

学校性教育实施现状研究

作者： 时间：2014-06-17

Background

Sexuality is a fundamental aspect of human life. It has physical, psychological, spiritual, social, economic, political and cultural dimensions. Sexuality cannot be understood without reference to gender. Diversity is a fundamental characteristic of sexuality. School settings provide an important opportunity to reach large numbers of young people with sexuality education before they become sexually active, as well as offering an appropriate structure (i.e. the formal curriculum) within which such education is provided.

By Sexuality Education we mean any classes or talks in school that discuss human reproduction, communication and relationships, gender equality and norms, puberty, abstinence, HIV/AIDS, sexually transmitted infections, pregnancy prevention and the like. These topics may have been taught in a separate sexuality education course, or as part of another course, like health or science. The primary goal of sexuality education is that children and young people become equipped with the knowledge, skills and values to make responsible choices about their sexual and social relationships in a world affected by HIV and other sexual and reproductive health hazards.

The International Technical Guidance on Sexuality Education developed by UNESCO in collaboration with UNAIDS, UNFPA, UNICEF and WHO proposes a “ basic minimum package ” of topics and learning objectives for a sexuality education programme for children and young people from 5 to 18+ years of age. All learning objectives address children ’ s and young people ’ s need for information and right to education. While only some of these learning objectives are specifically designed to reduce risky sexual behavior, others attempt to change social norms, facilitate communication of sexual issues, remove social and attitudinal barriers to sexuality education and increase knowledge. The whole package is defined as “ Comprehensive Sexuality Education (CSE) ” .[1]

[1] The terminology of CSE is used here for consistency purpose. However, CSE can be understood and called differently in China, e.g. sexual health education, puberty/adolescence education, etc. At the school level, elements of CSE might be taught under different subjects/courses, e.g. psychological health education, physical health education, morality education, and science, etc.

 [Call for proposal & TOR_CSE_review_20140530.pdf](#)



云南省健康与发展研究会 www.yhdra.org

Tech Support : Tekin

QQ:932256355

Mobile: 13888011868