sieccan

Sex Information & Education Council of Canada
Conseil d'information & d'éducation sexuelles du Canada

GRADE 6 - GRADE 8 (AGES 11 - 13)

Autonomy and Consent	Values and Rights	Interpersonal Relationships	Gender Norms, Roles, and Stereotypes	Gender and Sexual Orientation	Bodies and Development
Legal aspects of sexual consent (e.g., laws designed to protect youth from sexual exploitation, age of consent laws and close in age exceptions, consent and substance use, etc.)	Advocacy related to sexual health (e.g., self-advocacy, group advocacy)	Emotional components of sexual relationships	Intersecting social factors that impact attitudes and beliefs about romantic and sexual relationships	Ways to communicate respectfully with and about people of all gender identities, gender expressions, and sexual orientations	Different factors (e.g., culture, media, peers, family, gender roles and stereotypes) that impact the way we think about bodies; how we think about bodies can change over time
Setting/respecting sexual and relational boundaries and skills to communicate about boundaries with a partner (e.g., consent communication skills, communication about barrier use during sex, consent in sharing digital images, etc.)	People have a right to access confidential sexual and reproductive healthcare	Conflict resolution skills for all types of interpersonal relationships (e.g., peer, romantic, sexual, etc.)	Intersecting social factors that impact attitudes and beliefs about gender and sexual orientation	Communicating about one's own identities (e.g., gender identity, sexual orientation, disability and/ or neurodiversity) with others (e.g., peers, romantic partners, family members etc.); circumstances where people feel/do not feel safe and supported in expressing themselves	Strategies to promote positive body image, self-image, and confidence in self and others
Importance of consent and bodily autonomy when accessing sexual and reproductive health care	Rights related to self-defence when one's boundaries have been violated (e.g., right to verbal or physical self-defence; understanding how power dynamics can impact a person's ability to engage in various forms of self-defence, etc.)	Components and responsibilities of equitable, respectful, and satisfying sexual and romantic relationships	How gender norms, roles, and stereotypes are linked to people's willingness to engage in forms of gender-based violence (e.g., non-consensual sharing of sexual images)	Social factors that contribute to positive sexual health and well-being outcomes and relationships for different groups of people (e.g., protective factors for 2SLGBTQINA+ people, such as school and family support; protective factors for people with disabilities, such as access to effective sexual health care and information, etc.)	Relationship between body image and sexual health
Importance of consent and bodily autonomy to healthy relationships, pleasure, sexual health, and well-being	Difference between sexual rights, needs, responsibilities, and wants	Skills for ending interpersonal relationships (e.g., peer, romantic, sexual) in respectful ways, including strategies for respectfully dealing with one's own feelings (e.g., sadness, anger, rejection, loneliness, etc.)	How gender and sexual norms can impact the way a person thinks about and/or expresses their own gender and sexual orientation	Critical factors that impact how a person views gender, gender identity, gender expression, and sexual orientation (e.g., family, culture, peers, school environment, media, etc.)	Critical evaluation of stereotypes about bodies (e.g., stereotypes about how bodies should look or work; which bodies are 'acceptable,' etc.)
Factors that may impact a person's ability to consent to sexual activity (e.g., power dynamics, alcohol and substances, gender-based violence, etc.)	Sexual and reproductive rights are related to various social and rights movements (e.g., Truth and Reconciliation, #MeToo, etc.)	Power dynamics in sexual and romantic relationships and the factors that contribute to power differences (e.g., how power imbalances based on gender or sexual identity impact a person's ability to leave/remain in an unsatisfactory or abusive relationship; how to create more equal relationships, etc.)	How gender and sexual norms impact a person's own sexual health and well-being (e.g., whether or not to have sex, whether or not to use contraception or barriers, such as condoms, etc.)	Ways to promote respect, care, and inclusion for people of all sexual orientations and gender identities in various social environments (e.g., school, community, etc.)	How bodies are portrayed in the media (e.g., positive/ inclusive representations; how ableism, sexism, and racism impact representations of bodies, etc.)
Strategies for dealing with rejection in interpersonal relationships (e.g., romantic, sexual, peer, etc.)	The human rights of some groups of people have been and/or continue to be limited (e.g., 2SLGBTQINA+ people, people with disabilities, Indigenous people, girls/women, etc.)	Signs of an unhealthy and/or abusive dating relationship and strategies for seeking support	How gender norms, roles, and stereotypes are linked to people's willingness and/or ability to access sexual and reproductive health care	Range of experiences for transgender and nonbinary people (e.g., some people change their name and/or appearance; some people change their bodies; some people have support from their community/family while others do not, etc.)	Sexual response and the ways bodies can react to physical stimulation
Impact of alcohol and substances on decision-making and social interactions	Values of empathy, care, and respect can be incorporated into all types of interpersonal relationships (e.g., peer relationships, sexual relationships); strategies for showing care, empathy, and respect in different interpersonal relationships (e.g., standing up for others, intervening and/or help-seeking when there is a problem in private and public settings, etc.)		Skills to critically evaluate gender and sexual norms, roles, and stereotypes in one's social and cultural environment		How bodies change throughout life (e.g., during puberty, chronic illness, medical transitions, perimenopause, menopause, etc.) can impact individual and interpersonal well-being

