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Understanding sexual development in children
2m:
• Genital erection common in boys (from birth).
9-12m:
• Handle genitals when clothes are off.
• May be beginnings of masturbation.
• want to be changed when in wet/soiled.
• Girls look at main caregiver and smile when urinating.
1y:
• Affectionate towards main caregiver when tired or wet.
• Hug and show affection towards dolls and Teddies.
• Like to be naked.
2y:

- Kisse at bed time.
- Handle own genitals when unclothed.
- Beginnings of interest in physical differences between boys and girls.
- Girls show interest in different postures for urinating.
- Interest in watching others in bathroom.
3y:
• Talk about physical differences between boys and girls.
• Girls may try to urinate standing up.
• Interest in own genitals, showing and touching them (masturbation).
• Want to look at and touch adults.
• Want to look at and touch mother’s breasts.
• Gender identity by 3 years.
4y:
• Interest in their umbilicus.
• Ask where do babies come from?
• May play game of ‘show’.
• Sex play may include kissing games and pretending to be married
• play doctor.
• privacy for self
• Interested in bathroom/toilet activities of others.
• Verbally expressive about elimination.
Should sex education be taught in schools?

"If God brings the sun and rain, the earth brings our food and the stork brings babies—what’s Dad hanging around for?"
5y:

- Interest in anatomical differences between male and female.
- Masturbation.
- Less sex play and games of show.
- Less exposing of self.
- More interest in pregnancy and birth.
- Aware of sexuality content in the media.
6y:

• Marked awareness of differences between boys and girls – boys ask questions about their testicles.
• Mild sex play.
• Masturbation in privacy.
• Become very curious about pregnancy and birth.
• Form strong same-sex friendships.
• Compare private parts with peers.
• May mimicking observed behaviours such as pinching a bottom.
• Using slang words.
7y:

- Less interest in sex play.
- Have a growing awareness of gender roles.
- Know about social relations, sexual intercourse, sperm and egg but still can not understand the whole picture.
8y:

• Know more about the physiology of the body.
• Interest in sex facts more than play.
• Have basic understanding of the process of human reproduction including sexual intercourse.
• Interest in dirty jokes.
• Use or write sex words.
9y:

- May talk about sex with friends of same sex.
- Seek out pictures in books or net.
- Interest in details of their organs and their function.
- Interest in having a Facebook, Instagram accounts.
10 to 12 year

- Care about their body image.
- Peer opinion is important.
- Having crushes.
- Masturbate in privacy
- Use sexual language
- Have information regarding sex.
- Feel anxious about puberty.

Puberty in female 10-14
Puberty in male 12-16
• **Children Ages 13 to 18 may:**

  • Conversation with peers is mainly about sex.
  • Flirting.
  • Interest in erotica.
  • Use of internet to chat online.
  • Masturbate in privacy.
  • Having a girlfriend or boyfriend to feel popular or attractive.
  • The opinion of peers becomes more important.
• It is better to talk to them a year earlier than a minute later
Before they turn 18...

1 in 6 boys experience some form of sexual abuse

1 in 4 girls experience some form of sexual abuse
Why sexuality education is important in primary school

• Many children want to know
• Sexuality education provides preparation for puberty and beyond
• Sexuality education helps young people make healthy choices
• Children are saturated with sexual messages
• Gender stereotypes begin to affect children’s choices
• Sexuality education can be protective against sexual abuse
• Sexuality education goes to the heart of what family means
What is the Comprehensive Sexuality Education

A planned, sequential K-12 curriculum that is part of a comprehensive school health education approach which addresses age-appropriate physical, mental, emotional and social dimensions of human sexuality. To be comprehensive it shouldn’t focus solely on sex and sexuality, but emphasize the importance of forming healthy relationships. It should be medically accurate. Qualified, trained teachers should provide sexuality education.

Adapted from Centers for Disease Control and Prevention definition of health education; available at http://www.cdc.gov/HealthyYouth/CSHP/#1.
The goals of the CSE:

- To provide accurate information about human sexuality.
- To help children to develop and understand their values, and insights about sexuality
- To help children develop relationships and interpersonal skills
- To help children exercise responsibility regarding relationships
- To respect community, social, and individual values and beliefs regarding sex.
Myth and facts

• **MYTH** Comprehensive sexuality education encourages children to have sex.

