



Republic of Zambia

Ministry of Education, Science, Vocational Training and Early Education

Comprehensive Sexuality Education Framework

(Grades 5-12)



Prepared and Published by the Curriculum Development Centre
P.O. Box 50092
LUSAKA
October 2013

Comprehensive Sexuality Education Framework

COPYRIGHT

© 2013 Curriculum Development Centre

All rights Reserved. No parts of this publication may be produced, stored in a retrieval or transmitted in any form by any means, electronic, mechanical, photocopying recording or otherwise without the prior permission of the copyright owner.

TABLE OF CONTENTS

PREFACE	VI
ACKNOWLEDGEMENT	VII
ACRONYMS	VII
DEFINITION OF TERMS	X
INTRODUCTION	XIII
OUTLINE OF LEARNING THEMES	3
GRADE 5	2
1. RELATIONSHIPS	ERROR! BOOKMARK NOT DEFINED.
2. VALUES, ATTITUDES AND SKILLS	3
3. CULTURE, SOCIETY AND HUMAN RIGHTS	4
4. HUMAN DEVELOPMENT	5
5. SEXUAL AND REPRODUCTIVE HEALTH	6
GRADE 6	7
1. RELATIONSHIPS	7
2. VALUES, ATTITUDES AND SKILLS	8
3. CULTURE, SOCIETY AND HUMAN RIGHTS	9
4. HUMAN DEVELOPMENT	10
5. SEXUAL BEHAVIOUR	11
6. SEXUAL AND REPRODUCTIVE HEALTH	12
GRADE 7	15
1. RELATIONSHIPS	15
2. VALUES, ATTITUDES AND SKILLS	16
3. CULTURE, SOCIETY AND HUMAN RIGHTS	17
4. HUMAN DEVELOPMENT	18
5. SEXUAL BEHAVIOUR	19
6. SEXUAL AND REPRODUCTIVE HEALTH	19
GRADE 8	20
1. RELATIONSHIPS	20
2. VALUES, ATTITUDES AND SKILLS	22
3. CULTURE, SOCIETY AND HUMAN RIGHTS	23
4. HUMAN DEVELOPMENT	24
5. SEXUAL BAHAVIOUR	25
6. SEXUAL REPRODUCTIVE HEALTH	25

GRADE 9	26
1. RELATIONSHIPS	26
2. VALUES, ATTITUDES AND SKILLS.....	27
3. CULTURE, SOCIETY AND HUMAN RIGHTS	28
4. HUMAN DEVELOPMENT	29
5. SEXUAL BEHAVIOUR.....	30
6. SEXUAL REPRODUCTIVE HEALTH	30
GRADE 10	31
1. RELATIONSHIPS	31
2. VALUES, ATTITUDES AND SKILLS.....	33
3. CULTURE, SOCIETY AND HUMAN RIGHTS	34
3. HUMAN DEVELOPMENT	35
5. SEXUAL BEHAVIOUR.....	36
6. SEXUAL REPRODUCTIVE HEALTH	37
GRADE 11	38
1. RELATIONSHIPS	38
2. VALUES, ATTITUDES AND SKILLS.....	39
3. CULTURE, SOCIETY AND HUMAN RIGHTS	41
4. HUMAN DEVELOPMENT	42
5. SEXUAL BEHAVIOUR.....	43
6. SEXUAL REPRODUCTIVE HEALTH	43
GRADE 12	44
1. RELATIONSHIPS	44
2. VALUES, ATTITUDES AND SKILLS.....	45
3. CULTURE, SOCIETY AND HUMAN RIGHTS	46
4. HUMAN DEVELOPMENT	47
5. SEXUAL BEHAVIOUR.....	48
APPENDIX 1: LOGIC MODEL	49

PREFACE

The Comprehensive Sexuality Education (CSE) framework has been developed to enrich the provision of Reproductive Health and Sexuality Education (RHSE). Reproductive health and Sexuality Education features as a cross cutting theme in the Zambia Education Curriculum Framework. Cross cutting themes emanate from the challenging issues that affect a cross section of society. RHSE is not a standalone subject, but its content features in some stand alone and examinable subjects.

The development of this document has been prompted by data from research indicating high alarming numbers of school dropout due to pregnancy (MoE Statistical Bulletin: 2007 to 2009 over 17,000 cases, in 2010: over 11,000 while :2011 it was over 15,000). The Zambia Health Demographic data of 2010 reviewed STI including HIV prevalence among the 15 to 24 age groups (who may be in school). The 2010 population bureau reviewed that 12% girls and 16% boys experience sex before age 15. This information prompted further investigation on the quality of RHSE given to the learners in schools. According to the SACMEQ report, 60% of grade six learners did not have adequate knowledge on sexuality education. A curriculum scan which tried to investigate on the quality of information on sexuality education provided in the curriculum, reviewed gaps in knowledge on sexuality education among learners. The research findings above clearly showed that there were challenges in the school curriculum on sexuality education that needed to be addressed.

CSE can provide young people with age appropriate culturally relevant and scientifically accurate information. It includes structured opportunities for young people to gain knowledge, skills and positive attitudes and values which will help them apply life skills in addressing challenges with regards to their sexuality. Properly designed and implemented sexuality education can play a significant role in reducing the risk of STI including HIV transmission, unintended pregnancies, cohesive or abusive sexual activity and exploitation. Effective sexuality is a vital part of HIV prevention and is also critical to achieving universal access targets for reproductive health and HIV prevention, treatment care and support (UNSAID 2006).

The CSE frame work has explored all aspects of human sexuality under the following themes; Human Development, relationships, values, attitudes and skills, culture, society and human rights, sexual behavior and sexual reproductive health. Time to input all these aspects in the school curriculum could not be better than 2013 when a holistic review of the education curriculum has been done from Early Childhood Education (ECE) linked up to the primary, secondary and teacher education. The targeted users of this document include; education officials, educational material developers, teachers, teacher educators, parents, civil society organizations and other stakeholders dealing with reproductive health and sexuality education delivery. All stakeholders should take time to digest the content provided in this document to ensure that correct and uniform information is provided to the adolescents and young people in and out of school. The integration of CSE in the school curriculum will contribute to the reduction of the various education challenges that come by due to limited information on sexuality education among youths.

Chishimba Nkosha

Permanent Secretary – Education

Ministry of Education, Science, Vocational Training and Early Education

Acknowledgement

The development of Comprehensive Sexuality Education Framework could not have been achieved without the financial and technical support from UNESCO, UNFPA, UNICEF, UNAIDS and Planned Parenthood Association of Zambia (PPAZ) under the co-ordination of the UNESCO HIV and AIDS National Programme Officer Mrs Alice M. Saili and the CSE Coordinator Mrs Exilda S. Gondwe from the Ministry of Education, Science and Vocational Training and Early Education.

I am greatly indebted to the Curriculum Development Centre technical team which diligently contributed to the successful development of the content set up of the framework document and the schools where CSE trialling was done. I also recognise the effort of Lori Lorelli the Consultant, the UNAIDS Country Coordinator, Ms Helen Frary, UNFPA SRH/HIV Linkages Coordinator, Ms. Mwansa Njelesani, Mr. Chrispin Chomba SAfAIDS Country Representative, Mr. Amos Mwale Youth Vision Executive, Director PPAZ Executive Director Mr. Edford Mutuma and the PPAZ Programme Officer, Mr. Lester Phiri who also contributed to the successful development of this document.

Special thanks also go to various stakeholders that participated in the consultative meeting to validate the document drawn from the line Ministries (Ministry of Community Development Mother and Child , Ministry of Health), Civil Society Organisations (SAfAIDS, Restless Development, Youth Vision Zambia, Youth Alive Zambia, Children in Need, Young Women Christian Association of Zambia, YMCA, Faith based organisations (The Zambia Interfaith Networking Group on HIV and AIDS , Churches Health Association of Zambia) and other key individuals.

C. N. M. Sakala (Mrs.)

Director- Standards and Curriculum

MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION

LIST OF AUTHORS

Peter K. Kasaji	Assistant –Director Curriculum Development and Educational Materials
Exilda S. Gondwe	Co-ordinator of Comprehensive Sexuality Education
Mary C. Chilele	Principal Curriculum Specialist - Natural science
Bosto M. Mwendende	Principal Curriculum Specialist - Languages
Evelyn M. Simfukwe	Senior Curriculum Specialist Early Childhood Education
Josephine M. Shamputa	Senior Curriculum Specialist Editorial- Educational Materials
Samson Njapau	Senior Curriculum Specialist - Natural Sciences
Jack Chishala	Senior Curriculum Specialist – Practical Subjects
David S. Mwiinga	Curriculum Specialist - History
Kennedy Mundongo	Curriculum Specialist – Physical Sciences
Douglas P. Kasungami	Senior Curriculum Specialist – Teacher Education
Kenneth Mudenda	Curriculum Specialist – Biological Sciences
Pauline Luneta	Curriculum Specialist – Special Education
Nasilele Imbwela	Curriculum Specialist – Musical Art Education
Beatrice Hamwiinga	Curriculum Specialist – Civic Education
Raphael Banda	Curriculum Specialist – Mathematics and Computer Studies
Donald Nongola	Curriculum Specialist – Special Education
Emmade Sakala	Headteacher - Kabulonga Primary
Brian Mubita	Science Teacher - Kabulonga Primary

ACRONYMS

AIDS	Acquired Immuno Deficiency Syndrome
CSE	Comprehensive Sexuality Education
CSO	Civil Society Organisations
ECE	Early Childhood Education
FAWEZA	Forum for African Women Educationalists of Zambia
GBV	Gender Based Violence
HIV	Human Immuno deficiency Virus
HPV	Human Papilloma Virus
IEM	Information Education Materials
IOM	International Organisation for Migration
MC	Male Circumcision
MESVTEE	Ministry of Education, Science, Vocational Training and Early Education
NGOs	Non-Governmental Organisations
PPAZ	Planned Parenthood Association of Zambia
RHSE	Reproductive Health and Sexuality Education
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Education Quality
STI	Sexually Transmitted Infections
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNFPA	United Nations Population Fund
VCT	Voluntary Counseling and Testing
VSU	Victim Support Unit
YMCA	Young Men Christian Association
YWCA	Young Women Christians Association
ZECF	Zambia Education Curriculum Framework

DEFINITION OF TERMS

Assertive	Saying clearly what you think and want while respecting other people's opinions and needs.
Conception	When a fertilised egg implants in the wall of the womb (uterus) and a new life begins.
Crisis	An extreme problem situation that needs urgent response
Discrimination	Treating someone badly and unfairly because they are different.
Emotional	To do with feelings e.g. emotional consequences: ways that something you did can later affect your feelings.
Empathise	Feel for someone, try to understand what it is like to be them.
Foetus	What a baby is called while inside the mother's uterus.
Foreskin	Loose flap of skin around the end of the penis
Gender	Is a social construct describing the characteristics, behaviors and roles deemed appropriate and expected of men and women (and boys and girls). These characteristics, behaviors and roles are learned and reinforced through a socialization process generally starting at birth. Norms about gender can change over time and vary between cultures. Gender is difficult to describe masculinity without comparing it to femininity and vice versa.
Gender Equality	Is a societal condition where women and men (and girls and boys) share equal rights and a balance of power, status, opportunities and rewards.
Gender Equity	Is the process of being fair in the distribution of resources, opportunities and rewards to women and men so that they can operate in society as equals. To ensure fairness, measures are often needed to compensate for historical and/or social disadvantages, as well as differences in strengths and needs, that prevent women and men from otherwise operating on a balanced and level playing field. Gender equity is the means to reaching the goal of gender equality.
Gender Identity	Is how we feel about and express our gender.
Gender inequalities:	Ways in which men and women are not equal to each other in society
Gender Norms	Standards of acceptable and expected characteristics, behaviors and roles for men and women (and boys and girls). Culture determines these standards.
Gender Role	Is the pattern of overt behaviors that express a person's femininity or masculinity to society. Culture determines gender roles and what behaviors are considered masculine and feminine.
Gender-based Violence	Is violence involving men and women, in which the victim is targeted because of his or her gender. Gender-based violence disproportionately affects women. Gender-based violence can occur in private or public life. Gender-based violence may include physical, sexual, emotional or financial abuse, domination, coercion, harassment and/or deprivation of liberty
Genital warts	Infectious swellings on the sex organ that are passed on during sex

Gonorrhoea	An infection that is passed on during sex (sexually transmitted).
Herpes	A sexually transmitted infection with sometimes signs of itching and painful blisters
Hormones	A natural chemical substance produced in the body that controls and regulates the activity of certain cells or organs
Infertility	The diminished ability to conceive (a child)
Malnutrition	A condition in which the body does not receive enough nutrients for proper function
Maturity	Full growth, adulthood
Menstrual cycle/period	The time (3-4 weeks) from when blood starts flowing at the beginning of a girl's period through to the beginning of the next period.
Multiple sexual partners	More than one sexual partner at a time.
Nutrients	Different substances in food which play a special part in keeping you healthy (e.g. proteins, fats, carbohydrates, vitamins etc)
Obesity	Eating too much with little exercises.
Opportunistic infections	Infections that attack the body when the immune system is weakened by HIV
Ovaries	Two small organs in the female body which produce eggs (ova) that are fertilised by the sperm
Ovulation	When once a month, about 14 days before a woman's next period, her ovaries release an egg (ovum) that can be fertilised by a sperm.
Puberty	When your body begins to develop and change as you move from being a child to an adult
Semen	Fluid containing sperm which squirts out of the penis when a male ejaculates
Sex	Is a biological construct that defines males and females based on chromosomes, internal and external reproductive organs, hormones and certain physical characteristics (e.g., facial hair, hips). People are born male or female, but learn to be, or are conditioned to be, "feminine" or "masculine."
Sexual Orientation	Is the organization of an individual emotional, romantic, and/or sexual attraction to the opposite sex (heterosexuality), the same sex (homosexuality), both sexes (bisexuality), or neither sex (asexuality)
Status	Social importance HIV status: being HIV – positive or HIV – negative.
Stigma	Shame and disgrace that is placed on people who are different in some way e.g. people living with HIV.
Tolerance	When you accept people, ideas and beliefs that is different from yours.
Wet dream	When a boy ejaculates semen from his penis during sleep.
Window period	Period lasting three months after getting infected with HIV. During this period, you test HIV-negative but you are infected and can pass on HIV
Zygote	The single cell of new human life when it begins to develop into a baby

INTRODUCTION

Zambia has been experiencing challenges in the area of passing accurate information to the youths regarding sexuality education. In the early 90's, efforts were made by partnering with UNESCO and UNFPA to include Reproductive Health in the school curriculum. The national policy on education 'Educating Our Future' states that 'While striving for the comprehensive development of learner knowledge, understanding and skills, the curriculum should not be unduly fragmented or overloaded. Hence, several areas and issues, instead of being offered as independent subjects, will be integrated across the curriculum; others will be structured as modules that can be offered within the framework of an appropriate discipline' (MoE, 1996:33). The Curriculum Development Centre was mandated to integrate Reproductive Health in the school curriculum. However, the content was more inclined to contraception. Topics covered included the types of contraceptives available in Zambia, sexually transmitted diseases (STD's), sex and marriage as well as puberty and growing up. The topics, as can be seen did not inculcate knowledge on self-realisation or life skills to help young people make good and positive decision to lead better lives. These have been found to have a lack in terms of helping learners to understand themselves sexually. The young people still remained in a dilemma of life and sex and early pregnancies, abortion and STI's still rocked their lives. 'The school has an obligation to compensate for the losses they may have experienced elsewhere by helping them to form an enlightened outlook on sexuality' (*ibid* p.38). . It is therefore, gratifying that once more UNESCO has come on board to revisit this area of information sharing.

The Need

Emanating from the very inadequacies noted in the school curriculum, the Ministry took advantage of the 2013 Curriculum Review to develop the comprehensive sexuality education framework with the following common themes:

- i) Relationships
- ii) Values, Attitudes and Skills
- iii) Culture, Society and Human rights
- iv) Human

Development

- v) Sexual Behaviour
- vi) Sexual and Reproductive Health

These aspects should compel all users of this framework to describe in details the primary health goals. These primary health goals include the reduction of unintended pregnancies, STI's and HIV. This can be achieved by young people delaying sex debut, reducing frequency of sex, increasing the consistent and correct use of effective contraceptives among out of school youths, going for Voluntary Counseling and Testing (VCT) of HIV, and being vaccinated against Human Papilloma Virus (HPV) and hepatitis B.