GRADE 6 - GRADE 8 (AGES 11 - 13)

Reproductive Health	Sexually Transmitted Infection (STI) Prevention and Support	Sexual Health Enhancement and Well-being	Digital Media Literacy and Technology	Gender-Based Violence Awareness and Prevention
Needs related to reproductive health change across the life course (e.g., during puberty, during pregnancy, during perimenopause and menopause, etc.)	How the different STIs can and cannot be passed	Many intimate and sexual activities can be pleasurable (e.g., cuddling, kissing, masturbation, oral sex, penetrative sex, etc.)	Importance of consent in sharing sexually explicit images of others, before sending images of oneself to others, and in asking for sexual images/content from others	How to access gender-based violence support services (e.g., shelters, counseling services for victims/survivors, counseling services for perpetrators/potential perpetrators or people who think they may have been abusive) and relevant support services in the community
How to access confidential reproductive health care (e.g., pregnancy testing, abortion care, and emergency contraception, such as Plan B; HIV-prevention medications such as post-exposure prophylaxis [PEP] and pre-exposure prophylaxis [PrEP], etc.) and understand the limits of confidentiality	Many STIs do not have signs or symptoms (i.e., asymptomatic)	People differ in their range of sexual needs, desires, and expressions (e.g., some people do not want to have sex, some people want to have partnered sex, some people need support to adapt sexual activity to their disability, etc.)	Legal and ethical aspects of creating and sharing digital sexual content	Ways to support someone who has experienced gender-based violence
Range of contraceptive options and how to access them (e.g., hormonal birth control, external and internal condoms, tubal ligation and vasectomy, etc.)	There are many different types of STIs (e.g., bacterial and viral) with different symptoms and health outcomes	Sexual needs, desires, and expressions may change over time	Role of consent and communication skills in using digital apps (e.g., dating apps, social media, etc.)	Range of experiences that fall under the umbrella of gender-based violence [1] (e.g., gender-based violence occurs on a spectrum ranging from subtle acts of violence to overt acts of violence; gender-based violence includes various forms of violence such sexual violence, technology facilitated
Each person has the right to choose the contraceptive option that is right for them	Regular STI testing is needed once a person becomes sexually active	The range of sexual feelings and behaviour (e.g., sexual fantasies, masturbation, kissing, oral sex, vaginal sex, anal sex, etc.)	Different moral disengagement strategies people use to justify the non-consensual sharing of digital sexual images (e.g., victim-blaming, denying or ignoring the harm, etc.)	Impact and/or consequences of sexual violence on victims/survivors, bystanders, and perpetrators
Range of behavioural options to reduce the chance of unintended pregnancies and STIs (e.g., using contraception and/or barriers, not engaging in sexual behaviours that involve risk for pregnancy or STIs, engaging in lower-risk sexual activities, etc.)	Importance of STI testing for victims/survivors of sexual coercion/assault	Information about masturbation (e.g., masturbation is a sexual activity that can be pleasurable; addressing myths and misconceptions, etc.)	How/when to ask for help and strategies for accessing help (e.g., talking to a trusted adult, reporting to a moderator, etc.) when encountering problems in online environments (e.g., harmful content, harassment, grooming, etc.)	Social, cultural, interpersonal, and individual factors that contribute to sexual violence perpetration
Skills to communicate with a partner about behavioural options for reducing the risk of pregnancy and STIs and how to respect a partner's decision	How different STIs are diagnosed, treated, and managed	Support systems and strategies for mental and emotional well-being during different life phases (e.g., during puberty, when beginning or ending a sexual or romantic relationship, etc.)	Difference between sources of sexual health information that are accurate and credible, and sources that are not credible, inaccurate, and/or promote attitudes that contribute to inequitable sexual health outcomes and/or gender-based violence (e.g., misogynistic material)	How to recognize and respond to signs of gender-based violence in dating relationships
