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

GRADE 9 - GRADE 10 (AGES 14 - 15)

Autonomy and Consent	Values and Rights	Interpersonal Relationships	Gender Norms, Roles, and Stereotypes	Gender and Sexual Orientation	Bodies and Development
Review of Autonomy and Consent content identified in previous grades	Review of Values and Rights content identified in previous grades	Review of Interpersonal Relationships content identified in previous grades	Review of Gender Norms, Roles, and Stereotypes content identified in previous grades	Review of Gender and Sexual Orientation content identified in previous grades	Review of Bodies and Development content identified in previous grades
Ways in which experiences of trauma might impact how a person navigates sexual consent	Institutional policies and actions that have or can violate sexual and reproductive rights (e.g., forced sterilization; systemic removal of children; lack of access to reproductive technology; police violence; inequitable access to critical medications, such as post-exposure prophylaxis [PEP] and pre-exposure prophylaxis [PrEP]; inequitable access to emergency contraception, such as Plan B; inequitable access to effective sexual and reproductive information or services, etc.)	Ethics of responsible interpersonal and sexual interactions	Sexual scripts[1] (e.g., traditional sexual scripts, scripts about sexual consent, sexual scripts for 2SLGBTQINA+ relationships), how scripts impact attitudes and sexual behaviour, and identify ways to challenge and change problematic sexual scripts	Discussions about sexual and gender identities in greater detail/complexity (e.g., use anti-racist, intersectional perspectives to reflect on the social factors and personal experiences that impact the way each person thinks about their own gender and sexual identities)	Range of common sexual response problems related to desire, arousal, orgasm, and pain
Physical sexual response is not an indicator of consent to sexual activity	Individual and collective responsibilities for upholding sexual and reproductive rights (e.g., advocating for sexual health, reducing violence and discrimination, etc.)	Strategies for enhancing interpersonal relationships (e.g., romantic and sexual partners), including respectful ways to approach a potential partner and how to understand/respect each person's needs in a relationship	How gender inequality, gender norms and stereotypes, and sexual norms can influence sexual behaviour and increase/decrease a person's risk for experiencing negative sexual health outcomes or causing harm to others (e.g., perpetrating gender-based violence)		Sexual response problems can be linked to biological factors (e.g., health conditions, hormones), social factors (e.g., relationship problems, cultural ideas about sexuality), and individual factors (e.g., mental health)
Impact of alcohol and substances on consent, sexual interactions, and safer sex	Importance of aligning one's own sexual and interpersonal decision-making with one's own values (e.g., decision to have/not have sex, ability to communicate with a partner, decision to engage in/not engage in harmful language and behaviours, etc.)	Skills to critically reflect on romantic and sexual relationships (e.g., determine if you are happy in a relationship and getting your needs met, examine how other social factors such as peers and media impact the way you think about your relationship, etc.)	Skills to critically reflect on and assess the gender stereotypes one holds and the gender stereotypes reflected in the community and other social environments (e.g., school, work, etc.)		
	Various national and international sexual rights documents and how these documents are used to promote and uphold sexual rights	Range of romantic and/or sexual relationship types and structures (e.g., casual relationships, committed relationships, monogamous partnerships, multi-partnered relationships/ethical non-monogamy)	Gender norms, roles, stereotypes, and sexual scripts related to sexual response and sexual response problems		

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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
Review of Reproductive Health content identified in previous grades	Review of Sexually Transmitted Infection (STI) Prevention and Support content identified in previous grades	Review of Sexual Health Enhancement and Well-Being content identified in previous grades	Review of Digital Media Literacy and Technology content identified in previous grades	Review of Gender-Based Violence Awareness and Prevention content identified in previous grades
Social and interpersonal factors that impact reproductive health (e.g., how policies, access to health care, stigma, or violence impact a person's ability to make autonomous choices about their reproductive health)	Advanced information about STI management	Pleasure can be an important part of sexual activity (whether alone or with a partner); each person is responsible for learning about pleasure and ensuring that consent and boundaries are respected in the mutual pursuit of pleasure	Importance of learning about the privacy levels of digital platforms (e.g., social media, sites that post sexual content, such as pornography)	Differences between sexual exploitation and human trafficking and sex work (e.g., legal differences,
How to access services to address sexual response problems (e.g., health care providers) and understand the limits of confidentiality	Ethical and legal aspects of disclosing STI/HIV status	Importance of understanding what is pleasurable for oneself and one's partner(s)	Importance of learning about how personal data from digital apps will be used (e.g., apps that track menstrual cycles, dating apps, etc.)	
Skills for communication with a health care provider about sexual health issues and problems		Individual factors (e.g., sexual motives, experiences of pleasure), interpersonal factors (e.g., communication with a partner, power dynamics), and social factors (e.g., access to sexual health services) can impact sexual decision-making (e.g., engaging in specific sexual behaviours or safer sex strategies)	Skills to critically assess the portrayal of gender, sexuality, and relationships in sexually explicit media	
		Skills for communicating about and respecting sexual preferences	How misinformation about sexuality, sexual health, and relationships can impact individuals, communities, and social systems (e.g., policies and laws)	
		Skills for communicating respectfully about sexual response (e.g., pleasure, desire) and sexual response problems (e.g., arousal difficulties) with a partner	Difference between sexual exploitation and sexually explicit material and the historical and current regulations of sexually explicit material	
		Critical assessment of sexual scripts and norms related to pleasure and well-being (e.g., ideas about disability and pleasure; ideas about gender and pleasure, etc.)	Social factors (e.g., social and gender norms, culture, media, etc.) that impact the way a person thinks about sexually explicit material and the kinds of sexually explicit materials that are created	
			Strategies to challenge and change gender norms and stereotypes in media related to sexuality, sexual health, and relationships	
			How to secure one's device(s) and online life following a break-up (e.g., changing passwords, removing location access, etc.)	
			How to identify credible/accurate sources of information related to sexual response and sexual response problems	

1   Sexual scripts are socially learned ideas about how to behave sexually; sexual scripts differ based on gender, sexual orientation, and other factors (see SIECCAN, 2023a for a discussion).