The Comprehensive Sexuality Education Framework is therefore, designed to expose these risks to the young people so that youths can make informed decisions. Risks and protective factors presented in the framework do not necessary stop or encourage youths to get interested in sex, rather they help young people make their own decisions about sexual behavior. This framework, therefore must markedly improve those risk and protective factors that have an important impact on the decisions made by young people on sexual behaviour.

Logic Model

The Logic Model is a graphic presentation depicting the causal mechanisms on how specific interventions can affect behavior and consequently help achieve health goals.) This framework is based on one of the many Logic Models .This logic model assumes that specific curriculum activities can affect selected sexual psychological factors that result in reduced sexual risk behaviour and unintended pregnancies and STI's. The logic model format provides for specific outcomes, Topic or areas of focus, expected behavioural change and goals. . This Logic Model may be expanded in the learners' books and manuals to help them check the risks associated with lack of knowledge (Refer to Appendix 1)

The Teachers' Role

Zambia has, in 2013 moved away from too much theory in the school curriculum at all levels as already mentioned in this framework i.e. ECE to Teacher Education and Adult Literacy. The users of this Comprehensive Sexuality Education Framework may include other stakeholders in education but the key or core group consists of teachers and their individual school managers, the Head teacher or principals. It is therefore, highly expected that as role models to the learners, teachers and other tutors in the schools will take lead in interpreting the content in this framework which has clearly stated outcomes for each level starting from Grade five (5) to Grade 12. The teachers shall ensure that all the outcomes covered here are shared with the learners so that while in school and out of school later, the learners will feel safe in life to face sexuality issues as individuals and severally too. What is expected in here is that teachers should never be advisors but **counselors** of the clients in their hands, the learners. The teaching approaches should be highly learner-centered. Since the information is in core subjects to be taken by every learner; through

natural sciences and social sciences, teachers are requested to find joy in noticing that as a result of this Comprehensive Sexuality Education Framework, learners will be in a better position to make informed decisions on issues relating to sexuality . It should be made clear to the learners by teachers that unintended pregnancies have negative effects on the young people involved, their children and society as a whole.

Major Counseling Points

Teachers and other educators need to point out reality based on the following:

- A young person who becomes a mother or father while in school risks getting into poverty and life long suffering socially and mentally too.
- Young or underage mothers are less likely to complete school, may not enter college, more likely to have a large number of children and more likely to be single than their peers who are not teenage mothers, meaning that they and their offspring will live in poverty.
- The children of teenage mothers are likely to have less supportive and stimulating home environments, lower cognitive development, less education, bad character and higher rates of both being sent to jail and also having adolescent child bearing than children of non- teenage mothers for males and females respectively.

The impact of Comprehensive Sexuality Education

It is clear that school curricula world over, have helped to check young peoples' sexuality education. The concern about adolescent reproductive health has resulted in many programmes to reduce sexual risk and are being implemented by many other social services. However, the school curriculum tops the list because many youths have to pass through schools and only get to hospitals and clinics after learning about these risks at school. Zambia cannot afford to stand aloof when this life threatening phenomenon is being dealt with, hence this framework. The Comprehensive Sexuality Education opens doors to knowledge about other health services such as those for contraception, VCT and other reproductive health provided by clinics. The written curriculum helps teachers to implement these strategies among young people. Even non- governmental organisations may find the need to move from *one – to – one* peer programs which are expensive and uneasy to coordinate and use this document to develop common and user-friendly reading materials.

In conclusion, this CSE framework is crowned by the fact that the implementation of this education is done in schools where large numbers of youths are easily reached before and after they have had a sexual debut. It should be emphasised here that CSE programmes can also be implemented effectively after school and in rural and remote non- school environments such as under village shades (big trees), clinics, community centres and welfare Halls. It therefore, means school teachers should take the lead in imparting this knowledge in young people starting with their learners in the classes they teach.

Outline of Learning Themes

Comprehensive Sexuality Education comprises six thematic areas. These are outlined as follows:

1. Relationships

- 1.1 Families
- 1.2 Friendship, Love and Relationships
- 1.3 Tolerance and Respect
- 1.4 Long-term Commitments, Marriage and Parenting

2. Values, Attitudes and Skills

- 2.1 Values, Attitudes and Sources of Sexual Learning
- 2.2 Norms and Peer Influence on Sexual Behavior
- 2.3 Decision-making
- 2.4 Communication, Refusal and Negotiation Skills
- 2.5 Finding Help and Support

3. Culture, Society and Human Rights

- 3.1 Sexuality, Culture and Law
- 3.2 Sexuality and the Media
- 3.3 The Social Construction of Gender

- 3.4 Gender-Based Violence, Sexual Abuse and Harmful Practices

4. Human Development

- 4.1 Sexual and Reproductive Anatomy and Physiology
- 4.2 Reproduction
- 4.3 Puberty
- 4.4 Body Image
- 4.5 Privacy and Bodily Integrity

5. Sexual Behavior

- 5.1 Sex, Sexuality and the Sexual Life Cycle
- 5.2 Sexual Behaviors and Sexual Response

6. Sexual and Reproductive Health

- 6.1 Pregnancy Prevention
- 6.2 Understanding, Recognizing and Reducing the Risk of STIs, including HIV
- 6.3 HIV and AIDS Stigma, Treatment, Care and Support

GRADE 5

1. Relationships

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
5.1.1 Families	5.1.1.1 Kinds of family structures	5.1.1.1.1 Identify different types of family structures	<ul style="list-style-type: none"> Nuclear, extended, two-parent, single parent, child headed, guardian headed and non- traditional families Importance of good family relationships: (protection, peace, harmony, belonging, support) 	<ul style="list-style-type: none"> Identification of types of family structures Identification of good family relationships 	<ul style="list-style-type: none"> Awareness of family structures Appreciation family structures Care for family members
	5.1.1.2 Importance of the family	5.1.1.1.2 State the importance good family relationships			
5.1.2 Friendship, Love and Relationships	5.1.2.1 Different kinds of friends	5.1.2.1.1 Identify different kinds of friends	<ul style="list-style-type: none"> Different kinds of friends: Good and bad friends, boyfriends, girl friends Ways people become friends (acts of kindness, tolerance, school, work) 	<ul style="list-style-type: none"> Identification of different kinds of friends Choosing good friends 	<ul style="list-style-type: none"> Appreciation of different types of friends
	5.1.2.2 Basis of friendship	5.1.2.1.2 Describe different ways people become friends			
5.1.3 Long Term Commitment, Marriage and Parenting	5.1.3.1 Marriage	5.1.3.1.1 Explain marriage	<ul style="list-style-type: none"> Meaning of marriage: Legal union between man and woman (husband and wife of the right age) 	<ul style="list-style-type: none"> Interpretation of the meaning of marriage 	<ul style="list-style-type: none"> Awareness of the meaning of marriage

2. Values, Attitudes and Skills

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
5.2.1 Values, Attitudes and Sources of Sexual Learning	5.2.1 Personal, family and community values	5.2.1.1.1 Identify personal, family and community values	<ul style="list-style-type: none"> • Definition of value: something believed to be worthy • Personal values (caring, ambition, reliability, teamwork) <p>Family values (obedience, respect, honest, discipline) Community values (friendliness, safety, belonging, cleanliness, cooperation)</p>	<ul style="list-style-type: none"> • Identification of personal, family and community values 	<ul style="list-style-type: none"> • Appreciation of personal, family and community values
5.2.2 Norms and Peer Influence on Sexual Behavior	5.2.2.1 Peer norms	5.2.2.1.1 Explain the influence of peer norms on sexual behavior	<ul style="list-style-type: none"> • Definitions of norms: standard or pattern of social behavior that is expected of a group • Influence of norms (can be positive or negative) Positive influence (Respect, courtesy, cleanliness, empathy) Negative influence (Drinking liquor, early sex debut) 	<ul style="list-style-type: none"> • Critical thinking about how peer norms affect behavior 	<ul style="list-style-type: none"> • Awareness of influence of peer norms • Assertiveness in decision making
5.2.3 Decision-making	5.2.3.1 Stages of decision-making	5.2.3.1.1 Describe the stages of decision making in addressing problems	<ul style="list-style-type: none"> • Stages of decision making (Problem identification, Possible solutions, Advantages and disadvantages of possible solutions, relation of solutions to values, decide on solution, evaluate outcome) 	<ul style="list-style-type: none"> • Critical thinking when making decisions 	<ul style="list-style-type: none"> • Awareness of the decision making stages
5.2.4 Communication, Refusal and Negotiation Skills	5.2.4.1 Types of Communication	5.2.4.1.1 Describe different forms of communication	<ul style="list-style-type: none"> • Different forms of communication: Verbal: (mean what you say) Nonverbal: (Eye contact, gestures, body language) 	<ul style="list-style-type: none"> • Using assertive communication 	<ul style="list-style-type: none"> • Awareness of verbal and non-verbal communication
5.2.5 Finding Help and Support	5.2.5.1 Sources of help and support	5.2.5.1.1 Identify sources of help and support on psychosocial problems	<ul style="list-style-type: none"> • Sources of help and support (e.g. family, school, community – church, victim support unit, Social Welfare, Centres of care and support, NGOs) 	<ul style="list-style-type: none"> • Self confidence in seeking help and support on psychosocial problems 	<ul style="list-style-type: none"> • Appreciation of psychosocial support • Awareness of psychosocial support

3. Culture, Society and Human Rights

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
5.3.1 Sexuality, Culture and Human Rights	5.3.1.1 Sources of information on sexuality	5.3.1.1.1 Identify sources of information on sexuality	<ul style="list-style-type: none"> Sources of information family, peers, school, religious organisations, individuals and the media 	<ul style="list-style-type: none"> Identifying sources of information on sexuality 	<ul style="list-style-type: none"> Awareness of sources of information on sexuality
5.3.2 Sexuality and the Media	5.3.2.1 Print/electronic media on sexuality	5.3.2.1.1 Describe ways in which the media projects sexuality	<ul style="list-style-type: none"> Media projection on sexuality: Positive and negative effects of communication by media 	<ul style="list-style-type: none"> Critical thinking about the images/words used in media 	<ul style="list-style-type: none"> Awareness of the positive and negative media projections on sexuality
5.3.3 Social Construction of Gender	5.3.3.1 Gender roles	5.3.3.1.1 Identify roles that have traditionally been assigned to males and females in the society 5.3.3.1.2 Discuss the effects of strictly abiding to gender roles	<ul style="list-style-type: none"> Gender roles for females: household chores, nurturing, empathetic, emotional, childcare, elder care Gender roles for males: Breadwinners, leaders, protectors, initiators, aggressors in relationships Effects of abiding to gender roles: overworking of other family members, low productivity in the home 	<ul style="list-style-type: none"> Critical thinking about the gender roles 	<ul style="list-style-type: none"> Appreciation of sharing gender roles equitably
5.3.4 Gender-based Violence, including Sexual Abuse.	5.3.4.1 Sexual Abuse	5.3.4.1.1 Describe harmful practices in relation to sexual abuse	<ul style="list-style-type: none"> Harmful practices: forced sex, verbal abuse, physical abuse, improper touching, 	<ul style="list-style-type: none"> Communicating on issues related to sexual abuse 	<ul style="list-style-type: none"> Awareness of harmful practices related to sexual abuse

4. Human Development

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
5.4.1 Sexual and Reproductive Anatomy and Physiology	5.4.1.1 Features of the human body	5.4.1.1.1 Identify male and female body parts	<ul style="list-style-type: none"> Differences between male and female body parts Body parts are special whether one has disabilities or not 	<ul style="list-style-type: none"> Identifying male and female body parts Observing differences in male and female body parts 	<ul style="list-style-type: none"> Awareness of differences between male and female body parts Appreciating features of the human body Respecting others regardless of their disability
5.4.2 Puberty	5.4.2.1 Changes at puberty	5.4.2.1.1 Describe changes at puberty	<ul style="list-style-type: none"> Social: desire to be more independent, be with friends, attention to appearance, romantic feelings/dating Emotional: mood changes Physical (internal): Menstruation, ejaculation Physical (external): Enlargement of testicles, breasts in girls, hair, underarm odour, acne, Variations in the onset of puberty and length of the menstrual cycle 	<ul style="list-style-type: none"> Communicating changes at puberty Problem solving in coping with changes at puberty 	<ul style="list-style-type: none"> Awareness of changes at puberty and variations in its onset Appreciating good personal hygiene
5.4.3 Body Image	5.4.3.1 Uniqueness of bodies 5.4.3.2 Self-body exploration	5.4.3.1.1 State differences in body parts of people 5.4.3.2.1 Describe self-body exploration	<ul style="list-style-type: none"> Differences in sizes of body parts e.g. Small/big breasts, small/big waist/bums, pimpled/clear faces. Knowledge of one self/self identity and appreciation of personal body parts 	<ul style="list-style-type: none"> Observing differences in individuals 	<ul style="list-style-type: none"> Awareness of one self Appreciating one self
5.4.4 Privacy and Bodily Integrity	5.4.4.1 Privacy	5.4.4.1.1 Describe ways of protecting body parts	<ul style="list-style-type: none"> Protection of the body parts e.g. personal hygiene, dressing up appropriately, appropriate sanitary facilities 	<ul style="list-style-type: none"> Applying ways of protecting body parts 	<ul style="list-style-type: none"> Awareness of how to protect body parts

5. Sexual and Reproductive Health

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
5.6.1 Pregnancy Prevention	5.6.1.1 Abstinence from sexual activities	5.6.1.1.1 Identify benefits of abstaining from sexual activities	<ul style="list-style-type: none"> Benefits of abstinence e.g. avoiding early teen pregnancies ,avoiding STIs including HIV, Human Papilloma Virus (HPV) 	<ul style="list-style-type: none"> Communicating benefits of abstinence 	<ul style="list-style-type: none"> Awareness of benefits of abstinence Abstinence from sexual activities
5.6.2 Understanding, Recognizing and Reducing the Risk of STI, including HIV	5.6.2.1 Health and disease	5.6.2.1.1 Identify different sexually transmitted infections	<ul style="list-style-type: none"> STIs (HIV and AIDS, chlamydia, gonorrhea, syphilis, genital warts, herpes, HPV) 	<ul style="list-style-type: none"> Identifying sexually transmitted infections 	<ul style="list-style-type: none"> Awareness of sexually transmitted infections Empathising with those infected
5.6.3 HIV and AIDS, Stigma, Care, Treatment and Support	5.6.3.1 People living with HIV and AIDS	5.6.3.1.1 Identify the basic needs for people living with HIV 5.6.3.1.2 Describe the effects of HIV and AIDS	<ul style="list-style-type: none"> Basic needs e.g. love, Care, support, nutrition, medication, medical care Effects on HIV and AIDS e.g. reduced immunity, a series of infections, loss of production hours, creation of child headed families ,high costs of maintain 	<ul style="list-style-type: none"> Identifying basic needs of people living with HIV and AIDS 	<ul style="list-style-type: none"> Awareness of challenges brought about by HIV and AIDS Empathising with those infected

