



Age Appropriate Sexuality Education Communication Guideline Sri Lanka



Building understanding.
Promoting respect. Empowering futures.



Open
Communication



Inclusivity &
Respect



Empathy &
Support



Knowledge &
Understanding



Healthy Choices,
Empowered Lives

Panel

Editorial Board

1. Dr. Ranjith Batuwanthudawe, Director, Health Education and Publicity, Health Promotion Bureau
2. Dr. Asanthi Fernando Balapitiya, Consultant Community Physician, Head, Health Communication, Life skills, Media and Publicity Unit, Health Promotion Bureau
3. Dr. Enoka Wickramasinghe, Consultant Community Physician, Head, Planning, Monitoring and evaluation, Pre School-Health Promotion Unit, Health Promotion Bureau
4. Dr. Ganga Tennakoon, Registrar in MD Community Medicine, Health Promotion Bureau
5. Dr. Sanjeewa Wijesinghe, Registrar in MD Community Medicine, Health Promotion Bureau
6. Dr. Gamini Samarawickrama, Medical Officer, Health Promotion Bureau

Resource Team

1. Professor Piyanjali de Zoysa, Professor in Clinical Psychology, Faculty of Medicine, University of Colombo
2. Professor Pujitha Wickramasinghe, Professor in Paediatrics, Faculty of Medicine, University of Colombo
3. Professor Iresha Lakshman, Professor in Sociology, University of Colombo
4. Professor Rose Wijesekara, Chair Professor of the Department of Private and Comparative Law, Faculty of Law, University of Colombo
5. Emeritus Prof. Saroj Jayasinghe, Department of Medical Humanities, Faculty of Medicine, University of Colombo
6. Emeritus Prof. Hemantha Senanayake, Professor in Obstetrics and Gynaecology, University of Colombo
7. Prof. Jean Perera, Professor in Forensic Medicine and Toxicology, University of Colombo

8. Emeritus Prof. Narada Warnasuriya, Professor in Paediatrics, University of Sri Jayewardenepura
9. Prof. Aswini D. Fernando, Associate Professor, Consultant Paediatrician, University of Kelaniya
10. Dr Amanthi Bandusena, Consultant Community Physician, Head- Risk Communication, Workplace Health Promotion and Policy and Advocacy Unit, Health Promotion Bureau
11. Dr. Ajith Alagiyawanna, Consultant Community Physician, Head- Community Health Promotion and Social Media Unit, Health Promotion Bureau
12. Dr. Janaki Vidanapathirana, Director, National STD & AIDS Control Programme
13. Dr. Chiranthika Withana, Consultant Community Physician, Head, Adolescent Health Unit, Family Health Bureau
14. Dr Asiri Hewamalage, Consultant Community Physician, National Programme Manager, Child Care, Development & Special Needs Unit, Family Health Bureau
15. Dr. Vindya Wijayabandara, Consultant Psychiatrist, National Institute of Mental Health
16. Dr. Darshane Hettiarachchi, Consultant Child and Adolescent Psychiatrist, Lady Ridgeway Hospital for Children
17. Dr. Yamuna Ellawala, Consultant Community Physician, Directorate of Mental Health
18. Dr Nadeeja Herath, Consultant Community Physician, National Programme Manager, Well Woman Programme and Men's Health Unit, Family Health Bureau
19. Dr Dinusha Perera, Medical Officer, Gender and Women's Health Unit, Family Health Bureau
20. Dr Nishani Obeysekara, Director, Youth, Elderly and Disabled Persons Unit, Ministry of Health
21. Dr. Lakshman Senannayake, Consultant Obstetrician and Gynaecologist
22. Dr. Achintha Dissanayake, Consultant Obstetrician and Gynaecologist, General Sir John Kotelawala Defense University
23. Dr. Harsha Atapattu, Consultant Obstetrician and Gynaecologist, De Zoysa Maternity Hospital

24. Dr. Darshana Abeygunawardena, Consultant Obstetrician and Gynaecologist, Base Hospital, Homagama
25. Dr. Sudath Senarathne, Consultant Obstetrician and Gynaecologist, Teaching Hospital, Kurunegala
26. Dr. Neil Fernando, Consultant Psychiatrist, General Sir John Kotelawala Defense University
27. Dr. Nadeeka Chandrarathne, Senior Lecturer in Community Medicine, Faculty of Medicine, University of Colombo
28. Dr. Santhushya Fernando, Consultant Community Physician and Senior Lecturer in Medical Humanities, Faculty of Medicine, University of Colombo
29. Mrs. Tina Solomon Senior Lecture and Clinical Psychologist, General Sir John Kotelawala Defense University
30. Mrs. Kanthi Hettigoda, Senior Lecture and Clinical Psychologist, University of Peradeniya
31. Dr. Prabhath Ranasinghe, Consultant Community Physician, RDHS- Kandy
32. Dr. Amila Chandrasiri, Consultant Community Physician, RDHS- Galle
33. Dr. Prageeth Premadasa, Consultant Venereologists, Galle
34. Dr. Priyantha Weerasinghe, Consultant Venereologists, Negombo
35. Dr. Vino Dharmakulasinghe, Consultant Venereologists, National STD & AIDS Control Programme
36. Dr. Kokilanthi Dharmaratne, Consultant Venereologists, Kaluthara
37. Dr. Manjula Rajapakshe, Consultant Venereologists, Gampaha
38. Mrs. D. D. Varuni Rasadari, Director, National Secretariat for Early Childhood Development
39. DIG. Renuka Jayasundara, Deputy Inspector General (DIG), Bureau for the Investigation of Abuse of Children and Women, Sri Lanka Police
40. Mr. Charuka Damunupola, Senior Information Security Engineer, CERT Sri Lanka
41. Ms. Sarah Soysa, National Program Manager SRHR, UNFPA

42. Ms. Yashara Nathaniel, Program Analyst SRHR, UNFPA
43. Dr. Nayani Dharmakeerthi, UNICEF
44. Dr. Pramod Gunawardena, Save the Children

List of Abbreviations

AEP - Adolescent Education Program

AASE – Age-Appropriate Sexuality Education

FGD - Focus Group Discussion

FHB – Family Health Bureau

GBV - Gender-Based Violence

HIV - Human Immunodeficiency Virus

HIV/AIDS - Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome

HPB - Health Promotion Bureau

ICT - Information and Communication Technology

IEC - Information, Education, and Communication

ICPD - International Conference on Population and Development

ITGSE - International Technical Guidance on Sexuality Education

MHM - Menstrual Health Management

NCPA - National Child Protection Authority

NGO - non-governmental organization

NSACP - National STD/AIDS Control Programme

SAARC - South Asian Association for Regional Cooperation

SBCC - Social Behavior Change Communication

SDGs - Sustainable Development Goals

SIECUS - Sexuality Information and Education Council of the United States

SRH - Sexual and Reproductive Health

SRHR - Sexual and Reproductive Health and Rights

STI - Sexually Transmitted Infection

UN - United Nations

UNESCO - United Nations Educational, Scientific and Cultural Organization

UNFPA - United Nations Population Fund

UNICEF - United Nations Children's Fund

WHO - World Health Organization



Table of Contents

1

FORWARD

2

**ACRONYMS AND
ABBREVIATIONS**

3

ACKNOWLEDGEMENT

4

DEFINITIONS OF TERMS

5

INTRODUCTION

6

**DEFINITION OF
AGE APPROPRIATE
SEXUALITY EDUCATION**

7

**AIMS AND IMPACT OF
THE GUIDELINE**

8

**INTENDED USERS OF
THIS GUIDANCE**





Table of Contents



9

THE DEVELOPMENT PROCESS
OF THE GUIDELINE

10

INSTRUCTIONS FOR DEVELOPING
SEXUALITY EDUCATION MATERIALS

11

BIOPSYCHOSOCIAL MODEL FOR CSE

12

LIFE COURSE APPROACH FOR AGE-
APPROPRIATE SEXUALITY EDUCATION

13

FRAMEWORK FOR COMMUNICATION
IN CSE

14

KEY CONCEPTS, TOPICS AND
LEARNING OBJECTIVES



Human Body Development and Sexuality



Sexuality and Relationship



Values, Rights, Culture and Sexuality



Sexuality and Sexual Behaviour



Sexuality and Sexual Health



Skills for Sexual Wellbeing

15

REFERENCES

16

APPENDICES



Definitions of Terms

Abstinence: Choosing not to engage in sexual activity or deciding when to start having sexual activity and with whom, emphasizing respect for personal decisions

Adolescent: Individuals transitioning from childhood to adulthood, typically between the ages of 10 and 19, characterized by significant physical, emotional, and social development

Adolescent Development: The physical, emotional, and psychological changes that occur as individuals transition from childhood to adulthood, typically during the ages of 10–19 years

Adult: An individual who has reached the age of maturity as defined by law, typically 18 years or older, and is considered fully responsible for their actions and decisions

Advocacy: Efforts to influence public policy and resource allocation decisions within political, economic, and social systems and institutions to support Age-Appropriate sexuality education

Assertiveness: The ability to express one's thoughts, feelings, and needs clearly and confidently without violating the rights of others

Bodily Integrity: The right to make decisions over one's own body and to be free from physical harm or unwanted interference

Child: Any individual below the age of 18, as defined by the United Nations Convention on the Rights of the Child, often requiring protection, care, and support to ensure their development and well-being

Child Protection: Measures and structures aimed at preventing and responding to abuse, neglect, exploitation, and violence against children in all settings

Consent: Freely given, enthusiastic agreement to participate in a specific activity, emphasizing communication and mutual respect

Contraception: Methods and devices used to prevent pregnancy, enabling individuals to make informed choices about their reproductive health

Cultural Sensitivity: The acknowledgment and incorporation of diverse cultural norms, practices, and values when designing and implementing sexuality education programs

Decision-Making Skills: The ability to make informed, thoughtful, and reflective choices, particularly in areas affecting health and well-being

Discrimination: The unjust or prejudicial treatment of individuals based on characteristics such as gender, age, ethnicity, or sexual orientation

Elderly: Individuals typically aged 60 years and older, often experiencing unique health, social, and economic challenges

Empowerment: The process of enabling individuals or groups to take control of their lives and make informed decisions about their health and well-being

Gender: The roles, behaviors, activities, and attributes that a given society considers appropriate for individuals based on their sex, encompassing both social and cultural dimensions

Gender Equality: The state in which individuals of all genders have equal rights, responsibilities, and opportunities in all areas of life, including education, health, and employment

Gender Norms: Societal expectations and roles assigned to individuals based on their gender, often shaping behavior and opportunities

Gender-Based Violence (GBV): Any harmful act directed at an individual based on their gender, including physical, emotional, sexual, and economic harm **Health:** A state of complete physical, mental, and social well-being, not merely the absence of disease or infirmity

Health-Seeking Behavior: Actions taken by individuals to seek health services or adopt practices that improve health and well-being

Human Rights: The basic rights and freedoms that belong to every person in the world, from birth until death, emphasizing dignity, equality, and fairness

Hygiene: Practices and conditions that promote cleanliness and health, preventing the spread of disease and ensuring well-being

Life Skills: Abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life, including communication, decision-making, and critical thinking

Peer Influence: The effect that peers have on an individual's attitudes, values, and behaviors, particularly during adolescence

Reproductive Health: A state of complete physical, mental, and social well-being in all matters relating to the reproductive system, including safe and informed choices about family planning and childbirth

Responsible Sexual Behavior: Engaging in sexual practices that are consensual, safe, and respectful, considering emotional and physical health

Rights-Based Approach: A framework that integrates human rights principles into the design, implementation, and evaluation of programs, ensuring dignity, equality, and participation

Role Models: Individuals who demonstrate behaviors, attitudes, and values that others may emulate or learn from, particularly in promoting positive relationships and health choices

Sex: The biological and physiological characteristics that define humans as male, female, typically including anatomy, chromosomes, and hormones

Sexual and Reproductive Rights: The rights of all individuals to make decisions concerning their sexual activity and reproduction free from discrimination, coercion, and violence

Sexual Behavior: Human behaviors related to intimacy and reproduction, encompassing a range of activities and expressions

Sexual Health: A state of physical, emotional, mental, and social well-being in relation to sexuality, not merely the absence of disease, dysfunction, or infirmity

Social Construction of Gender: The idea that gender roles and expectations are created and maintained by societal norms, values, and structures

Stigma: Negative attitudes or beliefs about a person or group, often based on misconceptions or stereotypes, leading to discrimination or exclusion

Sustainable Development Goals (SDGs): A set of 17 global goals established by the United Nations to achieve a better and more sustainable future for all, including goals related to health, education, and gender equality

Teenage Pregnancy: Pregnancy occurring in females aged 19 years or younger, often associated with health, social, and economic challenges

Violence Prevention: Strategies and measures designed to reduce the risk of physical, emotional, and sexual harm in communities and institutions

Well-Being: A holistic state of health, happiness, and prosperity, encompassing physical, mental, emotional, and social aspects

Youth: Individuals between the ages of 15 and 24, often considered a dynamic and transitional stage of life characterized by personal, social, and professional development

Youth Leadership: Empowering young people to take active roles in their communities and advocate for issues that affect their health and well-being

Young People: A broad term typically referring to individuals aged 10 to 24, encompassing adolescents and youth

1.Introduction

Age-Appropriate Sexuality Education (AASE) is a vital component of holistic education, designed to equip individuals with the Age-Appropriate knowledge, practical skills, and constructive attitudes necessary to navigate the multifaceted dimensions of sexual and reproductive health. It is not merely about imparting information, but it aims to empower individuals with a deep understanding of critical themes such as gender equality, building and maintaining healthy relationships, fostering emotional resilience, and supporting personal and social growth.

