



# European standards for sexuality education

## PURPOSE OF THE EXERCISE:

- Students are able to explain the concepts of sexual health, sexual rights, and sexuality- and relationship education.
- Students are aware that there are different approaches to sexuality- and relationship education, and know where their own preference lies.
- Students are able to argue why sexuality- and relationship education is important for children in care.
- Students reflect on goals and guidelines as pertaining to sexuality- and relationship education.

## TIMING:

1 hour

## NEEDED MATERIAL:

[See this link](#)

## HOW TO CONDUCT THE EXERCISE:

Prior to the exercise, students must read: *Standards for Sexuality Education in Europe. A framework for policy makers, educational and health authorities and specialists*. Chapter 1, 2, 3 (paragraph 3.1), chapter 4, and chapter 1 of part 2.

The article can be found [here](#)

International organisations in the field of sexual health, like the UN and the WHO, have formulated goals and guidelines for sexuality- and relationship education. It is important that students are aware of these.

Individually or in small groups, the students can work on the following questions about *Standards for Sexuality Education in Europe. A framework for policy makers, educational and health authorities and specialists*:

- The article mentions 'formal and informal sexuality education.' Why are both important, according to the rapport?
- What approaches to sexuality- and relationship education are mentioned in the document? Which approach do you prefer?
- Using the text, explain what is meant by the following concepts, and give an example of each of these:
  - o Sexual health
  - o Sexual rights
  - o Sexuality- and relationship education
- Give four reasons why sexuality- and relationship education is important for children in care.
- Discuss which goals (part 1, chapter 4) you find most important for children and youths in care.

Part 2 identifies eight different themes within sexuality- and relationship education. Using examples, explain what is meant by these themes.

## SUGGESTIONS:

After answering these questions, you can delve further into the material using statements which challenge the students to engage in conversation.

Let the students debate each other, for example, by dividing them into groups of 'agree' and 'disagree'. Let both groups present arguments for their point of view.

Sample statements:

- Sexuality- and relationship education for youth is an outdated concept; these days, youths already know everything about sexuality through internet and social media.
- Sexuality- and relationship education puts ideas into children's heads, causing them to start being sexually active at an earlier age
- The most important aspect of sexuality- and relationship education is educating youths on how to protect themselves against unwanted pregnancies and STDs.
- Paying attention in an informal manner to sexuality- and relationship education with youths in residential group care is a job for social care workers.
- In sexuality- and relationship education, it is important to give space to the youths themselves.
- Sexuality- and relationship education should focus mostly on girls, because they are more vulnerable than boys.
- When providing sexuality- and relationship education, a social care worker must be well informed about social, economic, statutory, and religious aspects.

## REFERENCES:

(APA standard)

Mouthaan, I., Gürses, N., & Ohlrichs, Y. (2012). *Over seks gesproken. Handleiding seksuele en relationele vorming voor lerarenopleidingen*. Utrecht : Rutgers WPF.