GRADE 6

1. Relationships

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
6.1.1 Families	6.1.1.1 Different needs and roles of family members	6.1.1.1.1 Identify different needs of family members 6.1.1.1.2 Identify the roles of parents and other family members	<ul style="list-style-type: none"> Needs: nurturing, appreciation, love protection Role of parents: guidance, support, providing for children, teaching values Roles of other family members: guarding against incest, participation in household chores 	<ul style="list-style-type: none"> Identification of needs and roles of family members 	<ul style="list-style-type: none"> Appreciation of different needs of family members Responsibility in carrying out roles
6.1.2 Friendship, Love and Relationships	6.1.2.1 Love 6.1.2.2 Value of friendship and love	6.1.2.1.1 Identify different kinds of love 6.1.2.2.1 Describe the value of friendship and love 6.1.2.2.2 Identify ways of handling different feelings of love, romance, attraction	<ul style="list-style-type: none"> Different kinds of love: love for God, love for family members, love between man and woman, love for friends Value of friendship and love - sharing, enjoying one another's company, social security, caring for one another, guiding one another Ways of handling different feelings of love: Focus on constructive activities (sports) seek help from responsible adults or friend, avoiding situations and company that trigger sexual feelings 	<ul style="list-style-type: none"> Identification of love Analysis of the value of friendship and love Coping with emotions 	<ul style="list-style-type: none"> Awareness of the types of love Appreciation of the value of friendship and love Self-control in matters of love and emotions
6.1.3 Tolerance and Respect	6.1.3.1 Sexuality human rights 6.1.3.2 Violation of sexuality human rights	6.1.3.1.1 Explain human rights related to sexuality 6.1.3.2.1 Describe ways in which sexuality human rights are violated	<ul style="list-style-type: none"> Sexuality human rights: Right to say no to sex, right to reproductive health, sexual exploitation and sexual intimidation Rights specific to women and children Ways in which sexuality human rights are violated: infringing one's privacy, sexual harassment 	<ul style="list-style-type: none"> Assertive communication to express one's sexual human rights Analysis of sexuality human rights 	<ul style="list-style-type: none"> Awareness of sexuality human rights Appreciation of gender equality among men and women

2. Values, Attitudes and Skills

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
6.2.1 Values, Attitudes and Sources of Sexual Learning	6.2.1.1 Sources of values and attitudes	6.2.1.1.1 Identify sources of personal values	<ul style="list-style-type: none"> Sources of personal values - family, friends, communities, religion and culture 	<ul style="list-style-type: none"> Critical thinking about how values are formed Identification of sources of personal values 	<ul style="list-style-type: none"> Awareness of sources of personal values Appreciation of sources of personal values
6.2.2 Norms and Peer Influence on Sexual Behavior	6.2.2.1 Peer pressure	6.2.2.1.1 Describe peer pressure	<ul style="list-style-type: none"> Peer pressure Effects of peer pressure on individuals and society 	<ul style="list-style-type: none"> Critical thinking about how peer pressure affects behavior and decision making 	<ul style="list-style-type: none"> Awareness of the effects of peer pressure
6.2.3 Decision-making	6.2.3.1 Stages of problem solving	6.2.3.1.1 Describe the stages of problem solving in addressing problems	<ul style="list-style-type: none"> Stages of problem solving (Problem identification, Possible solutions, consider possible consequences for each decision, make a decision, evaluate outcome) 	<ul style="list-style-type: none"> Critical thinking in solving problems 	<ul style="list-style-type: none"> Awareness of the stages of problem solving
6.2.4 Communication, Refusal and Negotiation Skills	6.2.4.1 Effective communication	6.2.4.1.1 Describe modes and styles of effective communication	<ul style="list-style-type: none"> Verbal communication (Words) Passive, Aggressive, Assertive) Non-verbal communication (gestures, signs, electronic and print) Importance of keeping verbal and nonverbal communication consistent 	<ul style="list-style-type: none"> Assertive communication 	<ul style="list-style-type: none"> Assertiveness in verbal and non-verbal communication
6.2.5 Finding Help and Support	6.2.5.1 Sources of help and support on sexual and social matters	6.2.5.1.1 State the sources of help and support on sexual and social matters	<ul style="list-style-type: none"> Sources of help and support: Parental, peers, teachers, police service, religious organizations, community 	<ul style="list-style-type: none"> Identification of sources of help on issues related to sexuality and social matters 	<ul style="list-style-type: none"> Assertiveness in seeking help and support in sexual and social matter

3. Culture, Society and Human Rights

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
6.3.1 Sexuality, Culture and Human Rights	6.3.1.1 Inappropriate sexual behavior	6.3.1.1.1 Identify inappropriate sexual behavior	<ul style="list-style-type: none"> Inappropriate sexual behavior: sex before marriage at early age, sex with someone who is much older or much younger, sex with family member, forced sex, sex under the influence of alcohol/drugs, sex with someone of the same sex 	<ul style="list-style-type: none"> Identification of inappropriate sexual behavior Applying self-control to avoid inappropriate sexual behavior 	<ul style="list-style-type: none"> Awareness of appropriate and inappropriate sexual behaviour Appreciation of appropriate sexual behaviour
6.3.2 Sexuality and the Media	6.3.2.1 Representation of men and women by the media	6.3.2.1.1 Describe how males and females are portrayed in the mass media	<ul style="list-style-type: none"> Portrayal of male and female by the media: Male: muscular, strength emphasized, sexual prowess Female: “sexy,” submissive, weak 	<ul style="list-style-type: none"> Critical thinking about media messages regarding gender 	<ul style="list-style-type: none"> Awareness of portrayal of male and female by media
6.3.3 Social Construction of Gender	6.3.3.1 Gender inequality	6.3.3.1.1 Explore ways in which gender inequality is driven by male and female	<ul style="list-style-type: none"> Messages boys and girls receive about being a “proper” girl, “proper” boy Effects of abiding to these strict gender codes Redefinition of these codes 	<ul style="list-style-type: none"> Critical thinking about the consequences of gender norms 	<ul style="list-style-type: none"> Awareness of gender inequality as driven by male and female Appreciation of gender equality
6.3.4 Gender-based Violence, including Sexual Abuse	6.3.4.1 Sexual abuse and Gender Based Violence	6.3.4.1.1 Describe the effects of sexual abuse and gender-based violence (GBV)	<ul style="list-style-type: none"> Definition of sexual abuse: (any action that pressures or coerces someone to do something sexually against their will) and GBV (violence directed against a person on the basis of gender) Consequences of sexual abuse and GBV for the victim (risk of contracting HIV and STI, teen pregnancies and its related health risks, trauma) and perpetrator (jail term) 	<ul style="list-style-type: none"> Analysis of the effects of GBV and Sexual abuse 	<ul style="list-style-type: none"> Awareness of effects of sexual abuse and gender based violence Respect for human rights

4. Human Development

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
6.4.1 Puberty	6.4.1.1 Changes at puberty	6.4.1.1.1 Describe physical, emotional and social changes associated with puberty for male and female	<ul style="list-style-type: none"> • Definition of puberty • Changes at puberty such as; • Physical (internal and external) changes for boys: voice deepens, acne, pubic hair, underarm odour, hair growth on other parts of body, shoulder widen, muscle develop, enlargement of sexual organs, nocturnal emissions, sperm production • Physical (internal & external) changes girls: acne, pubic hair, underarm odour, hair growth on other parts of body, enlarged breasts, nipples enlarge, hips widen, menstruation • Social changes: increased desire for independence, time to spend with friends, interest in appearance, dating • Emotional changes: mood swings associated with hormonal changes, feelings of romantic love • Variations on the onset of puberty 	<ul style="list-style-type: none"> • Managing changes that occur during puberty • Communicating changes at puberty 	<ul style="list-style-type: none"> • Awareness of changes at puberty • Asking questions for better understanding • Appreciating changes associated with puberty
6.4.2 Body Image	6.4.2.1 Physical appearance	6.4.2.1.1 Describe determinants of physical appearance	<ul style="list-style-type: none"> • Heredity, nutrition and exercise, messages from society/culture about what is considered attractive/unattractive, media messages (reality vs. contrived) confidence/ attitude, lifestyle 	<ul style="list-style-type: none"> • Critical thinking about what is considered “attractive” • Problem solving in physical appearance 	<ul style="list-style-type: none"> • Appreciating one’s appearance and that of others • Self-consciousness about one’s physical appearance
6.4.3 Privacy and Bodily Integrity	6.4.3.1 Privacy	6.4.3.1.1 Describe respect for privacy	<ul style="list-style-type: none"> • Respect for privacy: one’s privacy and that of others 	<ul style="list-style-type: none"> • Observing one’s privacy and that of others • Identifying actions and looks that affect privacy 	<ul style="list-style-type: none"> • Respect for privacy

5. Sexual Behaviour

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
6.5.1 Sex, Sexuality and the Sexual Life Cycle	6.5.1.1 Human life cycle	6.5.1.1.1 Describe the human life cycle	<ul style="list-style-type: none"> The human cycle: birth, childhood, adolescence, adulthood, old age 	<ul style="list-style-type: none"> Observing stages in the human life cycle Identifying stages in the human life cycle 	<ul style="list-style-type: none"> Awareness of stages in the human life cycle

6. Sexual and Reproductive Health

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
6.6.1 Pregnancy Prevention	6.6.1.1 Pregnancy and health risks	6.6.1.1.1 Describe changes during pregnancy 6.6.1.1.2 Identify health risks associated with teen pregnancies	<ul style="list-style-type: none"> • Definition of pregnancy (fertilized egg attaches to wall of uterus) • Changes during pregnancy: increase in body size, change in complexion, morning sickness • Health risks associated with teen pregnancy: Emotional, social, physical, financial, cognitive immaturity • Difficulty in child bearing • Challenges in child nurturing • Pre-mature deaths • Difficulty in achieving other life goals 	<ul style="list-style-type: none"> • Critical thinking about consequences of teen pregnancies • Identifying changes during pregnancy 	<ul style="list-style-type: none"> • Awareness of risks associated with teen pregnancies
6.6.2 Understanding, Recognizing and Reducing the Risk of STI, including HIV	6.6.2.1 HIV and AIDS and other STIs	6.6.2.1.1 Describe ways in which HIV can be transmitted 6.6.2.1.2 Identify signs and symptoms of HIV 6.6.2.1.3 Describe prevention, testing, treatment of HIV and other STIs	<ul style="list-style-type: none"> • Transmission through exchange of blood, semen, vaginal fluid and/mother to child • Signs and symptoms of HIV: Initial flu like symptoms, Long period of no symptoms(probation period), Opportunistic infections • Prevention: abstinence • Treatment: Review of testing and treatment options(When and Where to get testing and treatment services) 	<ul style="list-style-type: none"> • Communicating ways in which HIV can be transmitted • Identifying signs and symptoms of HIV 	<ul style="list-style-type: none"> • Awareness of ways ,signs and symptoms ,prevention ,testing and treatment of HIV and other STIs • Empathising those living with HIV • Being assertive to matters relating to HIV and AIDS and STIs
	6.6.2.2 Cervical cancer and male circumcision	6.6.2.2.1 Describe cervical cancer 6.6.2.2.2 Explain ways of preventing cervical cancer 6.6.2.2.3 Describe male circumcision 6.6.2.2.4 Explain the benefits of male circumcision	<ul style="list-style-type: none"> • Cancer found in the cervix of a woman caused by human papilloma virus (HPV) • Ways of preventing cervical cancer : immunization • male circumcision remove of the fore skin of penis • Benefits of MC: reduced risk of contracting STIs and HIV, reduce the risk of passing on HPV to the female sexual partner 	<ul style="list-style-type: none"> • Communicating cause and prevention of cervical cancer • Problem solving through testing and MC 	<ul style="list-style-type: none"> • Awareness of cervical cancer and male circumcision • Appreciating the benefits of male circumcision • Assertiveness in going for cervical cancer screening and vaccinations

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
6.6.3 HIV and AIDS, Stigma, Care, Treatment and Support	6.6.3.1 Emotional and economic challenges of living with HIV and AIDS	6.6.3.1.1 Describe the emotional and economic challenges of living with HIV and AIDS	<ul style="list-style-type: none"> • Emotional-stigma, care, treatment and support • Economic- strain on finances and health facilities 	<ul style="list-style-type: none"> • Communicating emotional and economic challenges of living with HIV and AIDS 	<ul style="list-style-type: none"> • Awareness of emotional and economic challenges of living with HIV • Empathising those living with HIV and AIDS

Grade 7

1. Relationships

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
7.1.1 Families	7.1.1.1 Attributes of a healthy family	7.1.1.1.1 Identify attributes of healthy family relationship	<ul style="list-style-type: none"> Attributes of healthy family relationship: Effective communication, mutual respect and understanding, love, parental guidance and responsibility 	<ul style="list-style-type: none"> Identification of attributes of healthy family relationships 	<ul style="list-style-type: none"> Awareness and appreciation of attributes of healthy family relationships Family unity
7.1.2 Friendship, Love and Relationships	7.1.2.1 Different ways of expressing friendship and love	7.1.2.1.1 Describe healthy and unhealthy ways of expressing friendship and love	<ul style="list-style-type: none"> Healthy ways: being faithful, respecting one another, giving/sharing, effective communication Unhealthy ways: engaging in harmful activities, succumbing to wrong advice, sexual abuse 	<ul style="list-style-type: none"> Analysis of healthy and unhealthy ways of expressing friendship and love Nurturing friendship and love 	<ul style="list-style-type: none"> Appreciation of healthy relationship and love Respect for healthy friendship Kindness towards friends
7.1.3 Tolerance and Respect	7.1.3.1 Violation of sexuality human rights 7.1.3.2 Violations of human rights	7.1.3.1.1 Identify different ways sexuality human rights are violated 7.1.3.2.1 Identify different support agencies fighting violation of human rights	<ul style="list-style-type: none"> Different ways sexuality human rights are violated: disrespect, sexual abuse, sexual exploitation, rape, discrimination Support agencies: Victim support unit, civil society organisations, Human Rights Commission, Children's Justice Organisation, village courts 	<ul style="list-style-type: none"> Identification of different ways sexuality human rights are violated Identification of agencies that work against the violation of human rights 	<ul style="list-style-type: none"> Awareness of different ways of violating sexuality human rights Respect for the rights of others

2. Values, Attitudes and Skills

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
7.2.1 Values, Attitudes and Sources of Sexual Learning	7.2.1.1 Sources of sexual learning	7.2.1.1.1 State sources of sexual learning	<ul style="list-style-type: none"> Sources of sexual learning: home, school, community, peers, electronic and print media/literature 	<ul style="list-style-type: none"> Identification of sources of sexual learning 	<ul style="list-style-type: none"> Awareness of sources of sexual learning
7.2.2 Norms and Peer Influence on Sexual Behavior	7.2.2.1 Perceptions of peer norms	7.2.2.1.1 Describe how peer norms influence sexual behavior	<ul style="list-style-type: none"> Risky sexual behaviors: drug and alcohol abuse, pressure to have sex, pressure to enter situations that could lead to sex, indecent dressing, loitering in risky environments 	<ul style="list-style-type: none"> Critical thinking about how peer norms/social norms can affect our behavior/decision making 	<ul style="list-style-type: none"> Awareness of how peer norms affect behavior and decision
7.2.3 Decision-making	7.2.3.1 Decision-making	7.2.3.1.1 Analyse the decision to have sex and the consequences of this decision	<ul style="list-style-type: none"> What It means to make the decision to have sex The context of having sex (i.e., casual vs. caring relationship) Possible positive outcomes Possible negative outcomes 	<ul style="list-style-type: none"> Critical thinking about the possible consequences of having sex 	<ul style="list-style-type: none"> Awareness of making decisions of having sex
7.2.4 Communication, Refusal and Negotiation Skills	7.2.4.1 Refusal skills	7.2.4.1.1 Demonstrate refusal skills to sexual advances	<ul style="list-style-type: none"> Refusal skills: Say No, repeat No if necessary, explain your answer (optional), offer an alternative, walk away, dodge or postpone 	<ul style="list-style-type: none"> Assertiveness in communicating personal position Refusing sexual advances 	<ul style="list-style-type: none"> Awareness of ways of refusing sexual advances
7.2.5 Finding Help and Support	7.2.5.1 Psychosocial support from outside the family	7.2.5.1.1 Identify psychosocial support services from outside the family	<ul style="list-style-type: none"> Peers, guidance teachers, neighbors, police, church and VSU How to ask for help 	<ul style="list-style-type: none"> How to find and ask for help on issues related to sexuality issues 	<ul style="list-style-type: none"> Appreciation of psychosocial support services