Beyond its immediate impact on individuals, AASE plays a transformative role at the societal level by addressing and dismantling systemic barriers related to sexuality, health inequities, and gender-based discrimination. By integrating AASE into education systems, communities can foster environments where informed decision-making, mutual respect, and inclusivity are prioritized, contributing to a healthier and more equitable society for all.

Age-Appropriate Sexuality Education (AASE) empowers individuals across the life course to protect and advocate for their health, well-being, and dignity by providing them with essential knowledge, attitudes, and skills. It is fundamental to exercising full bodily autonomy, promoting gender equality, and advancing the rights and empowerment of all people, regardless of age. For children, AASE lays the foundation for understanding and respecting their bodies, fostering healthy attitudes, and developing life skills for self-protection from abuse, social for assertiveness and emotional skills needed for future relationships. It has a very special role in adolescence, as it is a critical stage of life where adolescent brains are still in stages of development and maturation with multiple and complex neural network formation, physically and cognitively their bodies are changing rapidly, and in amalgamation of all these changes, they are in a transformation phase with forming values, identities, and social relationships that shape them into adulthood. For both adolescents and adults, AASE supports informed decision-making, responsible relationship management, and contributes to a more just and equitable society, enhancing overall quality of life and societal well-being.

1.1. What is Age-Appropriate Sexuality Education?

AASE is a structured, curriculum-based educational approach that seeks to provide comprehensive information about the cognitive, emotional, physical, and social dimensions of sexuality. It is rooted in fundamental human rights and principles of gender equality. AASE emphasizes culturally relevant and age-appropriate instruction and fosters critical thinking skills among learners. It covers a broad range of topics, including anatomical & physiological knowledge, healthy relationships, challenging social norms, and understanding consent. AASE empowers individuals by enabling them to make informed, respectful, and autonomous decisions. While it enhances personal well-being, it also contributes to create inclusive and equitable societies by addressing systemic barriers such as stigma, gender inequality, and misinformation surrounding sexual health and rights.

1.2. Aims and Impact of the Guideline

This guideline envisions an empowered nation where sexual well-being and satisfaction are integral to quality of life. Its mission is to improve knowledge, attitudes and practices on sexual behaviors with enhanced literacy on sexuality across the life course using health promotion principles ensuring improved sexual wellbeing and satisfaction among citizens in Sri Lanka.

The primary objective of this guideline is to ensure personal wellbeing and satisfaction among all Sri Lankans by inculcating appropriate knowledge, attitude and practices related to sexuality through life course approach based on health promotion principles.

1.3. Intended users of this Guideline

This guideline is designed to serve as a comprehensive resource for a diverse group of stakeholders involved in the development, implementation, and evaluation of Age-Appropriate Sexuality Education (AASE) programs on health communication in Sri Lanka. By addressing the specific roles and needs of various actors, the guideline aims to foster a unified approach to deliver effective, age-appropriate, and culturally sensitive AASE. Especially for adolescents in Sri Lanka, this resource ensures delivery of quality of information and support on AASE, during a crucial period of growth and decision-making and will have an impact on shaping their adulthood.

The intended users include:

I. Policy Makers

Policy makers play a critical role in shaping the strategic direction of AASE initiatives. This guideline provides them with the tools to align AASE communication content and programme delivery strategy within national health and education policies, ensuring coherence with broader developmental goals, such as the Sustainable Development Goals (SDGs). It also supports their efforts to secure financing to advocate for policy reforms, and create a conducive legislative environment for the successful implementation of AASE programs.

II. Educators and Trainers within and out of school

Teachers, instructors, school administrators, and trainers are central to delivering AASE effectively in classrooms and training settings. This guideline offers a structured framework for educators to deliver age-appropriate, evidence-based, and inclusive content. It also provides practical tools and methodologies to enhance their capacity to address sensitive topics with confidence, fostering an open and respectful learning environment.

Educators and trainers within and out of school in community-based approach (ex: Probation officers, Child welfare officers, Police, Vocational Training Centers) can also use this guide to customize and design the content according to their target population.

III. Community Support Organizations

Community Support Organizations include Civil Society Organizations (CSOs), Community Based organizations (CBOs), Non-Governmental Organizations (NGOs), disability support organizations and multi aid groups (informal, peer led groups). They are often at the forefront of outreach efforts, working directly with diverse communities. This guideline equips them with communication strategies and resources to extend AASE beyond formal education settings, ensuring that marginalized groups and underserved populations have access to essential knowledge and skills. It also facilitates their advocacy work by providing data and insights to engage stakeholders and policymakers effectively.

IV. Youth and Peer Educators

Youth-led and peer-driven initiatives are key for effective AASE programme delivery. This guideline supports young leaders and peer educators by offering tailored approaches to engage their peers in meaningful, relatable, and culturally relevant discussions about sexuality, relationships, and health. By empowering youth to lead these efforts, the guideline fosters a sense of ownership and ensures that the messaging resonates deeply with younger audiences.

V. Health Professionals

Health professionals, including consultants, doctors, nurses, midwives, and public health officers, are uniquely positioned to integrate sexuality education into broader health promotion activities. This guideline provides them with strategies to address sexuality and reproductive health topics sensitively and comprehensively in clinical and community settings. It also helps them align their efforts with AASE programs, contributing to improved health outcomes and addressing misconceptions.

VI. Parents and Guardians

Recognizing the vital role of families in shaping young people's understanding of sexuality, this guideline includes resources for parents and guardians. It equips them with the knowledge and confidence to engage in open, age-appropriate discussions with their children, fostering a supportive and informed home environment.

VII. Media Professionals and Influencers

Media professionals and influencers play a significant role in shaping public perceptions and disseminating information. This guideline provides them with accurate, non-stigmatizing content and communication strategies to promote awareness of AASE. It also encourages their collaboration in campaigns and initiatives that amplify the reach and impact of AASE programs.

VIII. Religious and Cultural Leaders

Acknowledging the influence of religious and cultural leaders in Sri Lankan society, this guideline offers approaches to engage these stakeholders constructively. By fostering dialogue and addressing misconceptions, it seeks to build their support for AASE programs that align with religious and cultural values while promoting health and well-being.

IX. Researchers and Evaluators

Academics and researchers contribute to the continuous improvement of AASE programs by studying their effectiveness and impact. This guideline provides a framework for designing research studies, developing evaluation tools, and analyzing outcomes to ensure evidence-based advancements in AASE delivery.

X. Corporate and Private Sector Stakeholders

Recognizing the role of the corporate and private sector in shaping societal norms and providing platforms for outreach, this guideline offers strategies for engaging businesses in promoting Age-Appropriate Sexuality Education. Corporations can support AASE initiatives through corporate social responsibility (CSR) programs, funding educational campaigns, and integrating awareness efforts into workplace wellness programs. Additionally, the private sector's involvement can enhance resource mobilization and innovation, ensuring the sustainability and scalability of AASE programs.

This guideline serves as a dynamic and adaptable resource, recognizing that the users of Age-Appropriate Sexuality Education (AASE) communication strategies are not limited to the categories outlined above. The potential users extend to any individual, group, or institution committed to fostering informed, inclusive, and holistic approaches to sexuality education. Whether as advocates, mentors, policymakers, or facilitators, the collective efforts of diverse stakeholders will ensure that AASE reaches every corner of society. By embracing the collaborative and evolving nature of this work, the guideline encourages innovation, inclusivity, and sustained engagement to meet the unique needs of communities across Sri Lanka and beyond.

1.4. Instructions for Developing Materials for Sexuality Education

This guideline serves as a comprehensive foundational reference for the development of effective, impactful, and inclusive sexuality education materials. The following key considerations are essential for developers to ensure the resources created are relevant, engaging, and aligned with the goals of Age-Appropriate Sexuality Education (AASE):

Adhere to Guiding Principles

Materials must be rooted in evidence-based research to ensure accuracy and credibility. The content must also be culturally sensitive, addressing the unique values and norms of the community while upholding universal human rights principles. This approach ensures that the materials foster understanding and inclusivity, avoiding stigmatization or bias.

Focus on Age-Appropriate Content of the target audience

The developmental stage of the target audience is critical when designing materials. Messaging should be aligned with the cognitive, emotional, and social maturity of learners, ensuring the information is understandable, relatable, and suitable for their age group. For example, young children may benefit from simple explanations about boundaries and body safety, while older adolescents may require more in-depth discussions about relationships, consent, and reproductive health.

Promote Interactive Learning

Effective sexuality education goes beyond passive instruction. Materials should incorporate participatory and experiential learning techniques, such as role-playing, discussions, case studies, and interactive activities. These approaches engage learners actively, encouraging critical thinking, problem-solving, and the development of practical skills, making the learning experience dynamic and memorable.

Ensure Accessibility

Accessibility is a cornerstone of effective educational material development. Resources must be designed to accommodate individuals with disabilities, ensuring inclusivity. This includes using braille, sign language, audio formats, and other adaptive technologies. Furthermore, materials should be adaptable for various contexts, including low-resource settings, different languages, and literacy levels, to ensure they reach the broadest possible audience.

Delivering Age-Appropriate Sexuality Education (AASE) to individuals with disabilities requires tailored methods to ensure accessibility and inclusivity, addressing their unique needs and removing barriers to learning. For visually impaired individuals, materials should be provided in braille or accessible audio formats to facilitate understanding and engagement. For those with hearing impairments, sign language interpretation and captioned videos can bridge communication gaps effectively. Individuals with cognitive or learning disabilities may benefit from simplified, visually engaging materials or interactive methods adapted to their comprehension levels. These customized approaches not only ensure equitable access to AASE but also foster an inclusive environment that respects and empowers people with disabilities, enabling them to make informed decisions and lead confident, fulfilling lives.

Seek Stakeholder Input

The development process should involve a wide range of stakeholders, including educators, parents, adolescents and youth representatives, health professionals, and community leaders. Their input ensures the materials are contextually relevant, culturally sensitive, and tailored to the specific needs and concerns of the target community. Collaboration with stakeholders also fosters ownership and acceptance, which is crucial for the successful implementation of age-appropriate sexuality education programs.

Incorporate Monitoring and Feedback Mechanisms

To continually improve the effectiveness of sexuality education materials, developers should build in mechanisms for monitoring their use and gathering feedback from users. This can include pilot testing materials with small groups, conducting focus groups, or collecting feedback surveys to identify areas for refinement and adaptation.

1.5. How to use the guideline

This guideline is structured across defined levels stated below, ranging from Level 1 to Level 7. With each advancing level, the content becomes increasingly detailed, tailored in account of age-appropriate and developmental-appropriate ways. More over sexuality related capacities also taken into consideration according to the biopsychosocial environments they belong to.

The guideline is organized into four main columns: the first column outlines the key thematic areas and their subtopics, along with the corresponding learning objectives. The subsequent three columns describe the specific **knowledge**, **skills**, and **attitudes & values** to be conveyed for each subtopic.

Thus, the Guideline user should first select the level of the target audience to which the communication on AASE is targeted, then proceed with the key thematic area to be covered. The age preceded levels detailing all the age and developmentally appropriate content on AASE is a user-friendly approach for the individuals who refer to this guideline.

Incremental approach to content should always be kept in mind in achieving competency levels in each level. For example, at level 7, it is assumed that the person has adequate competency of level 6. Therefore, it is the responsibility of the user to review the competency level of the target audience when deciding the level to be referred to create the communication material. One cannot merely select the target audience according to chronological age, but also should consider the biopsychosocial sphere in which the target audience belongs. The rationale for this is detailed in the section of “Biopsychosocial model” described later in this document

1.6. The Levels of life stages covered by the Guideline

Connecting sexuality education to the life course framework ensures that learning is incremental and evolves alongside an individual's development. Each stage of life introduces unique challenges and opportunities, making it essential to deliver age-appropriate and context-specific information that builds on prior knowledge. This approach fosters a seamless progression, where foundational concepts introduced in early childhood serve as the basis for more complex topics like positive masculinity, emotional regulation and interpersonal relationships during adolescence then adulthood.

By aligning education with the life course, learners are empowered with continuous and cumulative knowledge, allowing them to navigate their evolving physical, emotional, and social environments with confidence and competence. This model not only reinforces critical skills at each stage but also prepares individuals to lead respectful, healthy, and fulfilling lives across their lifespan.

FIGURE 1 Life Course Approach for AASE



FIGURE 2 Distribution of Key Concepts Across Life Stages

Level	Age Group	KC1 Human Body	KC2 Relationships	KC3 Values & Rights	KC4 Sexual Behaviour	KC5 Sexual Health	KC6 Skills for Wellbeing
Level 1	0–3	✓	✓	✓			
Level 2	3+ to 5	✓	✓	✓	✓		
Level 3	5+ to 10	✓	✓	✓	✓		✓
Level 4	10+ to 13	✓	✓	✓	✓		✓
Level 5	13+ to 16	✓	✓	✓	✓	✓	✓
Level 6	16+ to 19	✓	✓	✓	✓	✓	✓
Level 7	19+	✓	✓	✓	✓	✓	✓

LEGEND (Key Concepts)

- KC1 Human Body**
Understanding the body, growth and development
- KC2 Relationships**
Building healthy, respectful relationships
- KC3 Values & Rights**
Values, rights, gender equality and social norms
- KC4 Sexual Behaviour**
Sexuality, consent, boundaries and behaviour
- KC5 Sexual Health**
Reproductive health, contraception, STI prevention and care
- KC6 Skills for Wellbeing**
Life skills, emotional wellbeing, digital safety and resilience

Concepts are introduced progressively according to developmental readiness and biopsychosocial context.