• **FACT** Research clearly demonstrates that comprehensive sexuality education programs can help young people delay sexual initiation.
Myth and facts

• **MYTH** Comprehensive sexuality education disregards values and morals.

• **FACT** Comprehensive sexuality education integrates values and cultural sensitivity as respect, equality are inextricably linked to universally agreed human rights.
Myth and facts

• **MYTH** Comprehensive sexuality education teaches the mechanics of sex to young children.

• **FACT** Comprehensive sexuality education provides age- and developmentally-appropriate information and skills. Topics covered vary by grade and are planned and sequential to build young people’s knowledge and skills as they mature.
Myth and facts

• **MYTH** Comprehensive sexuality education programs are used as a tool to control population growth.

• **FACT** Comprehensive sexuality education provides families with access to vital sexual and reproductive health information so they can voluntarily decide the size and spacing of their families.
Criteria for effective program

- Be respectful of different cultures, religion and family values.
- Recognize and respect the importance of family as a source of sexual health information, education and values.
- Use an approach that is supportive, non-judgmental.
- Be delivered early before young people go through puberty.
- Be appropriate and relevant to the development and maturity of young people.
- Be delivered by the classroom/health teacher
- Be of sufficient duration and intensity to produce change.
- Addresses social pressures and influences.
- Builds personal and social competence.
- Focus on safe behaviour and skills rather than on the risks
Challenges in implementing of CSE program in school

• Culture and religion.
• Pressure from parents
• the lack of adequate sexuality education policy (just life cycle).
• Lack of teaching and learning materials.
• Lack of training for teachers.
• the educator’s attitude towards the subjects
School policy

• State the aims and expected outcomes of the school’s SRE program.
• Explain how the program is delivered, the teaching approaches and resources used and who is responsible for providing them.
• Describe how school policies on confidentiality, safeguarding and child protection relate to CSE.
• Describe how the school will work with parents and include a statement about parents’ rights to withdraw their child from sex education.
• Say how CSE is monitored and evaluated.
Topics covered under CSE

• Heath and personal hygiene.
• Anatomy and physiology of human bodies.
• Puberty
• personal safety, decision making.
• Gender identity and gender role.
• Families and healthy relationships
• pregnancy and birth, contraceptives.
• media literacy.
On completing this level, students will be able to:

- Describe how they have changed since they were young.
- Name parts of the body and identify the differences between boys and girls.
- Identify the meaning of the family.
- Identify people they can ask for help both at home and at school.
- Understand the hygiene and healthy life.
0-2 year:
• correct words for body parts, so use these words from the start – vulva, vagina, breasts, nipples, penis, scrotum, testes.
2-3 years

• Teach the children that every body part has a name and its own ‘job’ to do. For example, boys have a penis, and girls have a vulva.
• Teach the differences between boys and girls.
• Explain the meaning of privacy (your body is your own).
4-5 years

• Teach that a baby grows in a mother’s uterus, and that to make a baby you need a sperm (like a tiny seed) from a man and an ovum (like a tiny egg) from a woman. When he’s finished growing, he’ll go through the birth canal, which is called the vagina.

• Talk about privacy

• The difference between “okay” touches and “not okay” touches.

• Everyone has the right to say “no” to being touched, even by gowns up

• No one—child or adult--has the right to touch your private parts

• Who to tell if people do “not okay” things to you, or ask you to do “not okay” things to them.
Activities

when I was a baby

Main idea:
• I have grown and learnt a lot since I was very young.
• I will keep on growing, learning and changing.
what do I need to grow up

Main idea:
• My body has grown and changed since I was a baby.
• We need food, exercise, rest and love to grow and develop.
Activities

I know my body

Main idea:
• Though there are some parts we keep private, there is nothing bad about them, they are just private.
• I have the right to say “no”
• I understand the good touch and the bad touch
Activities

There is a difference between surprise and a secret

Main idea:
• I understand what is a secret
• I understand what is sexual abuse
• I understand what can I do if someone try to abuse me
Activities

Family circles

Main idea:
• When I was a baby, I needed someone to care for me.
• Now that I am older, there are a lot more things I can do for myself.
• Everybody needs someone that cares for them, whatever age they are.
Activities