3. Culture, Society and Human Rights

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
7.3.1 Sexuality, Culture and Human Rights	7.3.1.1 Rites of passage to adulthood	7.3.1.1.1 Describe various rites of passage to adulthood in Zambia 7.3.1.1.2 Analyse the influence of rites passage to adulthood on sexuality	<ul style="list-style-type: none"> Initiation ceremonies (e.g. chisungu, mukanda, nkolola) Influence of rites of passage to adulthood: Tendency and pressure to engage in sex and early marriage Misapplication of knowledge gained from the rites of passage 	<ul style="list-style-type: none"> Communicating information on the passage to adulthood 	<ul style="list-style-type: none"> Asking questions for more understanding Appreciation of influence of rites passage to adulthood on sexuality
7.3.2 Sexuality and the Media	7.3.2.1 Media impact on sexuality	7.3.2.1.1 Explain the impact of the media on sexuality	<ul style="list-style-type: none"> Media influence on personal values, attitudes and social norms concerning sexuality 	<ul style="list-style-type: none"> Analyzing media messages on sexuality 	<ul style="list-style-type: none"> Awareness of the influence of media on personal values and social norms
7.3.3 Social Construction of Gender	7.3.3.1 Community and society perception of gender	7.3.3.1.1 Describe community and society perception of gender norms and roles 7.3.3.1.2 Explain the consequences of community and society perceptions of gender norms and roles	<ul style="list-style-type: none"> Community and society perceptions of : gender norms (strict adherence) gender role (strict adherence) one sex perceived to be more superior than the other Consequences: (harmful, rigid, favouring one sex at the expense of the other) 	<ul style="list-style-type: none"> Critical thinking about the perceptions and consequences of gender norms and roles 	<ul style="list-style-type: none"> Appreciation of gender equality
7.3.4 Gender-based Violence, including Sexual Abuse	7.3.4.1 Traditional beliefs and practices	7.3.4.1.1 Describe the effects of traditional beliefs and practices in relation to gender based violence	<ul style="list-style-type: none"> Effects of traditional beliefs and practices in relation to GBV: polygamous marriage, multiple partners, wife battering as a sign of love 	<ul style="list-style-type: none"> Communication of information on traditional beliefs and practices in relation to GBV 	<ul style="list-style-type: none"> Awareness of the effects of traditional beliefs in relation to GBV

4. Human Development

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
7.4.1 Sexual and Reproductive Anatomy and Physiology	7.4.1.1 Reproductive organs	7.4.1.1.1 Describe the functions of reproductive organs	<ul style="list-style-type: none"> • Functions of reproductive organs e.g. production of sperms (testis), eggs (ovaries); housing foetus (uterus) 	<ul style="list-style-type: none"> • Communicating functions of reproductive organs 	<ul style="list-style-type: none"> • Awareness of the functions of reproductive organs
7.4.2 Puberty	7.4.2.1 Personal hygiene	7.4.2.1.1 Explain the importance of personal hygiene at puberty	<ul style="list-style-type: none"> • Importance of personal hygiene e.g. prevent bad body odours washing the genitals, menstrual, hygiene), prevent diseases (fungus infections) • Caring for self during menstruation and choice of sanitary towels/shaving items • Importance of boys and girls respecting each other during this time (no teasing) 	<ul style="list-style-type: none"> • Communicating the importance of personal hygiene at puberty 	<ul style="list-style-type: none"> • Awareness of importance of personal hygiene at puberty • Cleanliness of the body at puberty • Assertiveness on choice of sanitary towels/shaving items • Respect for privacy
7.4.3 Reproduction	7.4.3.1 Human reproduction	7.4.3.1.1 Describe stages in human reproduction	<ul style="list-style-type: none"> • Stages : Fertilisation, pregnancy (gestation), birth 	<ul style="list-style-type: none"> • Communicating stages of human reproduction • Analysing the stages of human reproduction 	<ul style="list-style-type: none"> • Awareness of stages of human reproduction
7.4.4 Body Image	7.4.4.1 Valuing one's body	7.4.4.1.1 Identify determinants of valuing one's body	<ul style="list-style-type: none"> • Determinants : healthy eating ,exercise, hygiene, sleep ,dress, adornments, avoiding drug/alcohol abuse confidence, self-respect, body language 	<ul style="list-style-type: none"> • Identifying determinants of valuing one's body 	<ul style="list-style-type: none"> • Awareness of determinants of valuing one ' s body
7.4.5 Privacy and Bodily Integrity	7.4.5.1 Importance of body privacy	7.4.5.1.1 Explain the importance of body privacy 7.4.5.1.2 Identify ways of promoting privacy for boys and girls	<ul style="list-style-type: none"> • Importance of body privacy: the right to bodily integrity, to avoid unwanted sexual attention and harassment, • Ways of promoting privacy: use of separate toilets and bedrooms, provision of wash rooms for girls 	<ul style="list-style-type: none"> • Communicating importance of body privacy • Identifying ways of promoting privacy 	<ul style="list-style-type: none"> • Appreciating one's privacy • Respecting one's privacy and that of others

5. Sexual Behaviour

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
7.5.1 Sex, Sexuality and the Sexual Life Cycle	7.5.1.1 Sexuality and the human life cycle	7.5.1.1.1 Demonstrate understanding of sexuality and the human life cycle	<ul style="list-style-type: none"> How sexuality plays a role throughout the human life cycle (sustaining human life or avoiding human extinction) 	<ul style="list-style-type: none"> Communicating the link between sexuality and human life cycle 	<ul style="list-style-type: none"> Appreciating the link between sexuality and the human life cycle
7.5.2 Sexual Behaviors and Sexual Response	7.5.2.1 Love, affection and infatuation	7.5.2.1.1 Distinguish love, affection and Infatuation	<ul style="list-style-type: none"> Definitions of love, affection and infatuation Differences between love, affection and infatuation 	<ul style="list-style-type: none"> Communicating differences between love ,affection and infatuation 	<ul style="list-style-type: none"> Awareness of distinctions between love ,affection and infatuation

6. Sexual and Reproductive Health

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
7.6.1 Pregnancy Prevention	7.6.1.1 Unintended pregnancy	7.6.1.1.1 Describe the effects of unintended pregnancy on adolescent physically, socially and future goals	<ul style="list-style-type: none"> Physical challenges (for girl and boy) Social/economic challenges (for boy and girl) Future goals (for boy and girl) 	<ul style="list-style-type: none"> Communicating the effects of unintended pregnancy Analysing the consequences of unintended pregnancy in adolescence 	<ul style="list-style-type: none"> Awareness of effects of unintended pregnancy Assertiveness on reaching Life Goals
7.6.2 HIV and AIDS, Stigma, Care, Treatment and Support	7.6.2.1 Living with HIV and AIDS	7.6.2.1.1 Describe the physical and social challenges of living with HIV and AIDS	<ul style="list-style-type: none"> Physical challenges – adherence to treatment , nutritional needs, managing opportunistic infections Social challenges - stigma, obtaining care, discrimination 	<ul style="list-style-type: none"> Communicating challenges of living with HIV and AIDS 	<ul style="list-style-type: none"> Empathising with people living with HIV and AIDS Caring for people living with HIV and AIDS

GRADE 8

1. Relationships

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
8.1.1 Families	8.1.1.1 Growing up	8.1.1.1.1 Identify the aspects of growing up	<ul style="list-style-type: none"> Aspects of growing up: Physical, emotional, social, intellectual, aesthetic and spiritual growth 	<ul style="list-style-type: none"> Identification of aspects of growing up 	<ul style="list-style-type: none"> Awareness of emotional, aesthetic and social changes associated with growing up
		8.1.1.1.2 Describe the emotional, aesthetic and social changes associated with growing up	<ul style="list-style-type: none"> Emotional (experience feelings) and social changes (attraction of the opposite sex, outgoing) aesthetic (appreciation beauty, being conscious of oneself) 	<ul style="list-style-type: none"> Analysis of emotional, aesthetic and social changes associated with growing up 	<ul style="list-style-type: none"> Appreciation of emotional, aesthetic and social changes associated with growing up
8.1.2 Friendship, Love and Relationships	8.1.2.1 Healthy and unhealthy relationships	8.1.2.1.1 Identify characteristics of healthy and unhealthy relationships	<ul style="list-style-type: none"> Characteristics of healthy relationships: (mutual respect, love, tolerance, honesty, avoiding risky situations and environments) Characteristics of unhealthy relationships: (abusive, exploitative, disrespectful relationships, touching sensitive areas without consent leading to sex) 	<ul style="list-style-type: none"> Identification of characteristics of healthy and unhealthy relationships 	<ul style="list-style-type: none"> Awareness of characteristics of healthy and unhealthy relationships Appreciation of healthy relationships

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
8.1.3 Tolerance and Respect	8.1.3.1 Stigma and discrimination	<p>8.1.3.1.1 Describe stigma and discrimination</p> <p>8.1.3.1.2 Identify aspects of stigma and discrimination among adolescents</p> <p>8.1.3.1.3 Discuss interventions against stigma and discrimination among adolescents</p>	<ul style="list-style-type: none"> Stigma: mark of disgrace associated with a particular circumstance, quality or person Discrimination: unjust distinction in the treatment of different categories of people, usually based on race, sex or age Aspects of stigma: status, body size, body structure, level of intelligence, forms of disability, complexion Interventions: Psychosocial counselling, Information education communication materials IEC, tolerance for each other 	<ul style="list-style-type: none"> Analysis of stigma and discrimination among adolescents 	<ul style="list-style-type: none"> Respect for different personalities Appreciation of each other Assertiveness in self-image
8.1.4 Long Term Commitment, Marriage and Parenting	8.1.4.1 Successful marriages	<p>8.1.4.1.1 Identify misconceptions about successful marriage</p> <p>8.1.4.1.2 Identify the characteristics of successful marriages</p>	<ul style="list-style-type: none"> Misconceptions about successful marriage: big house, cars, lot of money, big farm, many animals Characteristics of successful marriages: Long-term commitments. mutual consent, love, trust, honesty, faithfulness, tolerance, respect, effective communication, understanding 	<ul style="list-style-type: none"> Identification of misconceptions about successful marriages Identification of characteristics of successful marriages 	<ul style="list-style-type: none"> Appreciation of successful marriages Respect for marriage

2. Values, Attitudes and Skills

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
8.2.1 Values, Attitudes and Sources of Sexual Learning	8.2.1.1 Personal values in relation to sexuality	8.2.1.1.1 Identify personal values in relation to sexuality 8.2.1.1.2 State the importance of maintaining positive personal values	<ul style="list-style-type: none"> Personal values related to sexuality (keeping virginity until marriage, respect for the opposite sex, prioritization of education and career prospects) Importance of maintaining personal values: healthful living, delayed parenthood, career advancement) 	<ul style="list-style-type: none"> Critical thinking about the consequences of early sexual debut Analysis of the benefits of maintaining positive personal values 	<ul style="list-style-type: none"> Awareness personal values Appreciation of the importance of maintaining positive personal values
8.2.2 Norms and Peer Influence on Sexual Behavior	8.2.2.1 Peer norms and teen sexual behavior	8.2.2.1.1 Identify peer norms that influence teen sexual behavior 8.2.2.1.2 Explain the importance of resisting negative peer norms	<ul style="list-style-type: none"> Positive peer norms (delaying sex until marriage, concentrating on school work, no alcohol or drug abuse) Negative peer norms (early sex debut, drug abuse, drinking beer) Importance of resisting negative peer norms: healthful living, delayed parenthood, career advancement 	<ul style="list-style-type: none"> Identification of positive and negative peer norm Critical thinking about the benefits of resisting negative peer norms 	<ul style="list-style-type: none"> Awareness of peer norms Appreciation of the benefits of resisting negative peer norms
8.2.3 Decision-making	8.2.3.1 Peer pressure and sexual decisions	8.2.3.1.1 State the effects of peer pressure on sexual decisions	<ul style="list-style-type: none"> Effects of peer pressure on sexual decisions: Positive peer pressure (keeping virginity until marriage, avoiding drug abuse) Negative peer pressure: (having sex, early pregnancy, contracting STIs) Positive effects of peer pressure on sexual decisions: healthful living, delayed parenthood, career advancement) 	<ul style="list-style-type: none"> Identification of the positive and negative effects of peer pressure on sexual decisions 	<ul style="list-style-type: none"> Awareness of positive and negative effects of peer pressure on sexuality Appreciation of positive and negative effects of peer pressure on sexuality
8.2.4 Communication, Refusal and Negotiation Skills	8.2.4.1 Negotiation skills	8.2.4.1.1 Describe negotiation skills	<ul style="list-style-type: none"> Negotiation skills Reasoning with someone, making one's point clear Reaching an agreement on an issue. 	<ul style="list-style-type: none"> Application of negotiation skills 	<ul style="list-style-type: none"> Awareness of negotiation skills Assertiveness in applying negotiation skills
8.2.5 Finding Help and Support	8.2.5.1 Sources of help and support	8.2.5.1.1 Identify sources of help and support on issues related to sexuality	<ul style="list-style-type: none"> Sources of help and support on sexuality (parents, trusted dependable family members, peers, teachers, religious institutions) 	<ul style="list-style-type: none"> Identification of sources of help and support on issues related to sexuality 	<ul style="list-style-type: none"> Awareness of sources of help and support on sexuality

3. Culture, Society and Human Rights

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
8.3.1 Sexuality, Culture and Human Rights	8.3.1.1 Human rights and sexuality	8.3.1.1.1 Identify human rights related to sexual and reproductive health	<ul style="list-style-type: none"> Human rights related to sexuality: right to marry partner of choice, right to have children, gender equality 	<ul style="list-style-type: none"> Identification of human rights related to sexuality 	<ul style="list-style-type: none"> Awareness of human rights related to sexuality Respect for human rights
8.3.2 Sexuality and the Media	8.3.2.1 Sexual images and mass media	8.3.2.1.1 Describe the impact of mass media on beauty and gender stereotyping	<ul style="list-style-type: none"> Mass media influence on beauty and stereotypes (piercing, make-up, skin bleaching, dressing, tattooing) Gender stereotyping: women as dancing queens, movies and adverts portray women as sexual objects while men to be powerful, heroes 	<ul style="list-style-type: none"> Critical thinking about media messages 	<ul style="list-style-type: none"> Awareness of the impact of the influence of media on gender and stereotyping
8.3.3 Social Construction of Gender	8.3.3.1 Gender norms	8.3.3.1.1 Describe the effects of gender norms on people's lives	<ul style="list-style-type: none"> Common gender norms: women (polite, submissive, kind and soft) men (aggressive, fighters, brave, strong, lead) Effects: Men (tend to harass, intimidate, abuse) Women (tend to be abused, fail to make decisions) Redefining of gender norms: sharing responsibilities equitably, both male and female to be kind, gentle, strong, brave in leadership 	<ul style="list-style-type: none"> Analysis of the effects of gender norms on male and female 	<ul style="list-style-type: none"> Awareness of the effects of gender norms Appreciation of gender equality
8.3.4 Gender-based Violence, including Sexual Abuse, Exploitation of Harmful Substances	8.3.4.1 Assertiveness and refusal skills in delaying sex	8.3.4.1.1 Demonstrate refusal skills in delaying sex	<ul style="list-style-type: none"> Refusal skills: saying no, repeating no, making space, walking away 	<ul style="list-style-type: none"> Applying refusal skills to sex 	<ul style="list-style-type: none"> Awareness of refusal skills in delaying sex Assertiveness in delaying sex
8.2.5 Finding Help and Support	8.2.5.1 Sources of help and support	8.2.5.1.1 Identify sources of help and support on issues related to sexuality	<ul style="list-style-type: none"> Sources of help and support on sexuality (parents, trusted dependable family members, peers, teachers, religious institutions) 	<ul style="list-style-type: none"> Identification of sources of help and support on issues related to sexuality 	<ul style="list-style-type: none"> Awareness of sources of help and support on sexuality