Rights-based
 Inclusive
 Evidence-informed
 Culturally sensitive

Table 1. Justification for AASE at different Levels in life course

Level	Age range*	Education status	Justification
1	0-3 years	Infants/Early Childhood	- Foundational years for emotional attachment and trust. - Learns basic hygiene and awareness of body parts.
2	3+- 5 years	Preschool/ECCD centers	- Early exploration of gender roles and behaviors begin. - Recognize and prevent Sexual and Gender-Based Violence (SGBV) at home and Early Childhood Development (ECD) centers. - Increased child abuse
3	5+- 9 years	Kindergarten/lower primary (Grades 1-5)	- Increased exposure to ICT, media, and inappropriate materials highlights the need for critical media literacy. - Increased child abuse
4	9+- 13 years	Upper School (Young adolescence) (Grades 6-7)	- Support girls managing menstruation and provide comprehensive menstrual health education. - Address body changes during puberty and emotional development both girls and boys.
5	13+-16 years	Adolescence / Lower Secondary (Grades 8-11)	-High rates of teenage pregnancies and the resulting dropout risks.
6	16+-19 years	Young Adults / Upper Secondary (Grades 12-13), Tertiary	- Increasing independence - Impulsive risk-taking behavior -need to develop resilience against peer pressure, risky behaviors, and harmful influences.
7	19+ years	Tertiary/Workforce	-Search for lifetime and marriage partners & work

*In the second column chronological age is provided as a rough guide to identify the target audience, who will receive the communication on AASE. However, users must appreciate that according to the biopsychosocial sphere, in which the target audience lives in their developmental stage may not coincide with their chronological age.

1.7. Life Course Approach for AASE

The life course approach to sexuality education emphasizes the importance of tailoring messages and interventions to align with the physiological, emotional, and social developmental milestones encountered at various stages of an individual's life. By integrating the bio-psycho-social model, this approach holistically considers the interconnected biological, psychological, and social factors that shape an individual's development and experiences related to sexuality. This framework acknowledges that the needs, challenges, and capacities of individuals differ significantly across life stages, necessitating the delivery of age-appropriate and context-specific education.

This approach ensures that educational content is not only relevant to the individual's current stage of life but also prepares them for future transitions, fostering a culture of lifelong learning, self-awareness, and informed decision-making. It aims to provide inclusive, equitable, and respectful education, addressing the needs of diverse populations and ensuring that no one is left behind.



Figure 3: Life Course Approach

Through careful analysis, five distinct target groups for message delivery have been identified within this framework, each designed to cater to unique developmental and contextual needs:

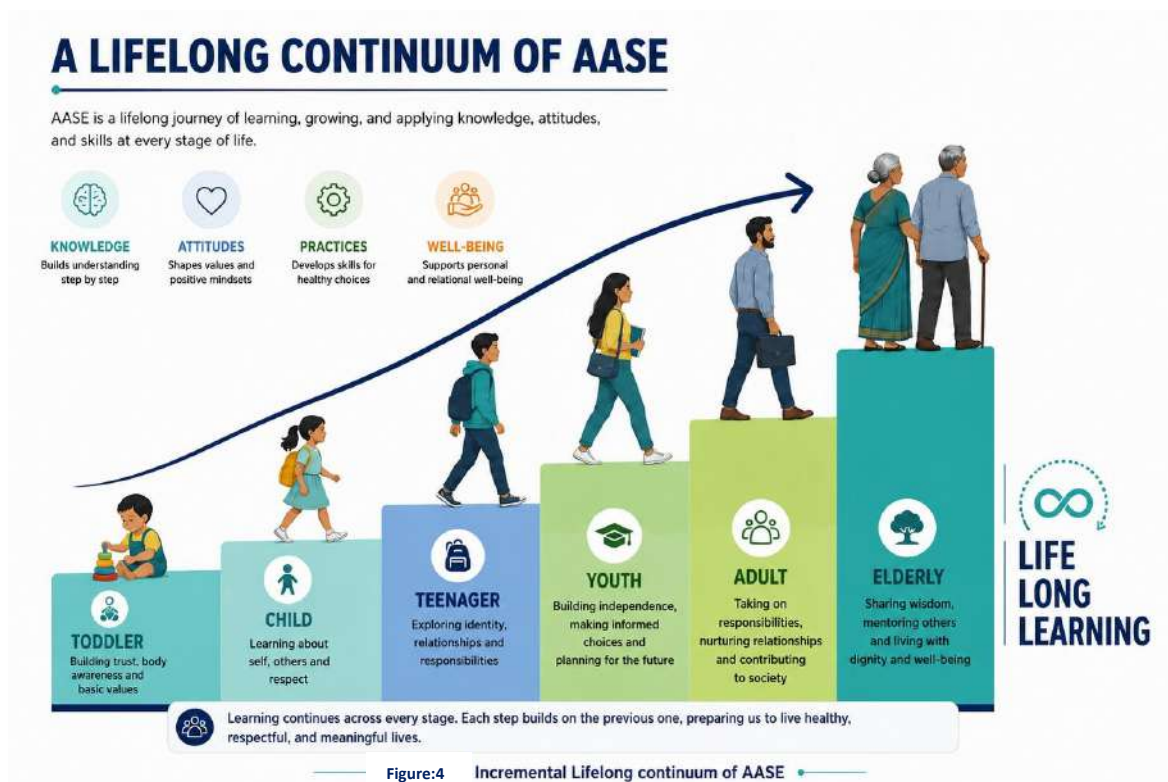
Tailored interventions ensure that these individuals have access to age-appropriate sexuality education that respects their unique contexts, challenges stigma, and promotes equity. Messages are adapted to overcome barriers such as accessibility, cultural sensitivity, and societal biases, creating an environment where everyone feels seen, heard, and empowered.

By integrating these principles, the life course approach ensures that sexuality education is holistic, inclusive, and effective, fostering healthier, more informed, and equitable societies.

1.8. A Lifelong Continuum of AASE

Age-Appropriate Sexuality Education (AASE) is a lifelong process that facilitates the gradual acquisition of Knowledge, Attitudes, and Practices (KAP) necessary for healthy relationships, personal well-being, and informed decision-making. The journey begins in early childhood and continues into old age, with each life stage building upon the foundational knowledge, attitudes, and skills acquired in the preceding one. This continuum ensures that individuals are equipped with age-appropriate information and tools to navigate the complexities of life, relationships, and health effectively.

The incremental development of knowledge, attitudes, and practices in Age-Appropriate Sexuality Education (AASE) is a structured and continuous process, where each stage builds upon the foundational understanding acquired in the earlier stages. Much like climbing a ladder, this progression emphasizes the importance of mastering the basics before moving on to more complex concepts. Each step in this continuum is designed to match the cognitive, emotional, and social maturity of individuals, ensuring that the content is age-appropriate, relevant, and meaningful at every stage of life.



In the early stages, foundational knowledge focuses on simple, yet critical, concepts such as understanding one's body, recognizing boundaries, and learning respect for others. As individuals grow, the focus expands to include more nuanced topics, such as the changes brought by puberty, the dynamics of relationships, and the principles of consent. In later stages, the emphasis shifts toward adult responsibilities, such as family planning, maintaining healthy relationships, and contributing to community well-being. In older adulthood, the focus broadens further to include topics such as maintaining intimacy, adapting to the changes of aging, and mentoring younger generations.

By embracing this lifelong and stepwise approach, AASE recognizes that learning about sexuality is not a single event or isolated lesson but a continuous journey that evolves with an individual's age, life experiences, and societal roles. This approach empowers individuals with the tools to make informed and responsible decisions about their health, relationships, and well-being at every stage of life. It equips them to handle challenges, manage transitions, and contribute positively to their communities. Furthermore, it instills lifelong values such as respect, inclusivity, and equity, fostering a healthier, more inclusive society.

The continuum approach also highlights the adaptive nature of sexuality education, ensuring that it remains relevant and responsive to the changing needs of individuals over time. It underscores the importance of revisiting and reinforcing concepts as individuals progress through life stages, allowing for deeper understanding, skill development, and practical application of the knowledge acquired. This process creates a ripple effect, benefiting not only individuals but also families, communities, and society, reinforcing the critical role of AASE in promoting holistic development and social cohesion.

2. The Development Process of the Guideline

The guideline was developed through a collaborative and inclusive process that actively engages key stakeholders from various sectors, ensuring a multi-disciplinary approach. This process included government representatives, educators, health professionals, and community leaders, whose insights and expertise were invaluable in shaping the framework. To ensure the guideline's relevance and applicability, a comprehensive review of existing literature was undertaken, encompassing both academic research and field reports. Additionally, global best practices were meticulously examined, allowing the integration of proven strategies and innovative approaches. This thorough and consultative approach aimed to create a robust and practical guideline tailored to meet the specific needs of the target population while aligning with international standards and advancements.

2.1. Evidenced based approach

Following extensive situational analysis, desk review with extensive literature search, expert opinion and qualitative data collection in the community, the following conceptual models and theories were proven to be appropriate to develop the guideline according to the evidenced based practices.

2.2. Bio-Psycho-Social Model for AASE

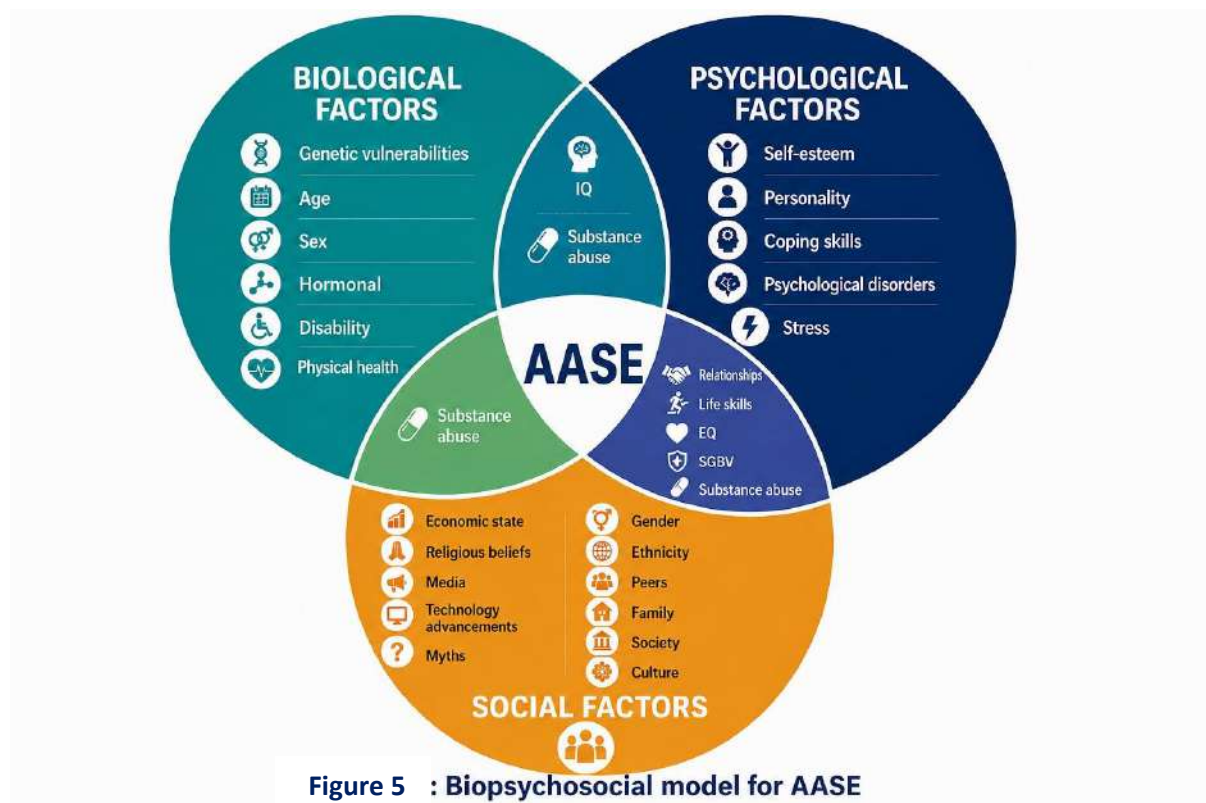


Figure 5 : Biopsychosocial model for AASE

The Biopsychosocial Model offers a comprehensive framework for understanding the interconnected factors influencing sexual health. Applied to Age-Appropriate Sexuality Education (AASE), this model highlights the interplay between biological, psychological, and social factors in shaping attitudes, behaviors, and outcomes related to sexuality.

The **biological dimension** focuses on the physical aspects of sexuality, including human anatomy, reproductive health, puberty, and contraception. Educating students about biological changes during adolescence helps them understand their bodies and the importance of sexual health. For example, lessons on the menstrual cycle or the science of contraception enable students to make informed decisions about their health and well-being. Addressing Sexually Transmitted Infections (STIs) and their prevention further empowers learners to adopt safe practices.

The **psychological dimension** considers the emotional and mental aspects of sexuality, such as self-esteem, body image, and emotional well-being. Adolescents often face challenges like peer pressure, relationship conflicts, and identity development, which can impact their decisions and behavior. AASE programs incorporating this dimension help students build resilience, manage emotions, and develop positive attitudes toward themselves and others. For instance, activities that teach healthy communication and coping mechanisms equip students to handle the complexities of relationships and consent.

