



香港教育大學

The Education University  
of Hong Kong

A Project entitled

*An investigation of the effectiveness on current Sexuality Education*

*in Hong Kong mainstream primary school context*

Submitted by

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submitted to The Education University of Hong Kong

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## Declaration

I, *Wong Cheuk Yiu* ( ), declare that this research report represents my own work under the supervision of *Dr YU, Wai Ming*, and that it has not been submitted previously for examination to any tertiary institution.

Signed \_\_\_\_\_

*Wong Cheuk Yiu*

*10th May, 2020*

## **Abstract**

There was a Primary 6 girl suspected of being overstressed by the first experience of the menstrual cycle, and finally committed suicide (The Sun, 2014). This revealed the insufficiency of the sexuality education in Hong Kong primary schools and the importance on the necessity of revising the *the Guidelines on Sex Education in Schools*. The objective of this research is to investigate the effectiveness of the current sexuality education curriculum, by inviting 30 primary 6 students and 30 general studies teachers to complete the survey. Moreover, the opinion of a senior teacher with abundant sexuality education teaching experiences was adopted in the in-depth individual interview.

After the data collection and analysis, the findings show that students did not receive enough sexuality education, and teachers perceived that the guideline was outdated and could not meet today's primary students' needs. The discussion and suggestions are included afterwards for improving the future sexuality education curriculum.

**Keywords:** Sexuality Education, primary school, *the Guidelines on Sex Education in Schools*, General Studies, effectiveness

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## **1. Introduction**

### **1.1 The Intention to Investigate the Effectiveness of Current Sexuality Education**

Before conducting this proposal, I was assigned to have the block practice in general studies for primary 4 students. The teaching topic was ‘reproduction of animals’. In the lesson, students were embarrassed and not willing to watch the video about the mating of chickens. They thought that it was disgusting and hoped the video could be stopped. Students misunderstood that sex is a taboo which should not be discussed in class. In the meanwhile, Association Concerning Sexual Violence Against Women (2018) revealed the sexual assault cases handled in 2000-2018, and reported that more than 80% of the offenders and the victims knew each other and the time delay in seeking help is severe (delay for 3.8 years in average). These revealed that the current sexuality education is not enough. It is urgent to examine the effectiveness of sexuality education, and to propose some recommendations.

### **1.2 Interchangeability of ‘Sex’ and ‘Sexuality’**

In the past 30 years, sex education was limited to discuss the physiological knowledge related to reproduction, marriage, family, attitude, and interpersonal skills (European Expert Group on Sexuality Education, 2016). In 2001, a clinical report published by American Academy of Pediatrics defined sexuality education as a teaching on human sexuality, which includes human sexual anatomy, sexual reproduction and activity, sexually transmitted diseases, intimate relationships, sexual orientation, gender identity, abstinence, contraception, reproductive rights and responsibilities.

In Hong Kong, *The Guidelines on Sex Education in Schools (the 1997 Guidelines)* (1997) put emphasis on different levels on biological, psychological, cultural and ethical aspects of sexuality. In the meanwhile, the term ‘Sex Education’ and ‘Sexuality Education’ are used interchangeably in Hong Kong. However, sex education mainly focuses on the physical aspects of human sexuality, and sexuality education covers a broader scope of human sexuality to include the psychological and social aspects. According to *the 1997 Guidelines*, the curriculum includes both physical, psychological and social perspectives, the term of sexuality education will be used in this proposal.

### **1.3 The Current Implementation of Sexuality Education in Hong Kong**

At present, the Education Bureau (EDB) still uses *The 1997 Guidelines* for the implementation of sexuality education. *The International Technical Guidance on Sexuality Education* (UNESCO, 2018) published an international and universal standard for sexuality education instruction, in order to guide students in a holistic and anti-discriminative approach. Nevertheless, sexuality education is one of the most controversial subjects by the values and differences of openness among stakeholders, like parents, school administrators, teachers, non-governmental and religious organizations. The teaching content and design are distinctive in different countries (Legislative Council, 2018). In other words, the guidance from UNESCO or *the 1997 guidelines* are only published in a suggestive nature since EDB does not classify it as a compulsory course and thus students may not be able to obtain these knowledge in the regular courses.

### 1.3.1 The Content of *The 1997 Guidelines*

*The Guidelines on Sex Education in Schools (The 1997 Guidelines)* contains five main learning concepts related to sexuality education - human growth, health and behavior, interpersonal relationships, marriage and family, society and culture. It lists the recommended topics and teaching objectives for kindergarten, primary and secondary school students. *The 1997 guidelines* points out that the direction of sexuality education should not be limited to exploring reproductive-related physiological knowledge, marriage and family reality, but also attitudes related to knowing oneself, the relationship with others, and instilling correct values of life. Table 1 simplifies and summaries the main components and content of *the 1997 Guidelines* to establish the basis of understanding sexuality education in primary school curriculum.

