


I can talk about sexuality

Sexuality education for children aged 7-13

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Life skills for young people

The World Health Organisation has listed these as life skills for young people:

- informed decision making
- problem solving
- critical and creative thinking
- effective communication
- building relationships
- empathising with others

<http://www.unicef.org/lifeskills/files/SkillsForHealth230503.pdf>



“Health promotion and education programs designed to influence this [delaying the age of first intercourse] clearly need to be started at an early age to have any impact”

Williams, H. & Davidson S. (2004)

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What methods are used in effective sexuality education?


- Class discussion
- Brainstorming
- Role play
- Small group work
- Case studies
- Audio-visual activities eg story telling, art, theatre
- Decision mapping or problem trees

<http://www.unicef.org/lifeskills/files/SkillsForHealth230503.pdf>

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Sexuality for 7-10 year olds

- public and private
- sexual and reproductive body parts and how they change
- types of relationships, how to make and keep friends
- types of touch
- **No Go Tell** strategy



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Sexuality for 10-13 year olds

- changes- am I OK?
 - body
 - peers
 - family
- gender
- 'going out'
- clarifying values and respecting diversity

RELATIONSHIP? Can the people in this situation trust each other?

SAFE? Is this situation safe, physically and emotionally, for the people involved?


MY DECISION? Can the people in this situation be sure that they are making their decision for themselves without any pressure?

FEEL OKAY? Will the people in this situation feel okay about their actions afterwards?

Critical factors for successful sexuality education 

- introducing sexuality education early
- adopting a whole school approach
- acknowledging children and young people as sexual beings
- providing educators with appropriate training and support
- involving parents and communities

Jordan, L, Bayly, C, Sawyer, S (2005)

Conclusion 

“For many young people, sex and relationship education will not be meaningful if it is decontextualised and reduced to the mechanics of sexual behaviour.”

Hirst, J (2004), p 125

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