The **social dimension** explores the role of societal and cultural influences on sexuality. This includes understanding gender norms, family dynamics, and peer relationships. By addressing the social environment, AASE can challenge harmful stereotypes, promote mutual respect, and foster healthy interactions. Role-playing exercises, for example, can help students practice setting boundaries and respecting others' limits, while discussions on societal expectations can encourage critical thinking about gender roles and equality.

By integrating these factors, the Biopsychosocial Model ensures that AASE programs are inclusive, evidence-based, and effective in addressing the diverse needs of individuals and communities.

This model also allows for cultural sensitivity, as it considers the influence of societal norms and values on sexuality education. By fostering an understanding of the interplay between biological, psychological, and social factors, the Biopsychosocial

Model equips everyone with the knowledge and skills to make informed decisions and lead healthy, respectful lives.

With consideration of the aforementioned factors, a framework was developed to map the situation analysis with a systematic approach with a main objective of identifying the gaps in AASE at different levels.

2.3. Framework for Communication in AASE

The delivery of Age-Appropriate sexuality education in Sri Lanka is underpinned by a set of guiding principles that reflect the nation's cultural, religious, and societal values. These principles ensure that the education provided is inclusive, ethical, and relevant to the country's unique context.

Guiding Principles

The formulation of the guideline is based on the following guiding principles, which serve as the foundational framework to ensure its relevance, applicability, and alignment with best practices in the field.

1. Incorporating evidence-based scientific approaches throughout interventions and processes.
2. Ensuring inclusivity with no one left behind.
3. Adopting a life-cycle approach, aligned with physiological and social developmental milestones.
4. Promoting gender equality by eliminating gender discrimination and bias.
5. Acknowledging and respecting cultural and religious diversity.
6. Remaining sensitive to the dynamic nature of health information-seeking behaviors.

Values and Attitudes

In Sri Lanka, values are deeply rooted in the nation's rich cultural heritage, diverse religious teachings, and ethical traditions. These values serve as a moral compass, guiding young people in making informed and respectful decisions about their relationships, responsibilities, and well-being. By integrating cultural, religious, and national ethical principles, sexuality education aims to nurture integrity, respect for human dignity, compassion, non-violent relationships and self-discipline among learners.

Sri Lankan society is multi-cultural and multi ethnic with multiple religions shape the values, morals and attitude of the people. Table 1 summarized the religious values in relation to AASE in Sri Lanka.

Table 2. Religious values in relation to AASE in Sri Lanka

Religion	Key Values	Relevance to AASE
Buddhism	- Respect for life (Ahimsa). - Mindfulness and self-control. - Ethics and morality (Sila). - Compassion and loving-kindness (Metta, Karuna).	- Promotes non-violence in relationships. - Encourages mindful decision-making regarding sexuality. - Cultivates ethical behavior and responsibility. - Fosters empathy and respect in interpersonal relationships.
Hinduism	- Sacredness of relationships. - Dharma (righteousness). - Purity and self-discipline (Brahmacharya). - Respect for women as Shakti	- Reinforces the sacred nature of family and relationships. - Promotes ethical responsibilities. - Encourages self-control and purity in thoughts and actions. - Advocates dignity and respect for all genders.
Islam	- Modesty and decency. - Family as the foundation. - Compassion and justice. - Accountability to Allah.	- Promotes modesty and respectful behavior. - Strengthens family stability through defined roles and care. - Fosters fairness and kindness in relationships. - Encourages integrity and accountability in personal conduct.
Christianity	- Love and forgiveness - Sanctity of marriage and family. - Truth and integrity. - Caring for the vulnerable.	- Promotes unconditional love and reconciliation in relationships. - Reinforces family values and stability. - Encourages honesty and trustworthy behavior. - Advocates protection of children and marginalized groups.

With diverse heritage of Sinhalese, Tamil, Muslim, Burgher, and Indigenous (Vedda) communities, cultural values emphasize respect for elders, strong family ties, community responsibility, and the preservation of customs that promote social harmony. For example, Sinhalese traditions promote seeking guidance from elders, Tamil practices emphasize modesty and strong familial ties, and Muslim values focus on accountability and compassion. Burgher openness encourages dialogue on relationships, while Vedda traditions highlight mutual support and harmony with

nature. Integrating these values fosters respect, inclusivity, and ethical behavior, empowering learners to navigate relationships responsibly while honoring cultural diversity.

Ethical values also serve as the foundation for responsible behavior and decision-making, guiding individuals to uphold integrity, fairness, and respect in their interactions. In the context of sexuality education, ethical values such as honesty, justice, accountability, and social responsibility play a vital role in fostering trust, mutual respect, and equitable relationships. Table 2 summarizes the National ethical values with relevance to AASE

Table 3. National ethical values with relevance to AASE

Ethical Value	Relevance to AASE
Respect for Humanity	- Promotes equal treatment and respect in relationships. - Strengthens inclusivity and understanding in interpersonal relationships.
Honesty and Integrity	- Encourages open and honest communication in relationships. - Builds trust in friendships, family, and community. - Promotes ethical decision-making regarding sexuality.
Justice and Fairness	- Supports equity in gender roles and responsibilities. - Reinforces fair treatment in relationships and community settings. - Advocates for rejecting harmful practices like exploitation and abuse.
Social Responsibility	- Promotes proactive roles in advocating for healthy relationships and preventing abuse. - Encourages mentoring and support for peers in making informed decisions.
Social Cohesion and Peace	- Creates safe learning environments - Supports consistent policy implementation - Peaceful settings make discussions on gender, consent, and rights more possible
National Unity, National consciousness and Patriotism	- Reinforces the role of responsible citizenship in creating a healthy society. - Encourages respect for national policies on health and education.

Life skills are critical for empowering individuals to navigate their relationships, environments, and personal challenges in a proactive and constructive manner. In the context of AASE, these skills enable learners to engage effectively with friends, family, and society while fostering self-respect and mutual appreciation. They help individuals adapt positive behaviors and attitudes to address everyday challenges confidently and responsibly. Key life skills relevant to AASE are summarized in Table

Table 4: Life Skills in Relation to AASE

Life Skill	Description	Relevance to AASE
1. Self-Awareness	Understanding oneself, including emotions, values, strengths, and weaknesses.	- Promotes recognition of personal boundaries and respect for others. - Encourages responsible behavior in relationships. - Builds confidence in making informed decisions.
2. Decision-Making	The ability to make informed and thoughtful choices about one's actions and future.	- Helps individuals navigate peer pressure and societal influences. - Supports choosing healthy and respectful relationships.
3. Effective Communication	Expressing oneself clearly and listening actively to others.	- Builds respectful and meaningful relationships. - Encourages open discussions about sexuality and boundaries.
4. Coping with Emotions	Managing feelings like anger, fear, and anxiety constructively.	- Reduces impulsive behavior in relationships. - Supports maintaining emotional stability in challenging situations.
5. Coping with Stress	Identifying sources of stress and using strategies to reduce or manage it effectively.	- Promotes resilience in dealing with relationship conflicts. - Encourages healthy approaches to balancing personal and social pressures.
6. Assertiveness	Confidently expressing needs, desires, and boundaries without aggression.	- Supports refusal of unwanted advances or peer pressure. - Encourages maintaining personal dignity and respect in relationships.
7. Conflict Resolution	Addressing disagreements in a constructive and peaceful manner.	- Helps manage conflicts in relationships and peer groups. - Promotes harmony and understanding in social interactions.
8. Help-Seeking Behavior	Knowing when and where to seek support for emotional or physical challenges.	- Encourages timely intervention in cases of abuse or emotional distress. - Supports access to healthcare and counseling services.
9. Goal-Setting	Defining and working towards personal and professional aspirations.	- Encourages a long-term vision for personal growth and healthy relationships. - Supports planning for future well-being and family life.

3. Key concepts, topics and learning objectives

Aligned with the UNESCO International Technical Guidance on Sexuality Education (2018) and incorporating expert opinions for adaptation to the Sri Lankan context, this guideline is structured around six key concepts. Each key thematic area is further divided into several subtopics, detailing the specific subjects that need to be addressed to comprehensively cover each theme, enabling learners to achieve the desired outcomes and adopt positive life behaviors.

Key concept 1. Human Body Development and Sexuality

- Getting to know your body
- Body Image and sexuality
- Sexual and Reproductive Anatomy and Physiology
- Puberty
- Menstrual health and hygiene (MHH)
- Male sexual health and Hygiene (MSHH)
- Human Reproduction
- Menopause

Key concept 2. Sexuality and Relationship

- Friendship, Love and Romantic Relationships
- Types of Love and emotions
- Good versus bad relationships
- Long term relationships
- Family and Marriage
- Positive Parenting Promotion

Key concept 3. Values, Rights, Culture and Sexuality

- Values and Sexuality
- Human Rights and Sexuality
- Culture, Society and Sexuality
- Understanding Gender
- The Social Construction of Gender and Gender Norms
- Gender Equality, Stereotypes and Bias

Key concept 4. Sexuality and Sexual Behavior

- Intimacy and Sex
- Sexuality and the Sexual Life Cycle
- Sexual Behavior and Sexual Response
- Gender Based Violence and Sexual abuse

Key concept 5. Sexuality and Sexual Health

- Contraception
- Understanding, Recognizing and Reducing the Risk of STIs
- Care and Support of people suffering from STI/Ds (including HIV)

Key concept 6. Skills for Sexual Wellbeing

- Decision-making
- Consent, Privacy and Bodily Integrity
- Communication, Assertiveness and Negotiation Skills
- Media Literacy and Sexuality
- Awareness on law and legal system
- Safe use of Information and Communication Technologies (ICTs)
- Finding Help and Support

FIGURE 1 Life Course Approach for AASE



FIGURE 2 Distribution of Key Concepts Across Life Stages

Level	Age Group	KC1 Human Body	KC2 Relationships	KC3 Values & Rights	KC4 Sexual Behaviour	KC5 Sexual Health	KC6 Skills for Wellbeing
Level 1	0-3	✓	✓	✓			
Level 2	3+ to 5	✓	✓	✓	✓		
Level 3	5+ to 10	✓	✓	✓	✓		✓
Level 4	10+ to 13	✓	✓	✓	✓		✓
Level 5	13+ to 16	✓	✓	✓	✓	✓	✓
Level 6	16+ to 19	✓	✓	✓	✓	✓	✓
Level 7	19+	✓	✓	✓	✓	✓	✓

LEGEND (Key Concepts)

- KC1 Human Body**
Understanding the body, growth and development
- KC2 Relationships**
Building healthy, respectful relationships
- KC3 Values & Rights**
Values, rights, gender equality and social norms
- KC4 Sexual Behaviour**
Sexuality, consent, boundaries and behaviour
- KC5 Sexual Health**
Reproductive health, contraception, STI prevention and care
- KC6 Skills for Wellbeing**
Life skills, emotional wellbeing, digital safety and resilience

Concepts are introduced progressively according to developmental readiness and biopsychosocial context.

Rights-based Inclusive Evidence-informed Culturally sensitive

4. Key Themes and learning objectives according to levels in life course

4.1 Level 1: Infants/Early Childhood (0 to 3 years)

Early childhood sexuality education for ages 0 to 3 years, focuses on fostering body awareness, trust, positive relationships, and basic hygiene through age-appropriate, holistic learning to support healthy emotional and social development.

The content is to be delivered to the primary target group via communicating to the secondary target group (parents and caregivers)

Theme/topic	Knowledge	Skill	Attitude
Key concept 1. Human Body Development and Sexuality			
Getting to know your body	-Identify oneself as a boy or girl by discovery of own body and own genitals and recognize differences between boys and girls - physical and emotional closeness of parents and caregivers who are trustworthy as an expression of love and affection	-Self-awareness -Ability to identify body parts -Refusal skills to reject inappropriate touches	-Appreciation of their own body-positive body image
Key concept 2. Relationship and Sexuality			
Types of Relationship	- family roles (parents, siblings, grandparents) - Meaning of love and care.	-Effective communication of own emotions, wishes and needs -assertiveness (say yes/no)	-Valuing family bonds and friendships -Respect for oneself and others
Key concept 3. Values, Rights, Culture and Sexuality			
Values	- Love is expressed verbally, physically, and through responsive care	-secure internal model of relationships as safe	-seeks out caregiver for comfort and connection
Human rights	-understand the concept of "mine" and "yours"	-experiences the positive feeling of giving and receiving	-participates in simple turn-taking games
Key concept 6. Skills for Wellbeing			
Physical, emotional, and social Wellbeing	- Importance of hygiene (e.g., washing hands). - Communicating feelings like hunger or discomfort and seeking help when unwell.	- Time for rest and play practicing hygiene routines. - Effective communication of basic needs	- Valuing health, cleanliness, and a positive lifestyle. - Feeling safe and comfortable

4.2 Level 2: Preschool/ECCD centers (3+ to 5 years)

For 3+ to 5-years old children, it's crucial to introduce foundational concepts of relationships and emotions through interactions that foster understanding and appreciation of friendships, family bonds, and the basic emotions that guide their daily experiences.

