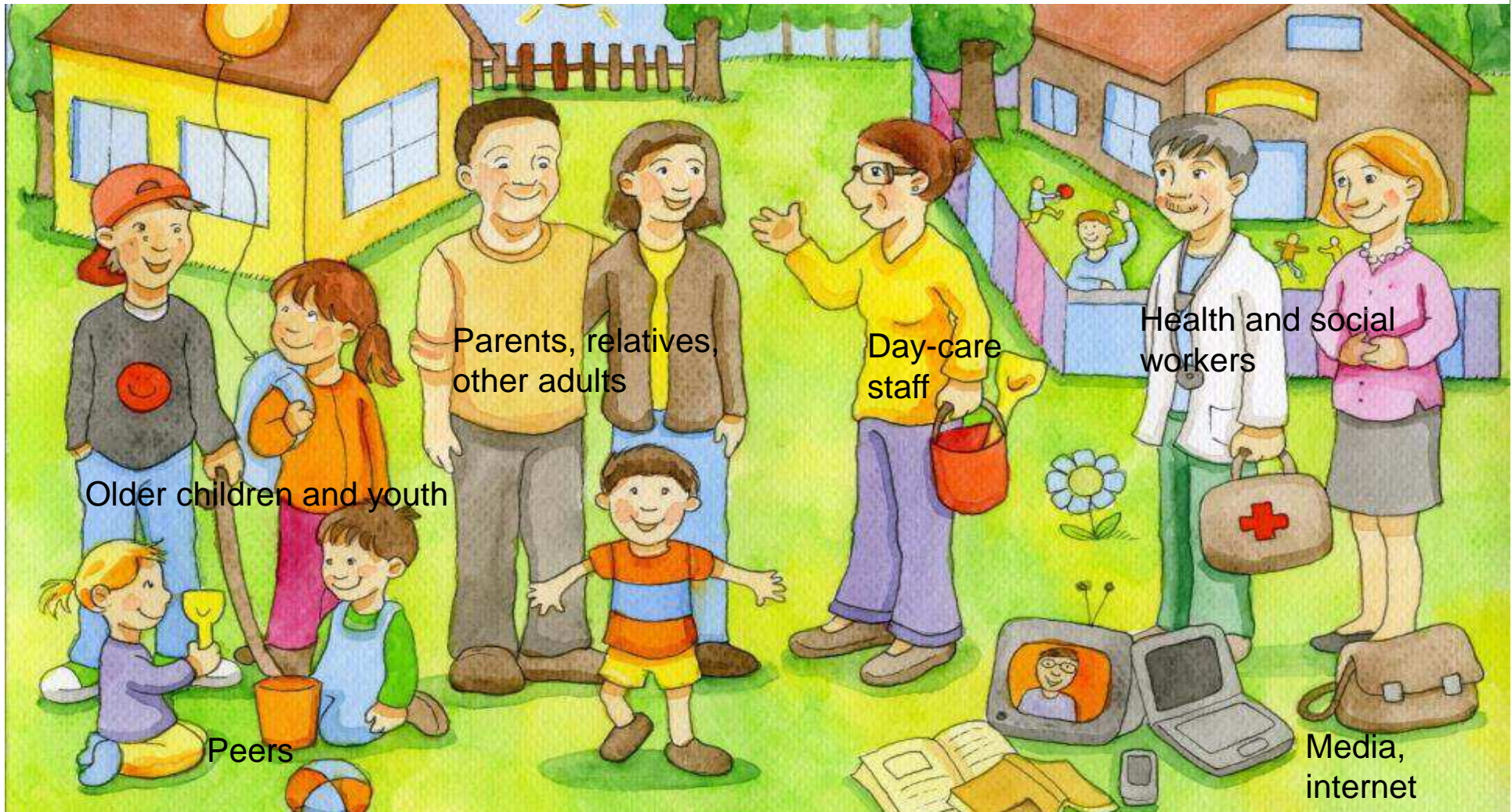
Decline of STI and HIV rates in Estonia



Non medical outcomes of holistic SE

Confidence	Critical thinking decision making, assertiveness skills	Diversity, tolerance, respect
Self esteem	Contraceptive use skills	Gender equality
Empowerment	Parenteal communication, negtiation skills	Decreased violence and abuse

There are many sources of sexuality education



Sexuality education in school improves knowledge and support informed and responsible choices

Sources of information (%) the Netherlands 2012

	boys	girls	total
Internet	65	55	60
Peers ♀ ♂	21/47	63/24	42/36
Parents ♀ ♂	20/17	39/9	29/13
Books	20	34	27
GP	8	14	11
School	7	5	6

Sources of information about sex per age (%) the Netherlands 2012

	12-14 y	15-17 y	18-20 y	20-25 y
Internet	35	50	74	79
Peers ♀♂	30/25	42/33	48/44	47/41
Parents ♀♂	37/18	30/13	27/11	24/9
Books	24	20	30	32
GP	6	9	13	17
school	11	8	3	2

Thank you for your attention