4. Human Development

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
8.4.1 Body Image	8.4.1.1 Eating disorders and identity crisis	8.4.1.1.1 Identify eating disorders 8.4.1.1.2 State common forms of identity crisis	<ul style="list-style-type: none"> Eating disorders: Anorexia nervosa (eating too little for fear of gaining weight), Bulimia (regular episodes of overeating), Obesity (eating too much with little exercise) Identity deficit: failing to identify oneself and establish personal goals and values – they are copycat :(tattoos, hair styles) Identity conflict: when a person has several commitments, which prescribe conflicting behavioural imperatives in the same situation that one commitment is betrayed 	<ul style="list-style-type: none"> Identifying eating disorders Communicating forms of identity disorders 	<ul style="list-style-type: none"> Applying safety consciousness in eating disorders Assertiveness on adopting diet Responsibility of one's health Awareness of forms of identity crisis
8.4.2 Privacy and Bodily Integrity	8.4.2.1 Violation of bodily integrity	8.4.2.1.1 Identify ways of violation of bodily integrity for boys and girls	<ul style="list-style-type: none"> Ways of violating one's body integrity: Invading one's privacy, (use of language, body touch, reading other people's literatures, access to someone's bag, cell phone, tablet, laptop, unsecure bed room and sanitation facilities). 	<ul style="list-style-type: none"> Identifying ways of violation of body integrity 	<ul style="list-style-type: none"> Awareness of ways of violating body integrity Respect for own privacy and that of others
8.4.3 Sexual and Reproductive Anatomy and Physiology	8.4.3.1 Sexual development	8.4.3.1.1 Describe sexual development	<ul style="list-style-type: none"> Sexual development: menstruation, sperm production, erection, ejaculation 	<ul style="list-style-type: none"> Analysing sexual development in boys and girls 	<ul style="list-style-type: none"> Awareness of one's sexual development Applying safety consciousness when menstruating
8.4.4 Puberty	8.4.4.1 Sexual maturation	8.4.4.1.1 Describe the changes during sexual maturation for boys and girls	<ul style="list-style-type: none"> Changes during sexual maturation: change in reproductive capability, social, emotional and physical outlook, hormonal changes, wet dreams in boys, menstruation in girls, feelings of sexual attraction/ arousal 	<ul style="list-style-type: none"> Managing changes that occur during puberty 	<ul style="list-style-type: none"> Awareness of one's changes at puberty Applying safety consciousness Appreciating personal hygiene
8.4.5 Reproduction	8.4.5.1 Pregnancy	8.4.5.1.1 Identify body changes during pregnancy 8.4.5.1.2 Explain ways of preventing unintended pregnancies	<ul style="list-style-type: none"> Changes in the pregnant woman's body over three trimesters (increase in body size, change in complexion, craving) Ways of preventing unintended pregnancies: Abstinence, use of contraceptives 	<ul style="list-style-type: none"> Identification of changes in the pregnant woman Communicating ways of preventing unintended pregnancies 	<ul style="list-style-type: none"> Awareness of changes in the pregnant woman Appreciating Ways of preventing unintended pregnancies

5. Sexual Behaviour

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
8.5.1 Sex, Sexuality and the Sexual Life Cycle	8.5.1.1 Sexual risky behaviors	8.5.1.1.1 Identify sexual risky behaviors	<ul style="list-style-type: none"> Sexual risky behaviors (Nonconsensual sex, Early sex debut /teen sex, Sex under the influence of alcohol or other drugs) 	<ul style="list-style-type: none"> Identifying sexual risky behaviours 	<ul style="list-style-type: none"> Awareness of sexual risky behaviours
8.5.2 Sexual Behaviors and Sexual Response	8.5.2.1 Avoiding sexual stimulation	8.5.2.1.1 Describe ways of avoiding sexual stimulation	<ul style="list-style-type: none"> Ways of avoiding sexual stimulations: avoiding pornographic materials, intimacy ,being alone with some of opposite sex in a secluded place 	<ul style="list-style-type: none"> Communicating ways of avoiding sexual stimulation 	<ul style="list-style-type: none"> Assertiveness in avoiding sexual stimulations

6. Sexual Reproductive Health

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
8.6.1 Pregnancy Prevention	8.6.1.1 Unintended pregnancy	8.6.1.1.1 Identify economic consequences of unintended pregnancy	<ul style="list-style-type: none"> Consequences of unintended pregnancy: (Financial needs of mother and infant , Challenges in completing education and career goals) 	<ul style="list-style-type: none"> Identifying economic consequences of unintended pregnancy communicating consequences of unintended pregnancy 	<ul style="list-style-type: none"> Awareness of economic consequences of unintended pregnancy
8.6.2 Understanding, Recognizing and Reducing the Risk of STI, including HIV	8.6.2.1 Reducing the risk of acquiring HIV and other STIs	8.6.2.1.1 Describe ways of reducing the risk of acquiring HIV and other STIs	<ul style="list-style-type: none"> Ways of reducing risk of acquiring HIV and STIs abstinence ,avoid high risk behavior: alcohol, correct and consistency use of condoms 	<ul style="list-style-type: none"> Communicating ways of reducing risks of acquiring HIV and other STIs 	<ul style="list-style-type: none"> Awareness of ways of reducing acquiring HIV and other STIs
8.6.3 HIV and AIDS, Stigma, Care, Treatment and Support	8.6.3.1 Living positively with HIV and AIDS	8.6.3.1.1 Explain key elements of living positively with HIV and AIDS	<ul style="list-style-type: none"> Key elements of living positively with HIV: Nutrition, ARV Therapy, care and Support, Managing Stress and stigmatisation 	<ul style="list-style-type: none"> Communicating key elements of living positively with HIV and AIDS 	<ul style="list-style-type: none"> Awareness of Key elements of living positively with HIV and AIDS

GRADE 9

1. Relationships

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
9.1.1 Families	9.1.1.1 Gender equality and inequality	9.1.1.1.1 Explain the importance of gender equality. 9.1.1.1.2 Identify areas of gender inequality among family members	<ul style="list-style-type: none"> Importance of gender equality: Fairness, equity Areas of gender inequality in the family: roles, responsibilities, privileges 	<ul style="list-style-type: none"> Critical thinking about the gender equality and gender inequality 	<ul style="list-style-type: none"> Awareness of gender equality and gender inequality Appreciation of gender quality
9.1.2 Friendship, Love and Relationships	9.1.2.1 Gender role stereotypes	9.1.2.1.1 Describe gender role stereotype 9.1.2.1.2 Identify effects of gender roles and stereotypes in relationships	<ul style="list-style-type: none"> Gender role stereotype: image or idea fixed and accepted over time that certain roles can only be done by one sex: cooking by females and looking after cattle by males Effects of gender roles and stereotypes: overburdening people, resistance to positive change, abuse, conflict 	<ul style="list-style-type: none"> Analysis of gender role stereotyping Identification of the effects of gender roles stereotyping 	<ul style="list-style-type: none"> Awareness of gender role stereotyping Appreciation of gender equality
9.1.3 Tolerance and Respect	9.1.3.1 Laws against stigma and discrimination	9.1.3.1.1 Identify laws against stigma and discrimination	<ul style="list-style-type: none"> Laws against stigma and discrimination: Gender policy, HIV and AIDS policy at places of school and work, Justice Policy, Child Protection policy, adoption policy 	<ul style="list-style-type: none"> Identification of laws against stigma and discrimination 	<ul style="list-style-type: none"> Awareness of laws against stigma and discrimination
9.1.4 Long Term Commitment, Marriage and Parenting	9.1.4.1 Parenting	9.1.4.1.1 Identify responsibilities of parenting	<ul style="list-style-type: none"> Responsibilities of parenting: providing for physical, educational, emotional, recreational and spiritual needs 	<ul style="list-style-type: none"> Identification of responsibilities of parenting 	<ul style="list-style-type: none"> Awareness of responsibilities of parenting Appreciation of the roles of parents

2. Values, Attitudes and Skills

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
9.2.1 Values, Attitudes and Sources of Sexual Learning	9.2.1.1 Personal values and sexual reproductive rights	9.2.1.1.1 Identify reproductive rights 9.2.1.1.2 Explain the influence of personal values on reproductive rights	<ul style="list-style-type: none"> Reproductive rights: Right to choice of partner Right to privacy Influence of personal values on reproductive rights: Religious and cultural conflicts (restricts choice of marriage partner) 	<ul style="list-style-type: none"> Identification of reproductive rights Critical thinking about the influence of personal values on reproductive rights 	<ul style="list-style-type: none"> Awareness of reproductive rights Appreciation of reproductive rights
9.2.2 Norms and Peer Influence on Sexual Behavior	6.2.2.2 Social norms and their influence on sexual behavior	6.2.2.2.1 Identify social norms that influence sexual behavior	<ul style="list-style-type: none"> Social norms: healthy: men are bread winners, women are to be kind unhealthy: men - having multiple partners a sign of strength women are to be quiet 	<ul style="list-style-type: none"> Identification of health and unhealthy social norms Critical thinking about how social norms affect sexual behavior 	<ul style="list-style-type: none"> Awareness of health and unhealthy social norms Appreciation of health /unhealthy social norms
9.2.3 Decision-making	6.2.3.2 Decision making on sexual behavior	6.2.3.2.1 Identify aspects of decision making on sexual behavior	<ul style="list-style-type: none"> Aspects of positive decision making on sexual behavior: (choice of partner based on personal values - love, trust, honesty) 	<ul style="list-style-type: none"> Critical thinking about how decision making affects sexual behavior 	<ul style="list-style-type: none"> Awareness of effects of decision making on sexual behavior Appreciation of positive aspects of decision making on sexual behavior
9.2.4 Communication, Refusal and Negotiation Skills	9.2.4.1 Refusal and negotiation skills	9.2.4.1.1 Demonstrate refusal and negotiation skills to sexual advances	<ul style="list-style-type: none"> Refusal strategies – saying no, repeating no, keeping a distance, walking away Negotiation skills: offering alternatives (I will call you later) 	<ul style="list-style-type: none"> Application of refusal and negotiation skills 	<ul style="list-style-type: none"> Assertiveness in the use of refusal and negotiation skills
9.2.5 Finding Help and Support	6.2.5.2 Barriers to seeking help and support	6.2.5.2.1 Identify barriers to seeking help and support in sexuality related issues 6.2.5.2.2 Identify ways of overcoming barriers to seeking help and support in sexuality related issues	<ul style="list-style-type: none"> Barriers to seeking help and support (fear of victimization, fear of losing support, shame, guilt) Ways of overcoming barriers: developing self-esteem, being confident and seeking counsel from others 	<ul style="list-style-type: none"> Identification of barriers to seeking help and support in sexuality related issues Critical thinking on ways of overcoming barriers to seeking help and support in sexuality related issues 	<ul style="list-style-type: none"> Awareness of barriers to seeking help and support in sexuality related issues Appreciation of ways to overcoming barriers to seeking help and support in sexuality related issues

3. Culture, Society and Human Rights

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
9.3.1 Sexuality, Culture and Human Rights	9.3.1.1 Local regulations and sexuality human rights	9.3.1.1.1 Identify local traditions affecting the enjoyment of sexuality human rights	<ul style="list-style-type: none"> Traditions affecting the enjoyment of sexuality: Laws on polygamy, early marriages, eloping 	<ul style="list-style-type: none"> Identification of local traditions on sexuality human rights 	<ul style="list-style-type: none"> Awareness of local traditions on sexuality human rights
9.3.2 Sexuality and the Media	9.3.2.1 Media images and gender stereotypes	9.3.2.1.1 Describe the impact of media images on gender stereotyping	<ul style="list-style-type: none"> Impact of media images on gender stereotyping: Lower self-esteem, (females being sex symbols, abuse of women) negative representation of the females in the media 	<ul style="list-style-type: none"> Critical thinking about media images on gender stereotyping 	<ul style="list-style-type: none"> Awareness of the impact of media images on gender stereotyping
9.3.3 Social Construction of Gender	6.3.3.2 Gender bias and discrimination	6.3.3.2.1 Explain gender bias and discrimination 6.3.3.2.2 Identify ways of reducing gender bias and discrimination	<ul style="list-style-type: none"> Gender bias: Disadvantaging one gender (woman must do this) Discrimination: Favoring a particular gender (boys study while girls do household chores) Ways of reducing gender bias and discrimination: equitable gender roles and norms, avoiding rigid norms 	<ul style="list-style-type: none"> Identification of gender bias and discrimination 	<ul style="list-style-type: none"> Awareness of the effects of gender bias and discrimination Appreciation of gender equality
9.3.4 Gender-based Violence	9.3.4.1 Reducing gender based violence (GBV)	9.3.4.1.1 Identify specific strategies for reducing gender based violence (GBV)	<ul style="list-style-type: none"> Strategies for reducing gender based violence: Reporting GBV cases to police, fleeing, speaking out, seeking support services 	<ul style="list-style-type: none"> Identification of strategies for reducing gender based violence 	<ul style="list-style-type: none"> Awareness of strategies for reducing gender based violence

4. Human Development

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
9.4.1 Body Image	9.4.1.1 Effects of one's body image	9.4.1.1.1 Identify the effects of body image on oneself	<ul style="list-style-type: none"> Negative effects of body image: physical harmful (skin cancer, skin disorders, scars), Health risks (malnutrition ,death) Positive effects of body image: attainment of personal goals (models) 	<ul style="list-style-type: none"> Identifying effects to body image 	<ul style="list-style-type: none"> Awareness of effects of body image
9.4.2 Privacy and Bodily Integrity	9.4.2.1 Privacy	9.4.2.1.1 Explain ways of protecting one's privacy	<ul style="list-style-type: none"> Ways of protecting one's privacy; securing space and belongings 	<ul style="list-style-type: none"> Analysing ways of protecting one's privacy 	<ul style="list-style-type: none"> Respecting one's privacy and that of others
9.4.3 Sexual and Reproductive Anatomy and Physiology	9.4.3.1 Sexual Hormonal Organs	9.4.3.1.1 Identify sexual hormonal organs 9.4.3.1.2 State the functions of sexual hormones	<ul style="list-style-type: none"> Sexual hormonal organs: testis (produces testosterone responsible for the secondary sexual characteristics), Ovary produces progesterone that prepares the womb for fertilization and maintains pregnancy and oestrogen responsible for development of female secondary sexual characteristics 	<ul style="list-style-type: none"> Identifying sexual hormonal organs Communicating the functions of sexual hormones 	<ul style="list-style-type: none"> Awareness of sexual hormonal organs
9.4.4 Reproduction	9.4.4.1 Hormonal changes and conception	9.4.4.1.1 Describe hormonal changes at conception	<ul style="list-style-type: none"> Hormonal changes at conception: Signs and symptoms (stop of menstruation, morning sickness, high frequency of urinating, high body temperature, facial changes, enlargement of breasts) 	<ul style="list-style-type: none"> Communicating hormonal changes at conception 	<ul style="list-style-type: none"> Awareness of hormonal changes at conception

5. Sexual Behaviour

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
9.5.1 Sex, Sexuality and the Sexual Life Cycle	9.5.1.1 Sexual protective behaviors	9.5.1.1.1 Identify sexual protective behaviors	<ul style="list-style-type: none"> Sexual protective behaviors: Avoiding situations that could lead to unwanted sex such as alcohol/drugs , pornography and teen sex 	<ul style="list-style-type: none"> Identifying sexual protective behaviors Communicating sexual protective behaviors 	<ul style="list-style-type: none"> Awareness of sexual protective behaviors
9.5.2 Sexual Behaviors and Sexual Response	9.5.2.1 Media influences on sexual decision making	9.5.2.1.1 Identify media influences on sexual decision making	<ul style="list-style-type: none"> Media influences on sexual decision making: especially those distorted by media (On sexuality, body image, and relationships) 	<ul style="list-style-type: none"> Critical thinking about media messages on sexuality decision making 	<ul style="list-style-type: none"> Awareness of media influences on sexuality and decision making