The content can be directly communicated to the primary target group and can be communicated via the secondary target group (parents, teachers and caregivers)

Theme/topic	Knowledge	Skills	Attitudes
Key concept 1. Human Body Development and Sexuality			
Getting to know your body	-Everyone has a unique body that should be respected and cared for	-Identifying basic body parts (e.g., arms, legs, eyes)	-Develop a positive self-image and respect the uniqueness of their own and others' bodies.
Body Image and sexuality	-Some body parts are private and require special care and protection.	-Refusal skills to reject inappropriate touch -Verbal and non-verbal expression of discomfort to an adult who child finds comfortable in communicating.	-Value personal boundaries -Understand the need to keep private areas protected.
Sexual and Reproductive Anatomy and Physiology	- Boys and girls have different bodies -Learn appropriate names for body part -All body parts are important and serve a specific purpose	-Identify male and female characteristics in simple terms -Ask questions about their body and seek information from caregivers	-Respect differences between boys and girls -Feeling comfortable with their own identity -Appreciate the functionality of the body -Develop curiosity about body and understand My body -Self-care
Key concept 2. Relationship and Sexuality			
Types of Relationships	-Learn different types of relationships, family members, friends, care givers -Role of friends in play and learning	-Build friendships by sharing and cooperating; expressing feelings of affection (e.g., saying "thank you").	-Positive attitude toward sharing and caring -Being kind and supportive.
Types of Love and emotions	-Learn about different emotions (e.g., love, joy, anger) and how to express them appropriately.	-Identify emotions and communicating them effectively (e.g., saying "I feel happy/sad/fear/anger").	-Develop empathy and understanding the importance of showing love and care to others
Good versus bad relationships	-Recognize traits of good relationships (e.g., kindness, sharing) versus bad relationships (e.g., bullying, exclusion).	-Identify good friends and knowing when to seek help if someone is mean or unkind.	-Trust in caregivers to report negative experiences -Developing respect for others

Theme/topic	Knowledge	Skills	Attitudes
Family	-Know about family structures and roles (e.g., parents, siblings, extended family).	-Identify family members and their roles	-Respect and value family members and appreciate the love and care they provide
Key concept 3. Values, Rights, Culture and Sexuality			
Values and Sexuality	-Basic values like kindness, fairness, and respect for others	-Show fairness by sharing and taking turns during play.	-Value kindness, fairness, and respect in relationships with others
Human Rights and Sexuality	-Understand that all children have the right to be loved, cared for, and kept safe.	-Communicate needs and feelings to an adult in communication	-Develop a sense of self-worth -Recognizing the importance of being cared for and respected
Culture, Society and Sexuality	-Families and traditions may look different across cultures and communities.	-Identify their own family's traditions and show interest in learning about others.	-Respect and value cultural diversity and traditions.
The Social Construction of Gender and Gender Norms	- Boys and girls can enjoy the same activities and play together -Boys and girls can choose toys, games, and colors without restriction	-Make personal choices about play and activities of gender roles.	-Preserving purity -Reject unfair stereotypes about boys and girls.
Key Concept 4- Sexual Behavior and Sexuality			
In appropriate Touch	-Awareness of personal boundaries and the importance of saying "no" to unwanted touch. - Nobody has the right to touch a child's body without consent. - Safe adults can help protect children.	-Identify inappropriate behavior and know how to say "no." -Report abuse to a trusted adult.	-Build trust in caregivers -Feel safe to speak up about uncomfortable situations.

4.3 Level 3: Kindergarten/lower primary (Grades 1-5), (5+ to 10 years)

For children aged 5+ to 10, learning focuses on understanding their bodies and emotions, building respectful relationships, recognizing personal boundaries and safety, appreciating diversity in values, and fostering equality and kindness.

The content can be directly communicated to the primary target group and can be communicated via the secondary target group (parents, teachers and caregivers)

Theme/topic	Knowledge	Skills	Attitudes
Key concept 1. Human Body Development and Sexuality			
Getting to know your body	- Basic names and functions of body parts, including external reproductive organs. - Awareness that boys and girls have similarities and differences in their bodies.	-Identify and name body parts correctly. - Ask questions about their bodies confidently.	Develop respect and appreciation for one's body.
Body Image and sexuality	- Bodies are unique and valuable regardless of shape or size. - Everyone grows and changes differently.	-Recognize and accept individual physical differences.	-Appreciate diversity and develop self-esteem.
Sexual and Reproductive Anatomy and Physiology	-Basic concepts about external body parts (e.g., similarities and differences between genders) - Introduction to concepts like hygiene and cleanliness.	-Ask questions about the body and reproduction in a respectful and curious manner. -Practice hygiene habits like washing hands and cleaning private parts properly.	-Promote respect for personal boundaries and the privacy of others.
Puberty	-Introduction to the concept of body changes that occur during growth. - Some changes in the body happen as children grow - Pubertal changes of the body can occur during this stage	-Communicate feelings or concerns about changes in the body to a trusted adult.	-Build comfort in discussing growth and development openly with parents or educators.
Menstrual Health and Hygiene	- Menstruation is a natural part of growing up for girls. - Proper hygiene is important during menstruation.	Identify trusted adults to ask questions about menstruation.	Develop respect and understanding for natural bodily changes in girls.
Male Sexual Health and Hygiene (MSHH)	External male genital organs are private body parts that should be kept clean. Regular washing, clean underwear, and keeping the genital area dry help maintain personal hygiene. Pain, itching, swelling, injury, or discomfort in the genital area should be reported to a trusted adult.	Practice basic genital hygiene with age-appropriate guidance from parents or caregivers. Identify trusted adults and ask questions or report concerns about the body.	Respect the privacy of one's own body and the bodies of others. Accept differences in male bodies and growth without shame, teasing, or comparison.

Theme/topic	Knowledge	Skills	Attitudes
Human Reproduction	- Basic idea that babies are born from a mother's womb.	-Express curiosity about reproduction responsibly and appropriately.	-Value the importance of care and support in family relationships.
Key concept 2. Relationship and Sexuality			
Friendship, Love and Romantic Relationships	- Friendships are based on kindness and sharing. - Love can be shown through care and respect for others.	-Build friendships by sharing and helping others. -Recognize and express care for loved ones.	-Appreciate the role of love and friendship in building meaningful connections
Types of Love and emotions	- Love can be shown to family, friends, and pets. - Emotions are normal and can be expressed in healthy ways.	-Identify and name emotions (e.g., happy, sad, angry). -Express emotions through words or art.	-Develop empathy and respect for the emotions of oneself and others.
Good versus bad relationships	- Good relationships involve kindness and respect. - Bad relationships may involve bullying or hurtful behavior.	-Identify safe and unsafe relationships. -Seek help from a trusted adult when needed.	-Value kindness, fairness, and honesty in all relationships.
Family and Marriage	- Families may look different but all provide love and support.	-Share positive experiences about their family. -Discuss roles within their family.	Respect and value families and relationships
Positive Parenting Promotion	- Parents and caregivers provide guidance and love. - Positive parenting helps children grow.	Acknowledge and express gratitude towards parents or caregivers.	Develop respect for the roles and responsibilities of parents and caregivers in raising children.
Key concept 3. Values, Rights, Culture and Sexuality			
Values and Sexuality	- Values help people decide what is right or wrong. - Families and communities share different values.	-Reflect on their own values and learn about others'. -Respect family and cultural traditions.	Respect diversity in values and beliefs about relationships and sexuality.

Theme/topic	Knowledge	Skills	Attitudes
Human Rights and Sexuality	-Introduction to the concept of human rights (e.g., everyone has the right to safety and respect). - Children have rights to protection and education.	Identify situations where rights are being respected or violated.	Value fairness and equality for all people.
Culture, Society and Sexuality	- Cultures have different traditions and practices related to relationships and families. - Communities support each other.	Recognize cultural differences and similarities in relationships and family life.	Appreciate and respect cultural diversity in understanding relationships and sexuality.
Understanding Gender	-Explore to the idea that boys and girls can have similar and different roles and abilities - Everyone should be treated fairly.	-Recognize gender roles in stories, media, and real life. -Question stereotypes respectfully.	Value fairness in matters related to gender.
The Social Construction of Gender and Gender Norms	Understanding that gender roles are influenced by society and can change over time.	Question stereotypical gender roles and discuss alternative viewpoints respectfully	Develop openness and flexibility in understanding gender roles and norms.
Gender Equality, Stereotypes and Bias	-Awareness of stereotypes and biases related to gender (e.g., "only boys can be strong"). - Gender stereotypes can limit what people think they can do. - Fair treatment benefits everyone.	-Recognize and challenge unfair statements or behaviors based on gender stereotypes. -Support equality in play and learning.	Promote and support equality and fairness in opportunities and treatment for all genders.
Key concept 4. Sexual Behavior and Sexuality			
Sexual Abuse	Awareness of personal boundaries and the importance of saying "no" to unwanted touch. - Nobody has the right to touch a child's body without consent. - Safe adults can help protect children.	-Identify inappropriate behavior and know how to say "no." -Report abuse to a trusted adult.	-Build trust in caregivers -Feel safe to speak up about uncomfortable situations.

Theme/topic	Knowledge	Skills	Attitudes
Gender-Based Violence (GBV)	-Introduction to the concept that everyone has the right to feel safe and free from harm. - GBV is wrong and harmful.	-Recognize and report any form of unfair treatment or harm to a trusted adult.	-Reject all forms of violence and value kindness.
Key concept 6. Skills for Sexual Wellbeing			
Safe use of Information and Communication Technologies (ICTs)	- Accessing Age-Appropriate Content- recognize not all online content is suitable for children. - Time Management with ICTs- Awareness of the need for balanced screen time to avoid overuse.	-Seek help from adults to access appropriate websites, games, and apps - Plan and follow a daily schedule that includes limited and balanced use of ICTs.	-Value the importance of choosing content that is educational and suitable for their age group. - Cultivate self-discipline and an appreciation for offline activities.
Understanding Consent	-Awareness that everyone has the right to say “yes” or “no” about what happens to their body.	-Practice saying “no” firmly and respectfully if they feel uncomfortable - Practice accepting and respecting when someone says “no”	-Value the importance of respecting others' choices and decisions about their bodies.
Finding Help and Support	- Awareness that certain adults (e.g., parents, teachers, counselors) are there to provide help and support. - asking for help is a positive and necessary action when feeling unsure or unsafe.	- Recognizing trusted adults - Practice asking for help clearly and confidently	-Develop trust and confidence in seeking guidance from supportive adults. -Value the importance of seeking support without fear or embarrassment.

4.4. Level 4: Children and Young Adolescence of (Grades 6-8), (10+ to 13 years)

For adolescents aged 10+ to 13 years, communication of AASE should focus on understanding bodily changes during puberty, developing healthy friendships, learning about emotions and boundaries, recognizing the importance of consent and personal privacy, and building skills to safely explore relationships and digital environments.

The content can be directly communicated to the primary target group and can be communicated via the secondary target group (parents, teachers and caregivers)

Theme/topic	Knowledge	Skills	Attitudes
Key Concept 1: Human Body Development and Sexuality			
Getting to know your body	- Names and functions of body parts, including reproductive organs. - Basic understanding of how the body grows and changes during adolescence focusing on changes - Importance of physical health for overall well-being	-Identify and explain key functions of body systems and changes occurring during adolescence	-Develop appreciation for the uniqueness of their body and others' bodies -acknowledge that it is normal to be curious and have questions about their bodies and sexual functions
Body Image and sexuality	- Understanding that everyone's body is unique and changes during puberty. -Awareness of how physical changes may impact self-esteem and perception of attractiveness -Effects of physical exercise, hobbies, and rest on one's body and body-image	Recognize media influences on body image and practice self-affirmation techniques.	-Cultivate self-confidence and respect for diverse body types and appearances. -Appreciate diversity in body shapes and sizes and respect for oneself and others.
Sexual and Reproductive Anatomy and Physiology	- Knowledge of basic reproductive anatomy for males and females. - Introduction to the menstrual cycle and sperm production. - Understanding of how reproductive systems function.	-Correctly identify and name reproductive organs and their functions	Value the importance of accurate and respectful discussions about reproductive health

Theme/topic	Knowledge	Skills	Attitudes
Puberty	- Awareness of physical and emotional changes during puberty, such as voice changes, hair growth, and mood swings. - Puberty timelines differ for everyone.	Communicate openly about concerns or questions related to puberty with trusted adults or peers. Also, the risk of pregnancy.	Develop confidence and acceptance of puberty as a natural stage of development.
Menstrual Health and Hygiene	- Understanding the menstrual cycle and associated physical and emotional changes. - Importance of hygiene and access to menstrual products.	Manage menstruation confidently and practice proper hygiene. Seek support for concerns.	Normalize menstruation as a natural process and promote open discussions.
Male Sexual Health and Hygiene (MSHH)	-Understanding changes during male puberty, genital hygiene, know when to seek medical care, and avoid harmful myths about masculinity and performance	Practice good genital hygiene, handle normal bodily changes with confidence	-Respect individual differences in body size, appearance, and the timing of puberty. -Avoid teasing, shaming, or spreading myths about male puberty.
Human Reproduction	- Basic understanding of reproduction, including the roles of sperm and egg. - Awareness of conception, pregnancy, and the birth process. - Family roles in reproduction and care.	Ask questions and seek accurate information about reproduction in appropriate settings	Value the role of reproduction in the context of family and life continuity
Key Concept 2: Relationship and Sexuality			
Friendship, Love and Romantic Relationships	- Friendships and early romantic feelings are normal during this stage. - Respect, trust, and communication are key in relationships.	Develop healthy friendships and recognize respectful behaviors. Communicate feelings honestly	Value mutual respect and kindness in all relationships.
Types of Love and emotions	- Understanding different types of love (e.g., platonic, familial, romantic). - Recognizing and managing emotions in relationships.	Identify and express emotions appropriately. Understand the difference between love and infatuation.	Appreciate the role of love and emotions in forming meaningful relationship

Theme/topic	Knowledge	Skills	Attitudes
Good versus bad relationships	- Characteristics of healthy relationships include respect and support. - Unhealthy relationships involve manipulation, bullying, or harm.	-Recognize signs of unhealthy relationships and seek help. -Practice setting personal boundaries. -Identify and Practice respecting others' personal boundaries	-Value fairness and equality in interactions with peers and adults. -Respect Personal space
Family and harmony within the family	-Families provide emotional and social support.	- Discuss family roles and responsibilities. - Share positive experiences within the family.	-Respect family structures.
Positive Parenting Promotion	- Parents and caregivers play a crucial role in guidance and emotional support. - Positive parenting involves love, care, and setting boundaries.	- Identify qualities of supportive parenting and caregiving. - Show gratitude for parents' efforts.	-Value the importance of nurturing and guidance in child development.