I have friends

Main idea:

• I can build relationship with others.
• Everybody needs a friend and what can I do and not do with my friend.
• I understand others emotions.
Activities

Whom can we ask for help at school (someone to talk to)

Main idea:

• I can ask for help when I need it.
• I can identify the people at school I can ask for help.
• I know what to do in bullying.
(level 2) 6-8y

On completing this level, students will be able to:

- Describe what makes us the same and what makes us different.
- Name the parts of both girls’ and boys’ bodies.
- List some ways of being a good friend.
- List ways we care for each other.
- Name their feelings
- Identify the things we need to grow and to be healthy.
6-8 years

- Explain that to make a baby, a sperm from a man and an egg from a woman join together. You could also explain that this happens when a man and a woman have sexual intercourse, which is when the man puts his penis inside the woman’s vagina.
- Answers to all questions about the body and bodily functions
Activities

Robot body

Main idea:

• I can talk about what makes us the same and what makes us different.
• I know the names of the parts of bodies.
• I know that I am unique.
Activities

Same and different.

Main idea:
• I know some things that make me different.
• I know some things about me that I have in common with my classmates.
• There is no one quite like me.
• Life can be more interesting because we are different.
Female Genitalia -
External and Internal

- Oviduct
- Ovary
- Labium majora
- Labium minora
- Uterus
- Cervix
- Clitoris
- Urethral opening
- Vaginal opening
- Anus
Male Reproductive System

- Ureter (from kidney)
- Seminal vesicle
- Prostate gland
- An accessory gland
- Vas deferens
- Epididymis
- Testis
- Urinary bladder
- Erectile tissue
- Urethra
- Glans penis
Say hello

Main idea:
• I know some ways of being a friend.
• I know that acting in a friendly way helps people feel good, and I feel good too.
Activities

ways we care for one another

Main idea:
• I can name some people who love and care for me.
• I can name some helpful things I can do at home.
Activities

there is a name for that.

Main idea:
• I can name my feelings.
• I know that others can have similar feelings to me.
• I know that all the parts of my body have a name.
Main idea:
• I can identify the main things my body needs to grow.
• I can decide and solve my problems
On completing this level, students will be able to:

- Name parts of the body that belong to both boys and girls
- Name parts of the body that belong to only boys and only girls
- Identify changes that occur during puberty
- Describe how babies are conceived, develop and are born as part of the human lifecycle
- Describe the qualities of friendship
- Explore and question rules about gender.
- Identify the rules of using the social media and the internet.
8-10 year
• Physical changes like the growth of genitals, breast development and menstruation in females, and growth spurts.
• Sexual feelings that may lead to sexual attraction to others and masturbation.
• Emotional changes that affect how children see themselves, their self-image, and how they relate to others like their parents, family, and friends.
• Body image.
• Basics of reproduction, pregnancy, and childbirth
Activities

About bodies

Main idea:
• I can ask questions about all parts of my body.
Male Pelvis

- Pubic bone
- Urinary bladder
- Erectile tissue
- Urethra
- Glans penis
- Epididymis
- Scrotum
- Testis
- Vas deferens
- Ureter (from kidney)
- Rectum
- Seminal vesicle
- Prostate gland
- An accessory gland
How the egg and sperm meet!
Activities

Inside and out

Main idea:
• I know the names of the reproductive system and their functions.
• I know the right words to use in different situations.
Activities

introduction to puberty

Main idea:

• I can describe and talk about similarities and differences in the way people grow.
Activities

the amazing story of conception.

Main idea
• I know how babies are conceived, develop and are born as part of the human life cycle.
Main idea:

• I know that a friend is someone I like to spend more time with and we share some of the same interests.
• I know how friends should treat me too, by taking turns and playing fair.
• Friends also have disagreements, and we can learn how to sort those out.
Activities

Gender

Main idea:
• I won’t let being a boy or being a girl stop me from doing the things that I love.
• I won’t stop other students doing things they love because they are breaking ‘boy rules’ or ‘girl rules’.
Main idea:

• I understand the rules of watching TV
• I know the rules of using the internet including chat, sharing information or sharing pictures.
• No one can take pictures of me or my private parts.
On completing this level, students will be able to:

- Describe the physical, social and emotional changes associated with puberty
- Understand that the timing of puberty will vary from individual to individual
- Respect the feeling of others
- List the hygiene products used during puberty
- Understand the process of menstruation and sperm production
- Understand the process of sexual intercourse and reproduction
- Describe the qualities of good friends and compare these to the desirable qualities of a girl/boy friend
- Learn to judge whether depictions of sex and sexuality in the media are true or false, realistic or not, and whether they are positive or negative.
10-12year

- Physical changes during puberty.
- Emotional changes related to puberty
- Hygiene associated with puberty.
- Having a girl friend and boy friend
- Understanding the birth control
Activities

The ups and downs of growing up

Main idea:

• I know the physical, social and emotional changes that occur during puberty.
• I know some of the good, bad, and best sources of information and support about puberty.
They tell me I am going through puberty

Main idea:
I know the physical changes of puberty experienced by both boys and girls.
Activities

When will it

Main idea
• I understand that puberty does not happen all at once. It happens in stages.
• I know that puberty happens to everyone somewhere between the ages of eight and 18.
• I know that everyone is on their own body clock and puberty will start according to each person’s body clock.
• I appreciate that we can all feel sensitive about our bodies at this time of our lives and we need to be respectful of each other’s feelings.
Activities

Coping with body changes

Main idea:
There are things I can learn to do to manage puberty changes.
Activities

Menstruation, wet dreams, production and conception

Main idea:

• I understand the processes of menstruation and sperm production.

• I understand the process of sexual intercourse and reproduction.
Main idea:
• I know that puberty also means changing emotions and attitudes and my relationships may grow and change, and there are skills I need for that too.
• It is good to have someone to rely on. It is even better if I can enjoy relationships with more than one person.
Activities

Finding reliable information

Main idea:
• I can identify adults that I trust and who can ask for help.
• I can be a support to my friends.
• I can assess good sources of information about my body, sexuality and growing up.
Activities

Understanding pornography

Main idea:
• I understand what healthy sexuality is and why it is so important.
• I understand why pornography could be so harmful.
• I know what information, pictures I can share on my social media
• I know the rules of chatting online.
Ways of teaching

- Engage
- explore
- Explain
- Elaborate
- Evaluate
How to teach sex education

• Understanding sexual educational program
• Preparing to teach sex education
• Using different teaching strategies
• Managing your learners while teaching
• Responding to questions
Understanding sexual educational program

- Familiarize yourself with your local sex education requirements
- Make sure teaching sex education is possible in your situation
- Understand the different approaches to sex education.
- Plan your own lessons or curriculum.
Preparing to teach sex education

- Educate yourself on sex and sexual health
- Understand who you are educating to
- Determine what your goals are when teaching sex education
- Provide a safe environment when talking about sex.
- Prepare to tackle complex issues like gender and sexuality.
- Practice talking about sexual health
- Contact your learners' parents or guardians with information about the content you'll be teaching
Using different teaching strategies

- Adopt cooperative learning strategies (Inquiry-based learning, Problem-based learning, Project-based learning)
- Use visuals and media to aid your teaching
- Encourage students to reflect through journal writing
- Evaluate and assess your students' learning
Managing your learners while teaching

- Establish the ground rules before starting the lesson.
- Inform students that you will respect their privacy
- Actively promote critical thinking and open-mindedness.
- Relate with your learners what they have learned in the past
- Allow learners to ask questions anonymously or privately with you
Responding to questions

- Reinforce what is an appropriate or inappropriate question.
- Validate students' concerns.
- Answer questions as honestly and as best you can.
- Determine if you will be answering questions about personal behaviour.
- Diffuse questions asked to "shock" others.
Outcomes of sexual education

- Develop positive attitudes and values that influence the way they behave.
- Develop the skills needed to make responsible and well-informed decisions about sexual health and well-being.
- Gain respect for themselves and others.
- Build successful relationships.
- Appreciate the importance of stable and loving personal relationships.
- Understand the physical and emotional aspects of sex, sexuality and sexual health and well-being.
- Understand the consequences and risks of sexual activity.
- Know how to get appropriate advice on sexual health and well-being.
Do you think we’ve done enough homework so we can talk to our kids about sex?
Thank You