Range of pregnancy options (e.g., abortion, adoption, having and parenting a baby)	Impact of STIs on a person's physical and emotional health and well-being	Different factors (e.g., media, culture, family, access to sexual health services, etc.) that impact a person's decisions related to sexual behaviour and how they view pleasure and well-being	Strategies to identify credible/accurate sources of information that promote consent and the enhancement of sexual health and well-being	How to recognize and respond to technology facilitated sexual violence
Extent to which different contraceptive methods do or do not protect against STIs	STI-related stigma, stereotypes, and misconceptions (e.g., belief that only certain groups of people can get STIs; negative judgments about people who have STIs; assumption that all STIs will have symptoms, assumption that STIs cannot be treated/managed, etc.)	How to apply decision-making information and processes to sexual behaviour and sexual health issues	What sexually explicit media is, how the sexuality and relationships depicted in it differ from real life, and how sexually explicit media may influence people's views	How experiences of gender-based violence can impact family and interpersonal relationships (e.g., intergenerational trauma)
Reproductive coercion/control (i.e., pressuring someone about their reproductive decision-making, taking steps to prevent someone from making autonomous decisions about their reproductive health) and the impact it can have on sexual health and well-being	Range of behavioural options to reduce the chance of STIs (e.g., not engaging in sexual behaviours that involve risk for STI, using barriers, engaging in lower-risk sexual activities)	Ways that trauma can impact sexual health and well-being	Sexually explicit media (e.g., pornography) can include stereotypes about gender and sexuality and may not be representative of real sexual relationships	Different factors that impact whether a person is believed and supported when they disclose experiences of gender-based violence (e.g., social attitudes and myths, including rape myths and victim blaming, myths about disability, etc.)
Range and importance of reproductive health strategies (e.g., contraceptive options, cervical cancer screening, caring for chronic health problems such as endometriosis, self-screening for testicular irregularities, self-breast examination, testing and treating STIs, etc.)	HIV prevention strategies such as post-exposure prophylaxis (PEP), pre-exposure prophylaxis (PrEP), and barriers (e.g., condoms)		Positive and negative impacts that media can have on sexual health, well-being, body image, and relationships	Ways to support people who have experienced transphobic, homophobic, and/or biphobic violence
Infections that can impact reproductive health (e.g., urinary tract infections, yeast infections, bacterial vaginosis, STIs, etc.) and seeking help from a healthcare provider	STI prevention strategies may differ depending on the type of sexual activity (e.g., using a condom for oral, vaginal, or anal sex with a person who has a penis; using a dental dam for oral sex with a person who has a vulva)		Positive and negative impacts that technology use can have on sexual health, well-being, and relationships	Ways that experiences of gender-based violence can impact sexual and reproductive health
Pelvic floor exercises can help prevent pelvic floor problems	Social and cultural factors associated with STI risk and prevention		Factors that contribute to the spread of misinformation related to sexuality, sexual health, and relationships (e.g., prejudice, targeted algorithms, etc.)	
	How to access confidential STI testing and treatment services in the community and understand the limits of confidentiality		Technology use behaviours that can positively or negatively impact sexual health, well-being, and interpersonal relationships (e.g., balanced vs. excessive screen time use)	
	How to set/respect sexual limits and practice safer sex (e.g., barrier use), disclose STI status, and discuss when to get tested with a partner		What technology facilitated sexual violence is and the range of acts that fall under this umbrella (e.g., cyber flashing, extortion, image-based sexual abuse, AI-generated fake images and videos, etc.)	
	Power dynamics that may impact a person's ability to engage in safer sex practices (e.g., unequal power in a relationship may impact the ability to consent to/use barriers during partnered sex)		Characteristics of an unhealthy online relationship, warning signs of sexual exploitation or sextortion, and exit strategies	

1 Gender-based violence is violence that is committed against someone based on their gender, gender identity, gender expression or perceived expression (Women and Gender Equality Canada, 2024). Gender-based violence exists on a continuum, can take many forms, and occur in many types of interpersonal relationships (see SIECCAN, 2023a for an extensive discussion of incorporating gender-based violence prevention within comprehensive sexual health education).