Key Concept 3: Values, Rights, Culture, and Sexuality

Values and Sexuality	-Values influence decisions about relationships and behaviors. -Diversity in values across cultures and individuals is important	-Reflect on personal values and respect differing viewpoints. -Discuss values with peers respectfully.	-Appreciate diversity and the role of values in shaping perspectives on sexuality and relationships.
Human Rights and Sexuality	- Everyone has the right to safety, respect, and autonomy. - Awareness of rights helps prevent discrimination and violence.	-Recognize situations that uphold or violate rights. -Advocate for fairness and equality.	-Value human rights and equality in all aspects of life.
Culture, Society and Sexuality	- Cultural norms shape attitudes toward relationships and sexuality. - Societal expectations may vary across communities.	-Identify cultural practices and evaluate their impact on relationships and sexuality.	-Respect cultural diversity while questioning harmful practices.
Understanding Gender	- Gender identity may differ from societal roles or expectations.	-Recognize gender identities.	-Value , equality, respect and fairness towards all people regardless of gender.

Theme/topic	Knowledge	Skills	Attitudes
The Social Construction of Gender and Gender Norms	- Gender roles are influenced by societal norms.	-Identify and challenge gender stereotypes in conversations and media.	-Appreciate individuality and reject restrictive gender norms.
Gender Equality, Stereotypes and Bias	- Stereotypes and biases create inequality in opportunities and treatment. - Promoting fairness benefits everyone.	-Recognize and address bias in interactions.	-Value fairness and support efforts to eliminate discrimination.
Key Concept 4: Sexual Behavior and Sexuality			
Gender-Based Violence (GBV)	- GBV includes physical, emotional, and psychological harm. - It can occur in various settings, including online.	-Recognize signs of GBV and seek help. -Support peers experiencing violence.	-Reject all forms of violence and promote respect and equality.
Sexual Abuse	- Sexual abuse is any unwanted or coercive sexual activity. - Personal boundaries are key to safety.	-Identify unsafe situations and report abuse. -Communicate assertively to protect oneself.	-Value personal safety and support others in protecting theirs.
Key Concept 6: Skills for Sexual Well-Being			
Decision-Making	- Decision-making involves weighing options and consequences. - Peer and societal pressure can influence choices.	-Make informed choices and resist peer pressure. -Assess the impact of decisions on well-being.	-Value responsible and thoughtful decision-making in relationships and daily life.
Consent, Privacy, and Bodily Integrity	- Consent means agreeing to actions willingly. - Privacy and bodily autonomy are essential rights.	-Communicate boundaries clearly. -Respect the consent and privacy of others.	-Value mutual respect and personal autonomy.
Communication, Assertiveness, and Negotiation Skills	- Effective communication builds trust and resolves conflicts. - Assertiveness promotes respect for personal boundaries.	-Practice assertive and respectful communication. -Negotiate solutions in conflicts.	-Appreciate the role of communication in fostering healthy relationships.

Theme/topic	Knowledge	Skills	Attitudes
Media Literacy and Sexuality	- Media influences perceptions of relationships and sexuality. - Awareness of stereotypes and misinformation in media.	-Critically analyze media messages. -Differentiate between reliable and misleading information. -Practice Responsible information sharing	-Avoid internalizing harmful stereotypes and promote critical thinking.
Awareness of Law and Legal System	- Understanding laws about sexual rights and responsibilities. - Awareness of protections against violence and abuse.	-Identify situations where laws protect rights. -Seek help for violations of sexual rights.	-Value the role of laws in promoting safety and equality.
Safe Use of ICTs	- ICTs offer opportunities but pose risks like cyberbullying and exploitation. - Safe online behavior is crucial.	-Practice safe online habits and report unsafe situations. -Avoid sharing personal information.	-Value ICTs as tools for learning and connection while prioritizing safety.
Finding Help and Support	- Knowing where to find help (e.g., trusted adults, hotlines). - Recognizing when help is needed.	- Locate resources and communicate needs effectively. - Encourage peers to seek support when necessary.	-Appreciate the importance of seeking help and fostering a supportive environment for others.

4.5. Level 5: Adolescence / Lower Secondary (Grades 9-11), (13+ to 16 years)

For adolescents aged 13+ to 16 years, communication of AASE should focus on understanding puberty and reproductive health, building respectful friendships and romantic relationships, recognizing and addressing gender-based violence, practicing consent and privacy, and navigating digital and social environments with safety and confidence.

Theme/topic	Knowledge	Skills	Attitudes
Key Concept 1: Human Body Development and Sexuality			
Getting to know your body	- The body undergoes significant physical changes during adolescence. - Growth spurts, voice changes, and hair growth are part of puberty. - Sexual organs mature and become functional. - Hormonal changes influence emotions and behavior. - Understanding the menstrual cycle and wet dreams as normal	Monitor and understand bodily changes and seek accurate information	Develop self-awareness and confidence in managing bodily changes.
Body Image and sexuality	- Media often portrays unrealistic body standards. - Everyone has unique physical traits, and diversity should be celebrated. - Body image can influence self-esteem and relationships. - Sexuality includes emotional and physical dimensions.	Critically assess media messages and build self-affirming habits.	Respect and value the diversity of body types and personal identities. Refrain from body shaming
Sexual and Reproductive Anatomy and Physiology	- Male and female reproductive systems develop fully during adolescence. - Understanding ovulation, fertilization, and conception. - Recognizing the importance of reproductive health and hygiene. - Identifying signs of potential reproductive health concerns.	-Describe the structure and functions of reproductive systems accurately. -Seek medical advice for health concerns when necessary.	Appreciate the significance of reproductive health for overall well-being.
Puberty	- Puberty is triggered by hormonal changes, including testosterone and estrogen. - Emotional and social changes accompany physical development. - Puberty timelines vary among individuals.	Communicate openly with trusted adults about puberty-related concerns.	Embrace puberty as a natural and essential stage of growth.

Theme/topic	Knowledge	Skills	Attitudes
Menstrual Health and Hygiene	- Understanding the menstrual cycle, common concerns (e.g., cramps), and emotional impacts. - Importance of hygiene practices and access to menstrual products. - Addressing stigma around menstruation.	Manage menstruation confidently and practice proper hygiene. Communicate needs regarding menstrual health openly.	Develop respect for menstruation as a natural process and promote openness in discussions.
Male Sexual Health and Hygiene (MSHH)	-Understand the basic processes of erection, ejaculation, semen production, and the development of fertility	Maintain appropriate genital hygiene and manage bodily changes confidently	Develop a responsible and non-judgmental view of male sexual health
Human Reproduction	- Understanding the biological process of reproduction, including sperm, egg, fertilization, and pregnancy. - Awareness of methods of prevention of pregnancy - Ethical considerations in reproduction, such as family planning and parenting.	Discuss reproductive health topics responsibly and seek credible information.	Respect the responsibilities and decisions involved in reproduction and family planning.
Key Concept 2: Relationship and Sexuality			
Friendship, Love and Romantic Relationships	- Friendships and romantic relationships evolve during adolescence. - Characteristics of healthy relationships include trust, respect, and communication. - Romantic feelings are natural and part of personal growth.	-Build and maintain healthy relationships by practicing empathy and active listening. -Recognize, respect and manage personal boundaries.	Value mutual respect, trust, and honesty as essential components of any relationship.
Types of Love and emotions	- Love can take many forms (e.g., familial, platonic, romantic). - Emotions play a key role in how relationships are formed and maintained. - Emotional maturity develops through self-awareness and experiences.	-Identify and express emotions in a healthy manner. -Understand how emotions influence decision-making. -Practice making good decisions	Appreciate the different forms of love and respect the feelings of others.
Good versus bad relationships	- Good relationships are supportive, respectful, and positive. - Bad relationships may involve manipulation, disrespect, or harm. - Recognizing red flags in relationships is essential for safety.	- Identify healthy and unhealthy relationship patterns. - Seek help or advice in unsafe or negative situations. -Communication skills in difficult situations	Value fairness and equality in all relationships and reject harmful behaviors.

Theme/topic	Knowledge	Skills	Attitudes
Family and Marriage	- Families are essential for emotional and social development.	Discuss roles and responsibilities within families and explore concepts of marriage and commitment.	Respect the family structures and marriage practices.
Positive Parenting Promotion	- Parenting involves care, guidance, and emotional support. - Positive parenting fosters healthy development and strong bonds.	Identify qualities of effective parenting and caregiving. Reflect on how relationships influence parenting styles.	Appreciate the role of parents and caregivers in providing a supportive environment.
Key Concept 3: Values, Rights, Culture, and Sexuality			
Values and Sexuality	- Personal and cultural values influence beliefs and behaviors about sexuality. - Values evolve with personal growth and life experiences. - Respect for diverse values is essential in a global society.	-Reflect on personal values and their influence on choices. -Respect others' values without judgment	-Appreciate the diversity of values and their role in shaping individual perspectives on sexuality.
Human Rights and Sexuality	- Everyone has the right to safety, dignity, and autonomy in relationships. Hence learning to say No - Sexual rights are part of human rights and protect individuals from discrimination and violence. - Understanding consent is central to human rights in sexuality.	-Recognize and advocate for human rights in relationships. -Identify situations where sexual rights are violated and act. -Assertive communication	-Value equality, dignity, and the protection of rights for everyone, regardless of gender or identity
Culture, Society and Sexuality	- Cultural norms and societal practices shape attitudes toward sexuality and relationships. - Societal values and practices can vary widely across regions and communities. - Societal change often influences cultural views on sexuality.	-Analyze how cultural and societal influences shape personal beliefs about relationships and sexuality.	-Respect cultural diversity while critically evaluating harmful practices and promoting positive change.
The Social Construction of Gender and Gender Norms	- Gender norms are created by societal expectations and can change over time. - Gender roles can limit individual potential.	-Identify and challenge harmful gender stereotypes in everyday life and media. -Advocate for non-conformity when appropriate.	-Value individuality and reject restrictive or harmful gender norms.
Gender Equality, Stereotypes and Bias	- Gender stereotypes and biases can lead to inequality and discrimination. - Equality requires addressing systemic biases in society, media, and institutions. - Promoting fairness ensures equal opportunities for all genders.	-Recognize and address gender biases in personal interactions and environments.	-Value fairness and actively support efforts to eliminate gender inequality and discrimination

Theme/topic	Knowledge	Skills	Attitudes
Key Concept 4: Sexual Behavior and Sexuality			
Gender-Based Violence (GBV)	- GBV includes physical, emotional, and psychological abuse. - It can occur in different settings, including online. - Awareness of support systems and legal protections.	-Recognize signs of GBV and report to a trusted adult or authority. -Support peers experiencing GBV.	-Value respect and equality and reject all forms of violence or abuse.
Sexual Abuse/Rape	- Sexual abuse is any unwanted or coercive sexual activity. - Awareness of personal boundaries and the right to say "no." - Reporting mechanisms and support services.	-Identify unsafe situations and seek help. -Practice assertiveness in rejecting unwanted advances.	-Value their own safety and bodily autonomy and support others in protecting theirs.
Key Concept 5: Sexual Health and Sexuality			
Prevention of teenage pregnancy	-Understand how abstinence can help teenagers focus on their life goals -Ways to manage feelings and pressures related to sexual desires. -Challenges and effects of teenage pregnancy. -What can increase the chances of teenage pregnancy. -Why choosing abstinence is the best way to avoid pregnancy. -Myths and wrong ideas about teenage pregnancy. -Importance of good communication with parents or trusted adults can help young people. -Safe sex and contraception	-Practice emotional regulation -Self awareness -Setting and achieving personal goals. -Handling emotions effectively. -Practicing the ability to say no - Practice the ability to accept no or not pressure the other	-Value oneself and the other person, making choices that align with personal goals and well-being -Exercise control over emotions and behaviors
Key Concept 6: Skills for Sexual Well-Being			
Decision-Making	- Decision-making involves weighing options and considering consequences. - It is important for personal safety, health, and relationships. - Peer and societal pressure can influence decisions.	-Evaluate options and make informed decisions. -Resist peer pressure and assert personal values. -Resist pressuring others	-Value responsible and thoughtful decision-making in all areas of life.
Consent, Privacy, and Bodily Integrity	- Consent is about agreeing to actions willingly and respecting others' decisions. - Privacy is essential for personal safety and dignity. - Everyone has the right to bodily autonomy.	-Communicate boundaries clearly. -Respect the consent and privacy of others in all interactions.	-Value mutual respect and personal boundaries in relationships and interactions
Communication, Assertiveness, and Negotiation Skills	- Effective communication helps resolve conflicts and build relationships. - Assertiveness enables standing up for one's rights. - Negotiation involves finding mutually acceptable solutions.	-Practice clear and respectful communication. -Use assertiveness to express needs and rights.	-Appreciate the role of communication and negotiation in fostering healthy relationships.