6. Sexual Reproductive Health

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
9.6.1 Pregnancy Prevention	9.6.1.1 Preventing unintended pregnancy	9.6.1.1.1 Describe effective methods of preventing unintended pregnancy	<ul style="list-style-type: none"> Effective methods of preventing unintended pregnancy: Abstinence, Use of condoms and contraception Use of emergency contraception 	<ul style="list-style-type: none"> Identifying effective methods of preventing unintended pregnancy Communicating effective methods of preventing unintended pregnancy 	<ul style="list-style-type: none"> Awareness of effective methods of preventing unintended pregnancy
9.6.2 Understanding, Recognizing and Reducing the Risk of STI, including HIV	9.6.2.1 Voluntary Counseling and testing (VCT)	9.6.2.1.1 Explain the importance of VCT	<ul style="list-style-type: none"> Importance of VCT: knowing one's status , avoiding re-infections ,living positively with one's status 	<ul style="list-style-type: none"> Communicating Importance of VCT Decision making in testing 	<ul style="list-style-type: none"> Awareness of Importance of VCT
9.6.3 HIV and AIDS, Stigma, Care, Treatment and Support	9.6.3.1 Support groups for people living with HIV and AIDS	9.6.3.1.1 Explain the importance of support groups and mechanism for people living with HIV and AIDS	<ul style="list-style-type: none"> Importance of support groups: Provide care ,support and treatment 	<ul style="list-style-type: none"> Communicating the importance of support groups to people living with HIV and AIDS 	<ul style="list-style-type: none"> Appreciating services provided by support groups to people living with HIV and AIDS

GRADE 10

1. Relationships

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
10.1.1 Families	10.1.1.1 Parent/child conflict	10.1.1.1.1 Identify sources of misunderstanding and conflict between parents and children 10.1.1.1.2 Analyse the effects of misunderstanding and conflict between children and parents 10.1.1.1.3 Discuss the possible solutions to conflict and misunderstanding between parents and children	<ul style="list-style-type: none"> The sources of conflicts: generation gap, media influence, social and economic factors, peer influence Effects: rebellion (children), bitterness, resentment, disownment, street life (children), lack of peace Possible solutions: counselling, effective communication, involving children in decision-making in family matters, mediation by an informed responsible person 	<ul style="list-style-type: none"> Identification of sources of misunderstanding and conflict between parents and children Analysis of the effects of misunderstanding between parents and children Critical thinking on conflict resolution 	<ul style="list-style-type: none"> Awareness of the sources of conflict and misunderstanding between parents and children Appreciation of conflict resolution and peace in the family
10.1.2 Friendship, Love and Relationships	10.1.2.1 Sexual relationships	10.1.2.1.1 Describe abusive relationships 10.1.2.1.2 Identify characteristics of abusive relationships	<ul style="list-style-type: none"> Abusive relationships: based on exploitation, cruelty, violence, sexual assault, insulting and offensive language, blackmail Characteristics of abusive relationships: disrespectful, exploitative, non-consensual sex, irrational demand for sex, demand money for sex 	<ul style="list-style-type: none"> Analysis of abusive relationships Identification of characteristics of abusive relationships 	<ul style="list-style-type: none"> Awareness of the characteristics of abusive relationships Appreciation of gender equality

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
10.1.3 Tolerance and Respect	10.1.3.1 Protection for the vulnerable/harassed/bullied	10.1.3.1.1 Identify ways of protecting the abused in sexual relationships	<ul style="list-style-type: none"> Ways of protecting the abused: psycho-social counselling, policy formulation, report to the victim support unit, civil society intervention 	<ul style="list-style-type: none"> Identification of ways of protecting the abused in sexual relationships 	<ul style="list-style-type: none"> Appreciation of the ways of protecting the abused in sexual relationships Empathy for the abused in sexual relationships
10.1.4 Long Term Commitment, Marriage and Parenting	10.1.4.1 Cultural practices on marriages	10.1.4.1.1 Identify cultural practices affecting marriage	<ul style="list-style-type: none"> Cultural practices affecting marriage: initiation ceremonies, gender norms, roles and stereotypes Positive impact of cultural practices on marriages: shaping of marriages, basis of partnership, child bearing, shaping of family responsibilities Negative impact of cultural practices on marriages: over-burdening people Balancing roles inside and outside the home 	<ul style="list-style-type: none"> Identification of cultural practices affecting marriage Analysis of the impact of cultural practices on marriage Identification of ways of mitigating the negative impact of cultural practices on marriage 	<ul style="list-style-type: none"> Awareness of cultural practices affecting marriage Appreciation of the positive impact of cultural practices on marriage
	10.1.4.2 Impact of cultural practices on parenting	10.1.4.1.2 Describe the impact of cultural practices on parenting 10.1.4.1.3 Identify ways of mitigating the negative impact of cultural practices on marriage			

2. Values, Attitudes and Skills

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
10.2.1 Values, Attitudes and Sources of Sexual Learning	10.2.1.1 Attitudes and sexual decisions	10.2.1.1.1 Identify attitudes that affect sexual decisions	<ul style="list-style-type: none"> Attitude: settled way of thinking or feeling typically reflected in a person's behavior Positive attitudes: Abstinence, delay in initiation of sex, maintaining virginity, choice of friends Negative attitudes: non-compliance to immunization against cervical cancer , male circumcision and contraceptives 	<ul style="list-style-type: none"> Critical thinking about positive and negative attitudes that affect sexual decisions 	<ul style="list-style-type: none"> Awareness of attitudes that affect sexual decisions
10.2.2 Norms and Peer Influence on Sexual Behavior	10.2.2.1 Social norms and their influence on sexual behavior	10.2.2.1.1 Identify social norms that influence sexual behavior 10.2.2.1.2 Explain how social norms influence sexual behavior	Social Norms: <ul style="list-style-type: none"> Act like a man, strong, hardworking, aggressive, many partners Act like a lady; be gentle, submissive, not talkative Social norms that influence sexual behavior: Positive effects; boys usually score high academically , girls are understanding and good leaders, Negative effects; boys tend to be abusive, girls are soft and permit abuse 	<ul style="list-style-type: none"> Critical thinking about how social norms affect sexual behavior and decision making 	<ul style="list-style-type: none"> Awareness of social norms and how they influence sexual behavior
10.2.4 Communication, Refusal and Negotiation Skills	10.2.4.1 Resisting sexual attempts	10.2.4.1.1 Describe ways of resisting sexual attempts	<ul style="list-style-type: none"> Ways of resisting sexual attempts: effective communication: be firm and consistent in both verbal and non-verbal, avoid explicit dressing 	<ul style="list-style-type: none"> Identification of ways of resisting sexual attempts Assertive communication about sexual boundaries, consent, personal needs, likes/dislikes 	<ul style="list-style-type: none"> Awareness of ways of resisting sexual attempts
10.2.5 Finding Help and Support	10.2.5.1 Sources of help and support	10.2.5.1.1 Identify appropriate sources of help on sexual matters	Sources of help on sexual matters: <ul style="list-style-type: none"> Parent, responsible adults , peers, religious institutions, school guidance and counseling and clubs, Youth Friendly corners, media (TV, radio, newspaper internet, phones IEC), CSO (PPAZ, YMCA, YWCA FAWWEZA) 	<ul style="list-style-type: none"> Identification of Sources of help on sexual matters 	<ul style="list-style-type: none"> Appreciation and Awareness of sources of help on sexual matters Trust and sense of belonging to sources of help on sexual matters

3. Culture, Society and Human Rights

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
10.3.1 Sexuality, Culture and Human Rights	10.3.1.1 Sexuality and national laws	10.3.1.1.1 Describe national laws affecting human rights in relation to sexuality 10.3.1.1.2 Identify sexual behaviors that conflict with national laws	National laws safe guarding human rights in relation to sexuality <ul style="list-style-type: none"> • Marriage act' (One man one woman until death do us part) • Child policy....., • Gender policy... Sexual behaviors which conflict with national laws <ul style="list-style-type: none"> • Bestiality, incest, rape (Crimes by law, taboo/abomination by culture, sin by religion) 	<ul style="list-style-type: none"> • Identification of National laws safe guarding human rights in relation to sexuality 	<ul style="list-style-type: none"> • Awareness and appreciation of National laws safe guarding human rights in relation to sexuality
10.3.2 Sexuality and the Media	6.3.2.2 Mass media messages	6.3.2.2.1 Describe the influence of mass media messages on sexuality and sexual relationships	Influence of mass media massages on sexuality and sexual relations <ul style="list-style-type: none"> • Positive influence promoting equal gender relations, Inspiration from role models help set goals • Negative influence pornographic pictures, blue movies 	<ul style="list-style-type: none"> • Identification of influence of mass media massages on sexuality and sexual relations • Critical thinking about how mass media messages influence sexuality and sexual relations 	<ul style="list-style-type: none"> • Appreciation of influence of mass media massages on sexuality and sexual relations
10.3.3 Social Construction of Gender	10.3.3.1 Gender inequality in relation to sexuality	10.3.3.1.1 Describe ways of overcoming gender inequality in relation to sexuality	<ul style="list-style-type: none"> • Ways of overcoming gender inequality in relation to sexuality: Equal opportunities in tasks and roles, employment. at home, school, workplace and in politics 	<ul style="list-style-type: none"> • Identification of ways to overcome gender inequality in relation to sexuality 	<ul style="list-style-type: none"> • Awareness of ways of overcoming gender inequality in relation to sexuality • Appreciation of gender equality
10.3.4 Gender-based Violence, including Sexual Abuse	6.3.4.2 Elimination of gender based violence	6.3.4.2.1 Describe ways of advocating for the elimination of gender based violence	<ul style="list-style-type: none"> • Ways of advocating for the elimination of GBV: reporting perpetrators, speak against GBV, violation of human rights; advocate for gender equality 	<ul style="list-style-type: none"> • Identification of ways of advocating for the elimination of GBV 	<ul style="list-style-type: none"> • Awareness of ways of advocating for the elimination of GBV • Assertiveness in advocating for the elimination of GBV

3. Human Development

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
10.4.1 Reproduction	10.4.1.1 Reproduction	10.4.1.1.1 Describe how a pregnancy occurs 10.4.1.1.2 Describe chances of becoming pregnant or causing a pregnancy if having unprotected sex	<ul style="list-style-type: none"> How pregnancy occurs: fertilisation of eggs by sperms to form a zygote, implantation, foetus development Chances of becoming pregnant or causing pregnancy : not abstaining from sex, having unprotected sex 	<ul style="list-style-type: none"> Analysing how pregnancy occurs 	<ul style="list-style-type: none"> Awareness of how pregnancy occurs
10.4.2 Body Image	10.4.2.1 Dangers of abusing drugs to change body image	10.4.2.1.1 Explain what drugs are 10.4.2.1.2 Identify dangers of abusing drugs to change body image	<ul style="list-style-type: none"> Drugs: Any non-food substance that changes the way the mind and body works. Classification of drugs; Therapeutic drug–drugs for healing (Sleeping pills/tranquilisers), Pharmaceutical drugs- drugs for medical treatment(Paracentamol) Narcotic drugs- addictive drugs for reducing pain(heroin ,opium ,valium) Recreation drugs-sex drugs(pills , creams , enhancers , skin lightening creams) Dangers of abusing drugs: addiction , ill health , cause cancer, body image disorders, eating disorders 	<ul style="list-style-type: none"> Identifying dangers of using drugs to change body image Analysing dangers of using drugs to change body image 	<ul style="list-style-type: none"> Awareness of Side effects of using drugs to change body image Assertiveness in using drugs
10.4.3 Privacy and Bodily Integrity	10.4.3.1 Confidentiality	10.4.3.1.1 Explain the importance of confidentiality	<ul style="list-style-type: none"> Confidentiality : situation in which information is kept secret and private Importance of confidentiality :makes client feel safe, provides healing atmosphere ,protects clients 's interest, client develops trust, maintains security 	<ul style="list-style-type: none"> Communicating the importance of confidentiality 	<ul style="list-style-type: none"> Appreciating confidentiality Respecting one's confidentiality and that of others

5. Sexual Behaviour

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
10.5.1 Sex, Sexuality and the Sexual Life Cycle	10.5.1.1 Sexual feelings	10.5.1.1.1 Describe sexual feelings 10.5.1.1.2 Explain what causes sexual feelings 10.5.1.1.3 State the consequences of acting on sexual feelings without proper planning	<ul style="list-style-type: none"> Sexual feelings: emotional desires to have sex Causes of sexual feelings: sex hormones (testosterone in males and progesterone in females) Consequence of acting on sexual feelings without proper planning: unintended pregnancy, STIs HIV infections 	<ul style="list-style-type: none"> Analysing causes of sexual feelings Decision making in having sex or not Critical thinking about the consequences of acting on sexual feelings without proper planning 	<ul style="list-style-type: none"> Awareness of causes of sexual feelings Assertiveness in making rational decision
10.5.2 Sexual Behaviors and Sexual Response	10.5.2.1 Common inappropriate sexual behaviors	10.5.2.1.1 Describe the risks associated with multiple concurrent sexual partners 10.5.2.1.2 Explain the importance of having one sexual partner at a time	<ul style="list-style-type: none"> Risks associated with multiple concurrent sexual partners: STIs and HIV and AIDS spread rapidly, unintended pregnancy Importance of having one sexual partner : reduce risk of infections of STIs and HIV and AIDS 	<ul style="list-style-type: none"> Analysing risks associated with multiple concurrent sexual partners 	<ul style="list-style-type: none"> Awareness of risks associated with multiple concurrent sexual partners Responsibility in sexual partnership Faithfulness in sexual partnership

6. Sexual Reproductive Health

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
10.6.1 Pregnancy Prevention	10.6.1.1 Contraceptives	10.6.1.1.1 Identify hormonal Contraceptives used for Pregnancy Prevention 10.6.1.1.2 Describe how hormonal contraceptives are used	<ul style="list-style-type: none"> Hormonal Contraceptives used for Pregnancy Prevention: Oral contraceptive pill and Depo-Provera through injectable method, intrauterine system, implant (nexeplanon) Contraceptive pill taken orally, Depo-Provera through an injection over period of time, device placed in the womb, implant is inserted under the skin 	<ul style="list-style-type: none"> Identifying Hormonal Contraceptives used for Pregnancy Prevention: Analysing Hormonal Contraceptives used for Pregnancy Prevention 	<ul style="list-style-type: none"> Appreciating hormonal Contraceptives used for Pregnancy Prevention
10.6.2 Understanding, Recognizing and Reducing the Risk of STI, including HIV	10.6.2.1 Safer sexual practices	10.6.2.1.1 Describe steps involved in use of a male condom	<ul style="list-style-type: none"> Steps for using a male condom correctly: tear condom package carefully, pinch the tip of the condom, roll the condom on the penis, after action hold the base in order to pull out, remove and throw in trash bin 	<ul style="list-style-type: none"> Observing steps on how to use a male condom correctly Demonstrating steps on how to use a male condom correctly 	<ul style="list-style-type: none"> Appreciating use of the condoms Responsibility in use of condoms correctly and consistently
10.6.3 HIV and AIDS, Stigma, Care, Treatment and Support	10.6.3.1 People living with HIV and AIDS	10.6.3.1.1 Identify the causes of stigma to people living with HIV and AIDS	<ul style="list-style-type: none"> Causes of stigma: fear, myth, societal perception of the origin and transmission of HIV and AIDS 	<ul style="list-style-type: none"> Identifying the causes of stigma to people living with HIV and AIDS Analysing the causes of stigma to people living with HIV and AIDS 	<ul style="list-style-type: none"> Awareness of the causes of stigma to people living with HIV and AIDS Empathising people living with HIV and AIDS