Theme/topic	Knowledge	Skills	Attitudes
Media Literacy and Sexuality	- Media influences perceptions of sexuality, relationships, and body image. - Awareness of misinformation and stereotypes in media content. - Recognizing and avoiding harmful media content. (e.g., pornography and the dangers it can cause for curious mind)	-Critically analyze media messages and differentiate between reliable and misleading content. -Use media responsibly.	Develop critical thinking and avoid internalizing harmful stereotypes or misinformation.
Awareness of Law and Legal System	- Awareness of laws related to sexual rights, GBV, and age-appropriate responsibilities. -Awareness of legal services and support available (Women desk in Police station and 1926 hotline for reporting abuse) - Understanding legal protections and consequences of violations.	-Identify and report violations of sexual rights or laws. -Advocate for their own and others' rights.	-Value the importance of legal systems in promoting safety and justice for everyone.
Safe Use of ICTs	- ICTs are useful for learning and communication but pose risks like cyberbullying and online exploitation. - Strategies for safe online behavior, such as protecting personal information. - Differentiate dynamics of real and virtual relationships, AI partners	-Practice safe online habits and recognize unsafe situations. -Report cyberbullying or exploitation to trusted adults.	-Value ICTs as tools for learning and connection while prioritizing safety and responsibility. -Ability to identify deepfakes, AI-generated sexual content, online grooming via AI personas
Finding Help and Support	- Knowing where to find help, including helplines, counselors, and trusted adults. - Recognizing the importance of seeking support when needed.	-Locate resources for help and effectively communicate their needs. -Provide support to peers in distress.	-Appreciate the importance of seeking help and promoting a supportive environment for others.

4.6. Level 6: Young Adults / Upper Secondary (Grades 12-13), Tertiary Education, (16+ to 19 years)

Being young adults aged 16+ to 19, AASE communications should focus on understanding their evolving bodies and emotions, impulsive behaviours, need for building healthy relationships, practicing informed decision-making, ensuring sexual health and safety, and navigating adulthood with respect for rights, diversity, and personal responsibility.

The content can be directly communicated to the primary target group and also can be communicated via the secondary target group (parents, teachers and caregivers)

Theme/topic	Knowledge	Skills	Attitudes
Key Concept 1: Human Body Development and Sexuality			
Getting to know your body	- Comprehensive understanding of physical, hormonal, and emotional changes into adulthood. - Recognition of individual health needs and body care.	-Monitor and address personal health proactively. -Communicate openly with healthcare providers.	-Develop self-awareness and a proactive attitude toward health and wellness.
Body Image and sexuality	- Awareness of how societal and media messages influence body image and self-esteem. - Emphasis on self-acceptance and healthy body image.	-Critically evaluate societal pressures and practice self-affirmation.	-Appreciate diversity in body shapes and embrace self-confidence.
Sexual and Reproductive Anatomy and Physiology	- Detailed understanding of reproductive health, fertility, and sexual response. - Pregnancy and outcome of pregnancy in simple understanding - Awareness of contraception options and reproductive rights.	-Seek and apply information about reproductive health and contraception effectively. -How to avoid pregnancy	-Value the importance of reproductive health and informed choices.
Menstruation, life changes in 20s, 30s, 40s and Menopause	- Recognize puberty transitions to adulthood. -Changes in body through pregnancy and body changes - Introduction to menopause as part of the life cycle.	-Discuss health changes across the life cycle with professionals. -Prepare for healthy aging as the foundation is laid for healthy aging is in youth	-Respect the life cycle and value informed discussions about aging and health.
Menstrual Health and Hygiene	- Managing menstrual health as part of overall well-being. - Addressing myths and stigma about menstruation.	-Seek appropriate care and maintain hygiene. -Discuss menstrual health openly	-Normalize menstruation.
Male Sexual Health and Hygiene (MSHH)	-Male sexual health includes physical, emotional, mental, reproductive, and relationship well-being	-Recognize normal vs. unusual body changes -Seek timely, qualified care.	-Accept responsibility for maintaining personal and sexual health

Theme/topic	Knowledge	Skills	Attitudes
Human Reproduction	- Advanced understanding of conception, pregnancy, and parenting responsibilities. - Awareness of assisted reproductive technologies.	-Engage in responsible family planning and seek guidance when needed.	-Appreciate the responsibilities of life partner/intimate partner and ethical considerations of parenthood.
Key Concept 2: Relationship and Sexuality			
Friendship, Love and Romantic Relationships	- Deeper understanding of trust, respect, and emotional support in adult relationships. - Building healthy and lasting partnerships.	-Practice active listening, empathy, and communication in relationships.	-Value mutual respect and equality as foundations for meaningful connections.
Types of Love and emotions	- Different forms of love, including platonic, romantic, and sexual. - Emotional intelligence to manage complex feelings.	-Recognize and manage emotions effectively. -Build emotional resilience.	-Appreciate the role of emotions in building deep, meaningful relationships.
Good versus bad relationships	- Characteristics of abusive vs. healthy relationships. - Identifying manipulation, gaslighting, or coercion.	-Set and communicate personal boundaries clearly. -Seek help when encountering abuse.	-Value self-respect and reject harmful relationship dynamics. -Identify red flags in relationship
Long-Term Relationships	- Importance of shared values, communication, and effort in long-term commitments. - Challenges and rewards of enduring relationships.	-Develop strategies to nurture trust and resolve conflicts in partnerships.	-Appreciate the value of long-term connections and mutual commitment.
Family and Marriage	- Marriage as a personal, cultural, or legal choice and a responsibility. - Marriage as a sexual and intimate relationships	-Discuss expectations and roles in family and marriage openly.	-Respect being open minded on family and marital traditions.
Positive Parenting Promotion	- Parenting as a significant responsibility requiring preparation. - Positive parenting benefits children's development	-Reflect on the qualities of effective and nurturing parenting.	-Value the role of parenting in creating a supportive and loving environment.
Key Concept 3: Values, Rights, Culture, and Sexuality			
Values and Sexuality	- Values shape choices in relationships, behavior, and family life. - Respect for others' values while maintaining personal boundaries.	-Reflect on and articulate personal values. -Engage respectfully with differing viewpoints.	-Appreciate the diversity of values while remaining true to one's beliefs.

Theme/topic	Knowledge	Skills	Attitudes
Human Rights and Sexuality	- Sexual rights include the right to safety, autonomy, and access to information. - Recognizing violations and advocating for justice.	-Advocate for sexual rights and support others in asserting their rights.	-Value fairness and equality in relationships and communities.
Culture, Society and Sexuality	- Societal norms influence gender roles, relationships, and sexuality. - Awareness of positive and negative cultural practices.	-Critically analyze societal norms and challenge discriminatory practices.	-Respect cultural diversity while advocating for positive change.
Gender Equality, Stereotypes and Bias	- Recognizing biases in media, workplaces, and relationships. - Advocating for equality and eliminating stereotypes.	-Challenge biases and promote gender-sensitive behavior in conversations.	-Support fairness in all settings.
Key Concept 4: Sexual Behavior and Sexuality			
Intimacy and Sex	- Intimacy as emotional and physical connection. - Understanding sexual consent and mutual respect.	-Discuss and negotiate boundaries and consent effectively.	-Appreciate intimacy as a mutual and respectful aspect of relationships.
Sexuality and the Sexual Life Cycle	- Sexuality evolves across the life cycle, including changes in desires, relationships, and roles. - Awareness of the impact of age, health, and life circumstances on sexuality. - Recognizing the continuity of emotional and physical intimacy at different stages of life.	-Reflect on and adapt to changes in sexuality and relationships throughout life. -Communicate openly about needs and concerns as they arise.	-Value sexuality as a lifelong and dynamic aspect of human well-being that is unique to each individual.
Sexual Behaviour and Sexual Response	- Sexual behavior includes emotional, physical, and ethical dimensions. - Awareness of healthy sexual practices.	-Practice safe and consensual sexual behavior. -Seek guidance for questions about sexual health.	-Respect sexuality and promote safety and responsibility.
Gender-Based Violence (GBV)	- GBV as a violation of rights and dignity. - Legal frameworks for protection and recourse.	-Recognize and report GBV and provide support to victims.	-Reject all forms of violence and promote equality.
Sexual Abuse	- Recognizing sexual abuse and coercion. - Understanding rights to safety and consent.	-Report abuse to authorities or trusted individuals. -Support survivors with empathy.	-Value the safety and dignity of oneself and others.

Theme/topic	Knowledge	Skills	Attitudes
Key Concept 5: Sexual Health and Sexuality			
Contraception	- Understanding different methods of contraception (e.g., barrier, hormonal, permanent methods). - Awareness of effectiveness, proper use, and side effects. - Importance of contraception in preventing unintended pregnancies and STIs. - Taking religious beliefs into consideration	-Select and use appropriate contraception methods based on informed choices. -Seek guidance from healthcare providers when needed.	-Value responsibility in sexual activity and the importance of protecting oneself and one's partner.
Understanding, Recognizing and Reducing the Risk of STIs	- STIs, including HIV, are preventable through safe practices. - Awareness of symptoms, testing, and treatment options.	-Recognize risk behaviors and take steps to protect oneself. -Seek testing and treatment when necessary.	-Value responsibility in protecting oneself and partners from infections.
Care and support of people suffering from STI/Ds (including HIV)	- Understanding the importance of care for people living with STIs/HIV. - Reducing stigma and providing emotional support.	-Provide support and advocate for non-discrimination. -Seek reliable information and services.	-Value compassion and understanding for individuals affected by STIs/HIV.
Key Concept 6: Skills for Sexual Well-Being			
Decision-Making	- Decisions about relationships and health have long-term consequences. - Informed decisions rely on understanding risks and benefits.	-Evaluate options critically and consider long-term impacts.	-Value thoughtful decision-making and personal accountability.
Consent, Privacy, and Bodily Integrity	- Consent is an ongoing and mutual process. - Privacy and autonomy are fundamental rights.	-Communicate and respect boundaries effectively. -Assert rights to privacy and safety.	-Value mutual respect and autonomy in relationships.
Communication, Assertiveness, and Negotiation Skills	- Effective communication resolves conflict and strengthens relationships. - Negotiation helps find mutually agreeable solutions.	-Practice active listening and assertiveness in personal and professional interactions.	-Appreciate the role of communication in fostering trust and understanding.
Media Literacy and Sexuality	- Media portrays sexuality in ways that may be misleading or harmful. - Critical evaluation prevents misinformation.	-Analyze and challenge stereotypes and biases in media.	-Develop critical thinking and avoid internalizing harmful media portrayals.

Theme/topic	Knowledge	Skills	Attitudes
Awareness of Law and Legal System	- Knowledge of laws related to sexual rights, consent, and protection against abuse and discrimination. - Awareness of legal age requirements for activities like marriage, sexual consent, and accessing healthcare. - Understanding consequences of violating laws related to sexual behavior.	-Identify and adhere to relevant laws and rights. -Report violations or seek support through legal channels when needed.	-Value the role of laws in ensuring safety, equality, and justice in personal and societal contexts.
Safe Use of ICTs	- ICTs pose risks like exploitation and cyberbullying. - Strategies for online safety include protecting personal information. - Differentiate dynamics of real and virtual relationships, AI partners	-Practice safe online behavior and recognize warning signs of risk. -Report exploitation promptly.	-Value ICTs as tools for learning and connection while prioritizing safety and ethics. - AI and sexual exploitation, ethics of AI in relationships, AI bias and gender/sexuality - consent in digital spaces
Finding Help and Support	- Trusted sources include counselors, health providers, and helplines. - Seeking help shows strength and responsibility.	-Identify and access resources confidently. -Encourage peers to seek help when needed.	-Value the importance of support systems in promoting safety and well-being.

4.7. Level 7: Tertiary Education/Workforce, Adults and Elderly (19 + years)

For individuals aged 19 and above, sexuality education focuses on navigating adulthood with confidence and responsibility by fostering a deep understanding of physical and emotional health, cultivating meaningful relationships, promoting informed decisions about sexual health and contraception, and addressing societal roles, values, and rights. This stage emphasizes lifelong skills in intimacy, communication, and respect, empowering individuals to build fulfilling, equitable, and safe personal and professional lives.

The content can be directly communicated to the primary target group

Theme/topic	Knowledge	Skills	Attitudes
Key Concept 1: Human Body Development and Sexuality			
Getting to know your body	- Understanding health changes in adulthood, including metabolism, reproductive health, and aging. - Awareness of the importance of regular health check-ups and self-care.	-Monitor and maintain physical health through proactive healthcare and lifestyle choices. -Seek medical guidance when needed.	-Appreciate the importance of lifelong physical and mental well-being.
Body Image and sexuality	- Body changes continue in adulthood and are natural. - Media and societal pressures may influence adult self-image.	-Build confidence and practice self-acceptance. -Challenge societal norms about body image.	-Respect the diversity of adult bodies and promote self-confidence.
Sexual and Reproductive Anatomy and Physiology	- Advanced understanding of reproductive health and fertility. - Knowledge of how health conditions affect sexual and reproductive anatomy.	-Access healthcare services for reproductive health proactively. -Communicate openly about sexual health concerns.	-Value informed and proactive care for reproductive health.
Menstruation, life changes in 20s, 30s, 40s and Menopause	- Menstruation and related life style adjustments -Reproductive health throughout the youth and midlife through pregnant and non-pregnant states - Awareness of life cycle changes like menopause and its emotional, physical, and social impacts. - Coping strategies for hormonal changes and societal perceptions. - Sexual activity after menopause	-Seek information and support for menopause-related health needs. -Communicate experiences effectively with partners and healthcare providers.	-Respect the natural progression of the life cycle and value open dialogue about health changes.

Theme/topic	Knowledge	Skills	Attitudes
Menstrual Health and Hygiene	- Understanding menstrual health as part of overall reproductive and physical health. - Awareness of managing menstruation in personal, professional, and social contexts. - Addressing myths, stigma, and challenges related to menstruation in adulthood.	-Practice effective menstrual hygiene management. -Seek medical advice for menstrual health concerns, such as irregular cycles or pain.	-Normalize menstruation as a natural part of life and advocate for open discussions and workplace accommodations.
Male Sexual Health and Hygiene (MSHH)	-Male sexual health throughout adulthood includes genital hygiene, fertility, sexual functioning, emotional well-being, and testicular, urinary, and prostate health	-Maintain hygiene, seek care based on age, symptoms, and advice. -Communicate openly with providers and partners, adapt intimacy to circumstances	-Recognize sexual health as a valid part of overall health and quality of life throughout adulthood and older age
Human Reproduction	- Understanding fertility, family planning, and parental responsibilities. - Awareness of the emotional and financial implications of parenting.	-Make informed choices about reproduction and parenting. -Discuss family planning with partners and healthcare providers.	-Value the responsibilities and joys of parenting while respecting individual choices.
Key Concept 2: Relationship and Sexuality			
Friendship, Love and Romantic Relationships	- Importance of emotional support, respect, trust, and intimacy in adult relationships. - Long-term partnerships require communication and effort.	-Build and maintain supportive and intimate relationships. -Address conflicts through effective communication.	-Value mutual respect, trust, and partnership in relationships.
Types of Love and emotions	- Understanding emotional intimacy, sexual attraction, and the evolving nature of love. - Emotional maturity enhances relationship satisfaction.	-Reflect on and express emotions effectively in relationships. -Practice empathy and understanding.	-Appreciate the depth and diversity of love and emotions in adult relationships.
Good versus bad relationships	- Characteristics of healthy vs. toxic relationships. - Recognizing patterns of abuse, manipulation, or neglect.	-Identify red flags and set boundaries to protect emotional and physical well-being. -Seek help or end harmful relationships.	-Value healthy, respectful relationships and reject harmful behaviors. -Respect to the partner. Respect the individual differences
Long-Term Relationships	- Importance of shared values, mutual growth, and adaptation in long-term commitments. - Challenges include managing conflicts and maintaining intimacy.	-Develop strategies to nurture long-term relationships. -Responsibility of balance individual needs, accepting the individual differences with respect towards partner/spouse.	-Value the stability and growth that come with long-term relationships.

Theme/topic	Knowledge	Skills	Attitudes
Family and Marriage	- Understanding marriage as a social, legal, and personal commitment. -GBV - Low sexual desire in elderly	-Discuss roles, expectations, and goals in marriage and family life. -Adapt to changing family dynamics.	-Respect family structures and traditions.
Positive Parenting Promotion	- Parenting involves emotional, physical, and financial responsibilities. - Positive parenting fosters healthy family environments.	-Reflect on and apply positive parenting practices. -Seek support for parenting challenges.	-Value the role of parenting in nurturing future generations.
Key Concept 3: Values, Rights, Culture, and Sexuality			
Values and Sexuality	- Values guide choices in relationships, career, and family life. - Respect for others' values is essential in diverse societies.	-Reflect on personal values and how they shape life decisions. -Engage respectfully with differing perspectives.	-Appreciate the diversity of values while staying true to personal beliefs.
Human Rights and Sexuality	- Awareness of rights to safety, autonomy, and equal opportunities. - Legal protections against discrimination and abuse.	-Advocate for personal rights and support others in asserting theirs. -Report violations responsibly.	-Value equality and justice in all interactions.
Culture, Society and Sexuality	- Cultural norms influence gender roles, relationships, and sexuality. - Awareness of positive and negative cultural practices.	-Critically analyze and discuss societal expectations and cultural practices.	-Respect cultural diversity while promoting equality and fairness.
Gender Equality, Stereotypes and Bias	- Recognizing stereotypes in professional, social, and personal contexts.	-Identify and address biases, challenges in relationships, workplaces, and communities. -Advocate for equity.	-Support efforts to eliminate bias and promote gender equality in all settings.
The Social Construction of Gender and Gender Norms	- Gender roles and expectations are shaped by societal, cultural, and historical factors. - Awareness of how stereotypes and norms can limit opportunities and influence behavior.	-Identify and critically evaluate gender stereotypes in personal, professional, and societal contexts. -Advocate for equitable treatment and challenge discriminatory norms.	-Appreciate gender, roles and equality.

Theme/topic	Knowledge	Skills	Attitudes
Key Concept 4: Sexual Behavior and Sexuality			
Intimacy and Sex	- Intimacy involves emotional and physical connection. - Building intimacy requires trust, vulnerability, and communication.	-Cultivate emotional and physical intimacy with partners. -Resolve intimacy-related challenges.	-Value intimacy as a foundation for meaningful relationships.
Sexuality and the Sexual Life Cycle	- Sexuality evolves with age, health, and life experiences. - Awareness of how desires and relationships change over time.	-Reflect on and adapt to changes in personal sexuality. -Communicate evolving needs with partners. - Support seeking from relevant people/organizations.	-Appreciate sexuality as a lifelong aspect of well-being.
Sexual Behavior and Sexual Response	- Sexual responses are influenced by physical and emotional factors. - Awareness of healthy and consensual sexual practices.	-Practice consensual and respectful sexual behavior. -Seek help for concerns about sexual health.	-Value safety, respect, and mutual consent in all sexual interactions.
Gender-Based Violence (GBV)	- GBV includes physical, emotional, psychological, or sexual harm rooted in power imbalances. - Awareness of the societal, cultural, and legal dimensions of GBV. - Understanding the role of bystanders and advocacy in preventing GBV. - Awareness on zero tolerance to GBV and legal support for GBV	-Recognize signs of GBV in personal or professional settings. -Respond and report GBV effectively using appropriate channels.	-Value equality and reject all forms of violence, advocating for respectful and safe environments.
Sexual Abuse	- Sexual abuse involves non-consensual sexual activities or exploitation. - Understanding personal boundaries and the importance of consent. - Knowledge of legal and support systems for survivors of sexual abuse.	-Identify and report unsafe situations. -Support survivors by offering empathy and connecting them to resources.	-Value personal safety and bodily autonomy while fostering a supportive and non-judgmental approach to survivors.
Key Concept 5: Sexual Health and Sexuality			
Contraception	- Comprehensive understanding of contraceptive methods, including benefits and risks. - Where to access and available services - Prevention of STI's by condoms - Importance of shared decision-making in contraception.	-Select and use appropriate contraception effectively. -Communicate openly with partners and providers.	-Value responsibility and informed choices in family planning and sexual health.

Theme/topic	Knowledge	Skills	Attitudes
Understanding, Recognizing and Reducing the Risk of STIs	- STIs, including HIV, are preventable and treatable. - Awareness of testing, prevention, and treatment options.	-Identify and practice safe sexual behaviors. -Seek testing and treatment when needed.	-Promote responsibility and compassion in addressing STI risks.
Care and support of people suffering from STI/Ds (including HIV)	- Awareness of stigma, myths and challenges faced by individuals with STIs. - Awareness of available services - Importance of emotional and medical support.	-Provide empathetic and non-discriminative approach -Access resources to support affected individuals.	-Value compassion, understanding, and dignity for people with STIs/HIV.
Key Concept 6: Skills for Sexual Well-Being			
Decision-Making	- Adult decisions have long-term impacts on relationships, careers, and health. - Informed decision-making balances risks and benefits.	-Evaluate complex options and make responsible choices. -Seek advice and support when necessary.	-Value thoughtful and informed decision-making.
Consent, Privacy, and Bodily Integrity	- Consent is ongoing, mutual, and essential. - Privacy and bodily autonomy are fundamental rights in adulthood.	-Assert and respect boundaries in relationships. -Communicate clearly about personal needs.	-Value mutual respect, autonomy, and open communication.
Communication, Assertiveness, and Negotiation Skills	- Effective communication resolves conflict and strengthens relationships. - Negotiation builds mutual understanding.	-Practice assertiveness and empathy in personal and professional interactions. -Resolve conflicts constructively.	-Appreciate the role of communication and negotiation in building strong connections.
Media Literacy and Sexuality	- Media portrays adult relationships and sexuality, sometimes inaccurately. - Awareness of biases and stereotypes in media content.	-Analyze and challenge harmful stereotypes and misinformation. -Promote positive representations.	-Develop critical thinking and promote healthy media consumption.
Awareness of Law and Legal System	- Knowledge of laws related to sexual rights, consent, workplace harassment, GBV, and reproductive health including statutory rape and abortion. - Understanding legal protections against discrimination and abuse. - Awareness of the legal consequences of violating these laws.	-Identify and uphold personal rights. -Report violations or seek legal recourse through appropriate channels when needed. -Being empowered on the role of laws in ensuring safety, equality, and justice.	-Value the role of laws in ensuring safety, equality, and justice, and advocate for their enforcement.

Theme/topic	Knowledge	Skills	Attitudes
Safe Use of ICTs	- Adults face risks like exploitation and privacy violations online. - Awareness on Legal framework and support system for safe and secure digital interactions - Awareness of safe practices for digital interactions. Differentiate dynamics of real and virtual relationships, AI partners	-Practice digital safety and report violations. -Use technology responsibly for personal and professional growth.	-Value ICTs as tools for connection and growth while prioritizing safety. -AI and sexual exploitation, ethics of AI in relationships, AI bias and gender/sexuality - consent in digital spaces
Finding Help and Support	- Adults require access to tailored healthcare, counseling, and community resources. - Seeking help is a sign of responsibility and strength.	-Identify and access appropriate support services. -Encourage peers to seek help when needed.	-Appreciate the importance of seeking help for personal and professional well-being.
Mental Health and Social wellbeing	- Understand how mental health shapes body image, identity, consent, and healthy relationships. - Know that emotional wellbeing affects how individuals experience and express sexuality. - Recognize how stigma, bullying, and gender-based violence can harm mental and social wellbeing.	- Use supportive, inclusive language when discussing emotions, relationships, and identity. - Help learners build self-awareness, empathy, and coping strategies. - Facilitate discussions that connect emotions with sexual rights, respect, and boundaries.	-Accept of diverse experiences and emotions without shame. - Value open dialogue that supports mental wellbeing. - Encourage self-respect, mutual respect, and emotional safety in relationships.
Sexual Health of peri/post-menopausal and elderly	-Understand that sexual health remains important throughout life, including after menopause and in older age. - Know the physical, emotional, and relational changes that may affect sexuality, such as hormonal shifts or chronic illness. - Recognize myths and misinformation that contribute to stigma or silence around sexuality in later life.	-Use clear, age-appropriate, and respectful language when discussing sexual health. - Facilitate open conversations that address concerns like pleasure, consent, relationships, and body changes.	- Respect the sexual rights and dignity of older adults as equal to any age group. - Challenge ageist beliefs that ignore or dismiss older people's sexual needs. - Support open and shame-free communication that builds confidence and trust.

References

1. UNESCO. International technical guidance on sexuality education: an evidence-informed approach. 2nd ed. Paris: UNESCO; 2018.
2. UNFPA. Operational Guidance for Comprehensive Sexuality Education: A Focus on Human Rights and Gender. New York: UNFPA; 2014.
3. Federal Centre for Health Education (BZgA). Standards for Sexuality Education in Europe: A framework for policy makers, educational and health authorities and specialists. 2010.
4. World Health Organization. Framework for action on adolescent health and development in the WHO South-East Asia Region. 2010.
5. UNFPA. Operational Guidance for Comprehensive Sexuality Education: A Focus on Human Rights and Gender. New York: UNFPA; 2014.
6. National STD/AIDS Control Programme. HIV National Data, HIV Quarterly-Return Data. Ministry of Health; 2022, 2023, 2024, Available from <https://www.aidscontrol.gov.lk/>
7. United Nations Population Fund (UNFPA). The Need for Comprehensive Sexuality Education in Sri Lanka: UNFPA Generation-to-Generation Dialogues – 5. Colombo: UNFPA; 2018.
8. UNESCO. Comprehensive Sexuality Education: An Overview of the International Systematic Review Evidence. 2023.
9. Ministry of Education. Sexual Health Education Policy Framework: Norway. 2020. Available from: <https://www.regjeringen.no>
10. UNESCO. Implementation of Sexuality Education in Zambia: Lessons and Opportunities. Paris: UNESCO; 2018.
11. National Sexuality Education Framework, Ministry of Education and Sports, Republic of Uganda; 2018
12. SIECUS. Comprehensive Sexuality Education Programs in the United States: State-by-State Analysis. 2020.
13. UNFPA. UNESCO. Comprehensive Sexuality Education Technical Guideline Adaptation of Global Standards for Potential Use in China. 1st ed. UNFPA; Beijing, China: 2022.
14. National STD/AIDS Control Programme. HIV National Data, HIV Quarterly-Return Data. Ministry of Health; 2022, 2023, 2024, Available from <https://www.aidscontrol.gov.lk/>
15. National Child Protection Authority (NCPA). Annual Report on Child Protection and Sexual Abuse Cases in Sri Lanka. Colombo: NCPA; 2021.
16. De Silva WI. Fertility and Nuptiality: Thematic Report based on Census of Population and Housing 2012 [Internet]. Colombo: United Nations Population Fund; 2016.