GRADE 11

1. Relationships

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
11.1.1 Families	11.1.1.1 Impact of HIV and AIDS on families 11.1.1.2 Change in family member roles	11.1.1.1.1 Describe the impact of HIV and AIDS on families 11.1.1.2.1 Describe changes in roles due to the impact of HIV and AIDS	<ul style="list-style-type: none"> Impact of HIV and AIDS on families: emergency of child headed homes, school absenteeism, lower family income, family vulnerability, increased expenditures Changes in roles due to the impact of HIV and AIDS: emergency of child headed homes, grandparents taking care of the young, children nursing their parents 	<ul style="list-style-type: none"> Identification of the impact of HIV and AIDS on families Analysis of changes in roles due to the impact of HIV and AIDS 	<ul style="list-style-type: none"> Awareness of the impact of HIV and AIDS on families
11.1.2 Friendship, Love and Relationships	11.1.2.1 Law against abuse	11.1.2.1.1 Identify laws protecting people against abuse	<ul style="list-style-type: none"> Laws protecting people against: Labour Act Cap 269 (abuse) , stigma and discrimination, sexual harassment, rape, child defilement 	<ul style="list-style-type: none"> Identification of laws protecting people against abuse 	<ul style="list-style-type: none"> Awareness of the laws protecting people against abuse
11.1.3 Tolerance and Respect	11.1.3.1 Speaking against bias and intolerance	11.1.3.1.1 Describe bias and intolerance 11.1.3.1.2 Identify ways of fighting bias and intolerance	<ul style="list-style-type: none"> Bias: inclination or prejudice for or against one thing or person Intolerance: lack of ability, willingness, or capacity to allow the existence or occurrence of something that one dislikes or disagrees with without interference Ways of fighting bias and intolerance: advocacy through civil society, radio, drama, role plays, television, radio and television debates 	<ul style="list-style-type: none"> Analysis of bias and intolerance Identification of ways of fighting bias and intolerance 	<ul style="list-style-type: none"> Awareness of ways of fighting bias and intolerance
11.1.4 Long Term Commitment, Marriage and Parenting	11.1.4.1 Child bearing	11.1.4.1.1 Identify factors influencing child bearing	<ul style="list-style-type: none"> Factors influencing child bearing: economic, social, health, cultural, religious and laws of the land 	<ul style="list-style-type: none"> Identification of factors influencing child bearing 	<ul style="list-style-type: none"> Awareness of the factors influencing child bearing Responsibility in deciding whether to or not to bear children

2. Values, Attitudes and Skills

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
11.2.1 Values, Attitudes and Sources of Sexual Learning	11.2.1.1 Sexual behavior consistent with personal values and goals	11.2.1.1.1 Identify consistent sexual behaviors that help one to achieve set goals	Personal values and goal setting(completing school, going to university, having a white wedding) Sexual behaviors that are consistent with one's personal values and future goals <ul style="list-style-type: none"> • Avoiding sex until marriage • Avoiding alcohol and drug abuse • Explicit dressing • Decide on personal sexual limits 	<ul style="list-style-type: none"> • Identification of sexual behaviours that are consistent with one's personal values and future goals • Critical thinking on consistent sexual behaviors 	<ul style="list-style-type: none"> • Appreciation of sexual behaviours that are consistent with one's personal values and future goals
11.2.2 Norms and Peer Influence on Sexual Behavior	11.2.2.1 Influence of peer and social norms on sexual decisions and behavior	11.2.2.1.1 Describe influence of peer and social norms on sexual decision and behavior 11.2.2.1.2 Explain ways of responding effectively to the influence of peer pressure and social norms	Peer influence and social norms on sexual decision and behavior: (pressure to get into courtship, having sex, to take alcohol, drugs, watch pornographic materials) <ul style="list-style-type: none"> • Feeling independent and mature to make own decisions • Ways of responding to peer pressure and social norms: seeking guidance from responsible persons , being assertive, making proper choices of friends, having sound judgment about social norms 	<ul style="list-style-type: none"> • Critical thinking about peer influence and social norms on sexual decision and behavior • Accurate perception of issues on peer pressure and social norms 	<ul style="list-style-type: none"> • Awareness of peer influence and social norms on sexual decision and behavior • Awareness of effective ways of responding to peer pressure and social norms

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
11.2.3 Decision-making	11.2.3.1 Decision-making process on sexual and reproductive health	11.2.3.1.1 Evaluate consequences of different decisions on sexual behavior	<ul style="list-style-type: none"> Consequences of different decisions on sexual behavior Positive decisions: completing school, going to university, having a white wedding Negative decisions: Drop out of school, early marriage, Not having white wedding, brain damage 	<ul style="list-style-type: none"> Identification of consequences of different decisions on sexual behavior 	<ul style="list-style-type: none"> Appreciation of positive decisions on sexual behavior
11.2.4 Communication, Refusal and Negotiation Skills	6.2.4.2 Effective communication of sexual limits	6.2.4.2.1 Explain effective ways of communicating sexual limits	Sexual limits: <ul style="list-style-type: none"> Avoiding sex until marriage Intention not to engage in sexual activity Avoid situations that could lead to unhealthy sexual behavior Communicating sexual limits: be firm and consistent in both verbal and non-verbal communication, avoid explicit dressing 	<ul style="list-style-type: none"> Assertive communication about sexual boundaries, consent, personal needs, likes and dislikes 	<ul style="list-style-type: none"> Appreciation of sexual limits
11.2.5 Finding Help and Support	11.2.5.1 Sexual and reproductive health issues	11.2.5.1.1 Identify reproductive health services offered by health care centers	<ul style="list-style-type: none"> Reproductive health services offered by health care centers: Guidance and counseling, family planning information, male circumcision, VCT and other health checks 	<ul style="list-style-type: none"> Identification of reproductive health services offered by health care centers 	<ul style="list-style-type: none"> Appreciation of reproductive health services offered by health care centers

3. Culture, Society and Human Rights

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
11.3.1 Sexuality, Culture and Human Rights	6.3.1.2 Institutions that uphold national legal instruments	6.3.1.2.1 Identify institutions that uphold national legal instruments concerning sexual reproductive health	<ul style="list-style-type: none"> Institutions that uphold national legal instruments: Human Rights Commission, FAWeza, Legal Aid, International Organisation for Migration (IOM), Victim Support Units, YWCA, YMCA, Women in Law 	<ul style="list-style-type: none"> Identification of institutions that uphold national legal instruments concerning sexual reproductive health 	<ul style="list-style-type: none"> Awareness of institutions that uphold national legal instruments concerning sexual reproductive health
11.3.2 Sexuality and the Media	11.3.2.1 Mass media and gender equality	11.3.2.1.1 Identify ways in which mass media influences promotion of safer sexual behavior and gender equality	<ul style="list-style-type: none"> Ways in which mass media influences promotion of safer sexual behavior and gender equality: positive message, pictures, adverts about safer sexual behavior 	<ul style="list-style-type: none"> Critical thinking about media messages regarding gender 	<ul style="list-style-type: none"> Appreciation of justice/ fairness
11.3.3 Social Construction of Gender	11.3.3.1 Sexual orientation and gender identity	11.3.3.1.1 Describe sexual orientation and gender identity 11.3.3.1.2 Describe factors which influence sexual orientation and gender identity	<ul style="list-style-type: none"> Sexual orientation : personal romantic or sexual inclination to persons of the opposite sex or gender, same sex or gender or both sexes gender identity: the way one thinks of oneself in terms of whom he or she is romantically or sexually attracted to Factors which influence sexual orientation and gender identity: Peer pressure, mass media, society 	<ul style="list-style-type: none"> Analysis of gender identity and sexual orientation Identification of factors which influence gender identity and sexual orientation 	<ul style="list-style-type: none"> Awareness of factors which influence gender identity and sexual orientation
11.3.4 Gender-based Violence, including Sexual Abuse	11.3.4.1 Elimination of gender stereotypes and human rights violations	11.3.4.1.1 Describe ways of advocating for the elimination of gender stereotypes and human rights violation	<ul style="list-style-type: none"> Ways of advocating for eliminating gender stereotypes and human rights violation: reporting perpetrators, speak against gender stereotyping and violation of human rights, advocate for gender equality 	<ul style="list-style-type: none"> Identification of ways of advocating for eliminating gender stereotypes and human rights violation 	<ul style="list-style-type: none"> Awareness of ways of advocating for eliminating gender stereotypes and human rights violation Assertiveness on the elimination of gender stereotypes violation of human rights

4. Human Development

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
11.4.1 Sexual and Reproductive Anatomy and Physiology	11.4.1.1 Sex determination of foetus	11.4.1.1.1 Identify sex determinants of a foetus	<ul style="list-style-type: none"> Sex determinants of a foetus: determined genetically through sex chromosomes (XX and XY), 	<ul style="list-style-type: none"> Identifying sex determinants of a foetus 	<ul style="list-style-type: none"> Awareness of sex determinants of a foetus
11.4.2 Reproduction	11.4.2.1 Avoiding a pregnancy	11.4.2.1.1 Describe ways of preventing a pregnancy	<ul style="list-style-type: none"> Ways of preventing a pregnancy : Abstaining, Hormonal contraception, barrier contraception(condoms),Emergency contraception, surgical contraception (vasectomy in males and tubal ligation in females) 	<ul style="list-style-type: none"> Analysing ways of preventing a pregnancy 	<ul style="list-style-type: none"> Appreciating ways of preventing a pregnancy Responsibility in pregnancy prevention
	11.4.2.2 Healthy pregnancy and safe childbirth	11.4.2.2.1 Describe ways of nurturing foetal development 11.4.2.2.2 Describe aspects of safe child birth	<ul style="list-style-type: none"> Ways of nurturing foetal development: nutrition, no smoking, no use of alcohol and drugs, no use of herbal medicines, Aspects of Safe child birth ; antenatal check-ups, exercise, giving birth at hospital or in the presence of a birth attendant 	<ul style="list-style-type: none"> Analysing ways of nurturing foetal development Communicating ways of nurturing foetal development 	<ul style="list-style-type: none"> Awareness of ways of nurturing foetal development Appreciating ways of nurturing foetal development
11.4.3 Privacy and Bodily Integrity	11.4.3.1 Multiple sexual partners	11.4.3.1.1 Explain the consequences of having multiple sexual partners	<ul style="list-style-type: none"> Consequences of having multiple sexual partners: STIs spread more quickly among sexual networks of people who have multiple concurrent partners 	<ul style="list-style-type: none"> Analysing consequences of having multiple sexual partners 	<ul style="list-style-type: none"> Awareness of consequences of having multiple sexual partners Responsibility in avoiding multiple sexual partners Faithfulness to one partner

5. Sexual Behaviour

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
11.5.1 Pregnancy Prevention	11.5.1.1 Benefits of using contraceptives	11.5.1.1.1 Explain the benefits of using contraceptives	<ul style="list-style-type: none"> Benefits of using contraceptives : Planning families, Health of the women and children, Cost benefits for family, Parenting benefits 	<ul style="list-style-type: none"> Analysing benefits of using contraceptives Formulating hypotheses in benefits of using contraceptives 	<ul style="list-style-type: none"> Appreciating the benefits of using contraceptives Responsibility in using contraceptives
11.5.2 Sexual Behaviors and Sexual Response	11.5.2.1 Improving perception of sexual risks	11.5.2.1.1 Identify adolescent susceptibility and severity of pregnancy, HIV and other STIs	<ul style="list-style-type: none"> Susceptibility and severity of pregnancy, HIV and other STIs: Odds of becoming (or causing) a pregnancy if sexually active and not using protection, contracting HIV or another HIV if sexually activity, Consequences on one's life if pregnant, one's life if infected with HIV, Intention to avoid unwanted sex and/or unprotected sex 	<ul style="list-style-type: none"> Identifying Susceptibility and severity of pregnancy, HIV and other STIs Decision making in Improving perception of sexual risks 	<ul style="list-style-type: none"> Responsibility in Improving perception of sexual risks

6. Sexual Reproductive Health

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
11.6.1 Understanding, Recognizing and Reducing the Risk of STI, including HIV	11.6.1.1 Risk reduction	11.6.1.1.1 Explain the benefits of dual protection	<ul style="list-style-type: none"> Dual protection- using of two contraceptives Benefits of dual protection: preventing unplanned pregnancies and STIs including HIV (male condom and hormonal contraception) 	<ul style="list-style-type: none"> Analysing the benefits of dual protection Formulating hypotheses in benefits of using dual protection 	<ul style="list-style-type: none"> Appreciating the use of dual protection Responsibility in using dual protection
11.6.2 HIV and AIDS, Stigma, Care, Treatment and Support	11.6.2.1 Discrimination of people living with HIV and AIDS	11.6.2.1.1 Describe ways of reducing discrimination against people living with HIV and AIDS	<ul style="list-style-type: none"> Ways of reducing discrimination against people living with HIV and AIDS: Support, care, treatment, and advocacy 	<ul style="list-style-type: none"> Analysing ways of reducing discrimination against people living with HIV and AIDS 	<ul style="list-style-type: none"> Appreciating ways of reducing discrimination against people living with HIV and AIDS: Empathising people living with HIV and AIDS

GRADE 12

1. Relationships

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
12.1.1 Families	12.1.1.1 Family survival	12.1.1.1.1 Identify factors causing family crises 12.1.1.1.2 Describe strategies for family survival during crises	<ul style="list-style-type: none"> Factors causing family crises: illness/sickness in the home, loss of family member, loss of source of income, natural calamities, infidelity, poverty Strategies for family survival during crises: interdependence, extended family support, encouragement from non-family members 	<ul style="list-style-type: none"> Identification of factors causing family crises Management of stress 	<ul style="list-style-type: none"> Awareness of factors causing family crises Appreciation of strategies for family survival during crises
12.1.2 Long Term Commitment, Marriage and Parenting	12.1.2.1 Separation of families	12.1.2.1.1 Describe effects of separation due to death and divorce on the family	<ul style="list-style-type: none"> Effects of separation due to death and divorce on the family: change in children's living arrangements; change in roles and responsibilities, trauma, disintegration of families, poverty, child delinquency, street living, theft and banditry 	<ul style="list-style-type: none"> Analysis of the effects of separation due to death and divorce in the family 	<ul style="list-style-type: none"> Awareness of the effects of separation due to death and divorce on the family Appreciation of family togetherness

2. Values, Attitudes and Skills

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
12.2.1 Values, Attitudes and Sources of Sexual Learning	12.2.1.1 Behavior consistent with one's own and others values	12.2.1.1.1 Evaluate consistent values and positive attitudes that influence positive sexual behaviour and future goals	<ul style="list-style-type: none"> Consistent values and positive attitudes that influence sexual behavior and future goals 	Analysis of consistent values and positive attitudes that influence sexual behavior and future goals	<ul style="list-style-type: none"> Appreciation of consistent values and positive attitudes that influence sexual behavior and future goals Reaching future goals
12.2.2 Norms and Peer Influence on Sexual Behavior	12.2.2.1 Dreams, goals and values	12.2.2.1.1 Identify realistic and achievable dreams, goals and values in life 12.2.2.1.2 Identify action steps and resources needed to achieve dreams, goals and values in life 12.2.2.1.3 Evaluate how sexual behavior can affect one's dreams, goals and values	<ul style="list-style-type: none"> Dreams, goals and values in life: academics and career, family life, personal aspirations, realistic and achievable goals Action steps; timeline, resource needs (human and financial) How sexual behavior can affect one's dreams, goals and values: Pregnancy and / or STI may curtail educational and career goals, affect family life, social life, leisure time and other personal aspirations Setting short and long term goals 	<ul style="list-style-type: none"> Identification of short and long term set goals Analysis of possible barriers and how to overcome them 	<ul style="list-style-type: none"> Appreciation of personal achievement and aspirations
12.2.3 Decision-making	12.2.3.1 Barriers that affect healthy sexual decisions	12.2.3.1.1 Identify barriers affecting healthy sexual decisions 12.2.3.1.2 Identify ways of overcoming barriers to making healthy sexual decisions	<ul style="list-style-type: none"> Barriers that affect healthy sexual decisions: peer pressure, family and societal pressure, lack of self-confidence, inequitable gender norms Ways of overcoming barriers on healthy sexual decision: Having Self-confidence, effective legal protection, increased knowledge on importance of positive personal values 	<ul style="list-style-type: none"> Identification of barriers affecting healthy sexual decisions Assertiveness in making healthy sexual decisions 	<ul style="list-style-type: none"> Appreciation of healthy sexual decisions Reaching Future Goals

3. Culture, Society and Human Rights

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
12.3.1 Sexuality, Culture and Human Rights	12.3.1.1 International legal declarations concerning sexual and reproductive health	12.3.1.1 Identify International legal declarations promoting sexual and reproductive health	<ul style="list-style-type: none"> Legal declaration on sexual and reproductive health; child marriage (illegal) female genital mutilation, age of consent 	<ul style="list-style-type: none"> Analysis of legal declaration on sexual and reproductive health 	<ul style="list-style-type: none"> Appreciation of justice and fairness
12.3.2 Sexuality and the Media	12.3.2.1 Media influence on sexuality	12.3.2.1.1 Analyse the influence of the media on different aspects of sexuality	<ul style="list-style-type: none"> Media influence on different aspects of sexuality: positive influence; promoting equal gender relations, presenting role models Negative influence; pornographic materials, blue movies 	<ul style="list-style-type: none"> Analysis of the positive and negative media influence on different aspects of sexuality 	<ul style="list-style-type: none"> Appreciation of positive media influence on sexuality
12.3.3 Social Construction of Gender	12.3.3.1 Sexual behavior and family planning	12.3.3.1.1 Explain gender equality in sexual behavior and family planning	<ul style="list-style-type: none"> Gender equality in sexual behavior and family planning: when to have babies, collective agreements, family size, when to have sex, openness to partner 	<ul style="list-style-type: none"> Effective communication about Gender equality in sexual behavior and family planning 	<ul style="list-style-type: none"> Appreciation of gender equality in sexual behavior and family planning Assertiveness on gender equality on sex
12.3.4 Gender-based Violence, including Sexual Abuse	12.3.4.1 Gender-based Violence	12.3.4.1.1 Evaluate aspects of gender based violence and sexual abuse	<ul style="list-style-type: none"> Aspects of GBV: violence directed against a person on the basis of gender sexual abuse ; any action that pressures or coerces someone to do something sexually against their will Consequences of sexual abuse and GBV for the victim (risk of contracting HIV and STI, teen pregnancies and its related health risks, trauma) and perpetrator (jail term) 	<ul style="list-style-type: none"> Analysis of aspects of gender based violence, sexual abuse 	<ul style="list-style-type: none"> Appreciation of the benefits of addressing gender based violence, sexual abuse and exploitation of harmful substances
12.3.5 Exploitation of Harmful Substances	12.3.5.1 Consequences of exploitation of harmful substances	12.3.5.1.1 Evaluate the consequences of exploiting harmful substances	<ul style="list-style-type: none"> Exploitation of harmful substances; brain damage, addiction, permissive attitude towards sexual activities How to address them (rehabilitation, counseling) 	<ul style="list-style-type: none"> Analysis of the consequences of exploitation of harmful substances 	

4. Human Development








TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
12.4.1 Sexual and Reproductive Anatomy and Physiology	12.4.1.1 Sexual hormones	12.4.1.1.1 Explain the role of hormones in reproductive organs and sexual functions	<ul style="list-style-type: none"> • Role of hormones in reproductive organs: • Sexual functions: Production and maturation of sperms, regulating ovulation and menstruation • Development of secondary sexual characteristics 	<ul style="list-style-type: none"> • Communicating role of hormones in reproductive organs • Decision making in managing sexual feelings 	<ul style="list-style-type: none"> • Responsibility in managing one's sexual feeling
12.4.2 Reproduction	12.4.2.1 Fertility	12.4.2.1.1 Describe fertility in human beings 12.4.2.1.2 Explain causes of infertility	<ul style="list-style-type: none"> • Fertility in human beings: ability to produce off springs • Causes of infertility: In males -abnormal sperm production, problem with delivery of sperms (premature ejaculation),over exposure to chemicals or radiation, damage related to cancer and its treatment In females- ovulation disorders ,oviduct damage or blockage ,uterus or cervical abnormalities, menopause 	<ul style="list-style-type: none"> • Critical thinking on fertility • Analysing causes of infertility 	<ul style="list-style-type: none"> • Appreciating fertility in human beings
12.4.3 Body Image	12.4.3.1 Unrealistic standards	12.4.3.1.1 Identify unrealistic standards about body appearance 12.4.3.1.2 Describe the effects of the unrealistic standards about body image	<ul style="list-style-type: none"> • Unrealistic standards for boys and girls: In females-not being thin enough ,not having big enough breasts , In males being muscular, enlargement of penis • Effects of the unrealistic standards about body image: depression ,despair, depletion of self-esteem, exploitation of harmful substances, withering and wasting away of physical, Psychological and financial resources, dissatisfaction 	<ul style="list-style-type: none"> • Identifying unrealistic standards about body appearance • Analysing effects of the unrealistic standards about body image 	<ul style="list-style-type: none"> • Awareness of unrealistic standards about body image • Assertiveness about body image

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
12.4.4 Gender-based Violence, including Sexual Abuse	9.4.4.2 Gender-based Violence	12.4.4.1.1 Evaluate aspects of gender based violence and sexual abuse	<ul style="list-style-type: none"> Aspects of GBV: violence directed against a person on the basis of gender sexual abuse ; any action that pressures or coerces someone to do something sexually against their will Consequences of sexual abuse and GBV for the victim (risk of contracting HIV and STI, teen pregnancies and its related health risks, trauma) and perpetrator (jail term) 	<ul style="list-style-type: none"> Analysis of aspects of gender based violence, sexual abuse Analysis of the consequences of Exploitation of harmful substances 	<ul style="list-style-type: none"> Appreciation of the benefits of addressing gender based violence, sexual abuse and exploitation of harmful substances
12.4.5 Exploitation of Harmful Substances	12.4.5.1 Consequences of exploitation of harmful substances	12.4.5.1.1 Evaluate the consequences of exploiting harmful substances	<ul style="list-style-type: none"> Exploitation of harmful substances; brain damage, addiction, permissive attitude towards sexual activities how to address them (rehabilitation, counseling) 		

5. Sexual Behaviour




TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
12.5.1 Sex, Sexuality and the Sexual Life Cycle	12.5.1.1 Alternatives for Sex	12.5.1.1.1 Identify alternative ways of avoiding sex with intimate partner	<ul style="list-style-type: none"> Ways of being intimate with partner that do not involve sex: Engaging in constructive activities (going for a picnic, sports, reading, going for a movie ,going to church) 	<ul style="list-style-type: none"> Analysing ways of being intimate with partner that do not involve sex 	<ul style="list-style-type: none"> Assertiveness in intimacy with partner Respecting partner in intimacy relationship
12.5.2 Sexual Behaviors and Sexual Response	12.5.2.1 Sexual responsibilities	12.5.2.1.1 Identify key elements of what it means to be sexually responsible	<ul style="list-style-type: none"> Key elements of sexual responsibilities: <ul style="list-style-type: none"> Always obtain sexual consent; give clear sexual consent or not; Accept a NO as a NO Know your sexual limits If you choose to have sex, you must use a condom every time Set and keep priorities and goals If you have sex, you must be tested regularly for STIs 	<ul style="list-style-type: none"> Decision making in giving /accepting sexual consent Problem solving in handling unwanted sexual advances 	<ul style="list-style-type: none"> Respecting one's decision and that of others Responsibility in giving/accepting sexual consent

APPENDIX 1: LOGIC MODEL

SPECIFIC OUTCOMES	TOPIC/AREA OF FOCUS	EXPECTED BEHAVIOURAL CHANGE	GOALS
PERCEPTION OF RISK			
Grade 8: Identify economic consequences of unintended pregnancy (Show a video or DVD showcasing how a girl who falls pregnant, falls out of school and eventually life is hard for her and the perpetrator (the boy who made her pregnant) or role play the above situation)  Grade 6: Identify health risks associated with teen pregnancies (Learners to role play the situation leading to one being a victim of teen pregnancy)	Perception of chances of becoming pregnant and consequences of child bearing 	Abstaining from sexual intercourse (by either delaying sex or by practicing abstinence) 	Preventing teen pregnancy (for the in and out of school) Preventing HIV and other STIs
Grade 5: Describe the effects of HIV and AIDS (invite people living with HIV and AIDS talk to the learners about how it has impacted on their lives) or (Have a medical person talk about HIV and other STIs) Grade 8: Describe the ways of reducing the risks of acquiring HIV and other STIs (Learners to analyse in groups ways of reducing the risks of acquiring HIV and other STIs) 	Perception of chances of contracting HIV and other STIs 	Using contraception correctly and consistently to prevent HIV and other STIs	
Grade 5: Identify different STIs (Learners to research on different STIs from various sources) Grade 9: Explain the importance of VCT (learners to role play the importance of VCT) or (Have people living with HIV and AIDS talk to the learners about how it has impacted on their lives)  Grade 10: Identify the causes of stigma to people living with HIV and AIDS (Learners to analyse in pairs or groups the causes of stigma) Grade 11: Describe ways of reducing discrimination against people living with HIV and AIDS (Learners to discuss in groups or pairs ways of reducing discrimination)	Perception of consequences of contracting HIV and other STIs 		









SPECIFIC OUTCOMES	TOPIC/AREA OF FOCUS	EXPECTED BEHAVIOURAL CHANGE	GOALS
KNOWLEDGE			
Grade 8: Describe ways of reducing the risk of acquiring HIV and other STIs Identify sexual risky behaviours	Situations that lead to unprotected sex, pregnancy, and HIV or other STIs	Abstaining from sex Delay initiation of sex	Prevent teen: pregnancy among girls in and out of school
Grade 7: Analyse the decision to have sex and the consequences of such decision Grade 10: State the consequences of acting on sexual feelings without proper planning Grade 11: Evaluate the consequences of different decisions on sexual behaviour	Consequences of having sex	Abstaining from sex Use of contraception consistently and correctly (for girls out of school)	Prevent STIs, HIV and AIDS
Grade 8: Identify economic consequences of unintended pregnancies Grade 9: Describe effective methods of preventing unintended pregnancy Grade 11: Describe ways of preventing a pregnancy	Pregnancy incidence: risk and prevention		
Grade 8: Describe ways of reducing the risk of acquiring HIV and other STIs	HIV risks, transmission, consequences		
Grade 11: Explain the benefits of using contraceptives	STD prevention, transmission, treatment		
Grade 5: Identify benefits of abstaining from sexual activities Grade 11: Describe ways of preventing a pregnancy	Abstinence		
Grade 8: Describe ways of avoiding sexual stimulation Grade 9: Identify sexual protective behaviours Explain the benefits of dual protection	Methods of protection		
Grade 11: Evaluate the consequences of different decisions on sexual behaviour	Successful relationships Personal challenges to abstaining		
Grade 7: Demonstrate refusal skills to sexual advances Demonstrate refusal skills in delaying sex Grade 10: Describe ways of resisting sexual advances	Refusals and delay tactics		
Grade 11: Explain the benefits of using contraceptives	Parental values about sex and contraception		

SPECIFIC OUTCOMES	TOPIC/AREA OF FOCUS	EXPECTED BEHAVIOURAL CHANGE	GOALS
GENDER NORMS			
Grade 5: Identify roles that have traditionally been assigned to males and females in society Grade 7: Describe the effects of traditional beliefs and practices relation to gender based violence	Traditional beliefs and practices in relation to gender	Abstaining from sex Delay initiation of sex	Prevent teen pregnancy among girls in and out of school
Grade 6: Explore ways in which gender inequality is driven by male and female Grade 10: Describe ways of overcoming gender inequality in relation to sexuality	Gender equality and inequality	Abstaining from sex Use of contraception consistently and correctly (for girls out of school)	Prevent STIs, HIV and AIDS
Grade 8: Describe the effects of gender norms on people's lives	Common gender norms (act like a man, act like a woman)		
Grade 9: Describe gender role stereotyping Identify effects of gender roles and stereotyping in relationships	Gender stereotyping in relationships		
Identify specific strategies for reducing gender based violence	Gender Based Violence		

SPECIFIC OUTCOMES	TOPIC/AREA OF FOCUS	EXPECTED BEHAVIOURAL CHANGE	GOALS
PERCEPTION OF PEER NORMS			
<p>Grade 5: Explain the influence of peer norms sexual behaviour(Learners in groups to talk about facts about abstinence) </p> <p>Grade 6: Describe peer pressure(Learners to role play facts on peer pressure)</p> <p>Grade 7: Describe how peer norms influence sexual behaviour(Learners in groups to discuss facts about abstinence)</p> <p>Grade 8: Identify peer norms that influence teen sexual behaviour(Learners to role play in small groups on delaying sexual debut)</p> <p>Grade 10: Identify social norms that influence sexual behaviour(Learners in groups to discuss benefits of abstaining from sexual activities)</p>	<p>Increase perception that peer are not sexually active and support abstinence</p>	<p>Abstaining from sexual intercourse (by either delaying sex or returning to abstinence) </p> <p>Delay initiation of sex</p>	<p>Preventing unintended pregnancy among girls in and out of school</p> <p>Prevent STIs, HIV and AIDS</p>
<p>Grade 9: Identify social norms that influence sexual behaviour(Learners in small groups to discuss consequences of having unprotected sex) </p> <p>Grade 11: Describe influence of peer and social norms on sexual decision and behaviour(Learners to implement school-wide activities to advocate against unprotected sex)</p> <p>Grade 12: Identify realistic and achievable dreams,goals and values (Learners analyse realistic and achieve dreams,goals and values versus unprotected sex)</p>	<p>Reducing perception of peer norms about having unprotected sex</p>		

SPECIFIC OUTCOMES	TOPIC/AREA OF FOCUS	EXPECTED BEHAVIOURAL CHANGE	GOALS
SELF-EFFICACY AND SKILLS			
Grade 6: Identify inappropriate sexual behaviour Grade 12: Evaluate consistent values and positive attitudes that influence positive sexual behaviour and future goals Identify barriers affecting healthy sexual decisions	Recognise and avoid situations likely to lead to sex	Abstaining from sex Delay initiation of sex	Prevent teen pregnancy among girls in and out of school
Grade 8: Identify personal values in relation to sexuality Identify key elements of sexual responsibilities State the importance of maintaining personal values	Say no to sex	Abstaining from sex Use of contraception consistently and correctly (for girls out of school)	Prevent STIs, HIV and AIDS
Grade 12: Identify alternative ways of avoiding sex with intimate partner	Talk with partner on sex and protection		
Grade 11: Explain effective ways of communicating sexual limits	Modes and styles of effective communication		
	Media projections on sexuality		

SPECIFIC OUTCOMES	TOPIC/AREA OF FOCUS	EXPECTED BEHAVIOURAL CHANGE	GOALS
COMMUNICATION WITH PARENTS OR RESPECTED ADULTS			
Grade 7: State sources of sexual learning	Sources of sexual learning	Abstaining from sex	Prevent teen pregnancy among girls in and out of school
Grade 8: Identify sources of help and support in relation to sexuality	Sexual activity and protection Family values	Delay initiation of sex	Prevent teen pregnancy among girls in and out of school
Grade 9: Identify responsibilities of parents	Role of parents on sexuality	Use of contraception consistently and correctly (for girls out of school)	Prevent STIs, HIV and AIDS
Grade 10: Identify sources of misunderstanding and conflict between parents and children Analyse the effects of misunderstanding and conflict between parents and children Discuss possible solutions to misunderstanding and conflict between parents and children	Sources of conflict between parents and children		

SPECIFIC OUTCOMES	TOPIC/AREA OF FOCUS	EXPECTED BEHAVIOURAL CHANGE	GOALS
PERCEPTION OF PEER NORMS			
Grade 7: Analyse the decision to have sex and the consequences of this decision Grade 7: Demonstrate refusal skills to sexual advances Grade 8: State the effects of peer pressure on sexual decisions Grade 8: Describe negotiation skills Grade 12: Identify key elements of what it means to be sexually responsible	Use refusal /delay tactics 	 Reduce the onset of sexual intercourse Increase use of condoms and contraception (for out of school). Abstinence 	Preventing unintended pregnancy among girls in and out of school Prevent STIs, HIV and AIDS
Grade 5: Identify benefits of abstaining from sexual activities 	Be abstinent 		
Grade 8: Explain ways of preventing unintended pregnancies Grade 9: Identify sexual protective Grade 9: Describe effective methods of preventing unintended pregnancy	Virgin power for school girls and boys, Use of condoms and /or contraception for youths out of school.		
Grade 7: Describe the effects of unintended pregnancy on adolescents physically, socially and future goals. Grade 9: Describe effective methods of preventing unintended pregnancy 	Avoid pregnancy 		
Grade 8: Describe ways of reducing the risk of acquiring HIV and STIs Grade 10: Describe the risks associated with multiple concurrent sexual partners Grade 10: Explain the importance of having one sexual partner at a time Grade 11: Identify adolescent susceptibility 	Avoid HIV and other STD 