<i>The Guidelines on Sex Education in Schools</i>	
learning concepts	main components
Human growth	<ul style="list-style-type: none"><li>● Human sexuality<ol style="list-style-type: none"><li>1. get along with others in same or opposite sex</li><li>2. physical, emotional and social meaning of male and female</li><li>3. sex-related knowledge, attitudes, values and behavior</li><li>4. one of the functions of sex is reproduction</li></ol></li><li>● Reproductive system and physiology<ol style="list-style-type: none"><li>5. functions of the reproductive organs and parts</li><li>6. <b>sex characteristics: menstruation and nocturnal emission</b></li><li>7. <b>fallacies and facts about menstruation, sexual intercourse, pregnancy, etc.</b></li></ol></li><li>● Puberty</li></ul>

	<p>8. <b>everyone's body changes at different rates and times</b></p> <p>9. <b>changes in puberty (second sex characteristics)</b></p> <p>10. personal hygiene</p> <ul style="list-style-type: none"> <li>• Self-image and self-concept <p>11. build up self-esteem and confidence</p> <p>12. accept self-imperfection</p> </li> <li>• Sex identity and orientation <p>13. accept self gender identity</p> </li> <li>• Emotions <p>14. basic emotional needs: love, acceptance, belongingness, safety, etc.</p> <p>15. deal with the puberty-related emotion and stressful event</p> </li> </ul>
Health and behavior	<ul style="list-style-type: none"> <li>• Handling of sexual drives <p>1. <b>accept and deal with the sexual feelings, reactions and tensions (curiosity, guilt, innocence)</b></p> </li> <li>• Bodily privacy <p>2. respect self and others body privacy</p> </li> <li>• Sexual habits and behaviour <p>3. Recognize the emotional experiences that come with sexual maturity: masturbation, interest in the opposite sex, curiosity about pornography, sexual fantasies</p> <p>4. Facts and fallacies about sexual behavior</p> </li> <li>• Sexually transmitted diseases <p>5. <b>education on AIDS (ways of infection, symptoms, prevention, attitudes and fallacies)</b></p> </li> <li>• Personal body care <p>6. circumcision for some boys</p> <p>7. correct way to use sanitary napkins</p> </li> </ul> <p>*Note that contraception and unwanted pregnancy are excluded in primary school level</p>

Interpersonal relationships	<ul style="list-style-type: none"> <li>● Basic values               <ol style="list-style-type: none"> <li>1. responsible for self behavior</li> <li>2. establish correct value standard to consist with the social behavior</li> </ol> </li> <li>● Personal skills               <ol style="list-style-type: none"> <li>3. get along with others</li> <li>4. willingness for seeking help</li> <li>5. peer influence and strategies to the poor peer pressure</li> <li>6. deal with the mood fluctuation</li> </ol> </li> <li>● Friendship               <ol style="list-style-type: none"> <li>7. <b>relationship between same and opposite sex friendship</b></li> </ol> </li> <li>● Dating, love and infatuation               <ul style="list-style-type: none"> <li>*Mainly focus in secondary school</li> <li>8. differentiation of love and like</li> <li>9. activities and attitudes in the dating</li> </ul> </li> <li>● Sexual harassment, abuse, violence and incest               <ol style="list-style-type: none"> <li>10. <b>strangers, acquaintance, relatives or family members could be the offenders in the sexual crime</b></li> <li>11. <b>prevent and help-seeking from sexual crimes</b></li> </ol> </li> </ul>
Marriage and family	<ul style="list-style-type: none"> <li>● The meaning of the family               <ol style="list-style-type: none"> <li>1. <b>identity and position of family members</b></li> </ol> </li> <li>● Interdependence of family members and relationships between the generations               <ol style="list-style-type: none"> <li>2. <b>harmonious family: responsibilities and right</b></li> <li>3. <b>privacy within each family member</b></li> </ol> </li> <li>● Family conflicts and their resolution               <ol style="list-style-type: none"> <li>4. conflict between siblings</li> <li>5. <b>good communication with family members</b></li> <li>6. emotional control</li> </ol> </li> <li>● Changing patterns within the family</li> </ul>

	<p>7. <b>different family pattern</b></p> <p>8. <b>treat equally without discrimination</b></p> <ul style="list-style-type: none"> <li>• Coping with changes in the family</li> </ul> <p>9. <b>deal with the stress by changes (parents divorce, new baby born, etc.)</b></p> <p>*Note that factors to consider in starting a family, marriage and lifetime commitments and parenting are excluded in primary school level</p>
Society and culture	<ul style="list-style-type: none"> <li>• Societal and cultural influences on sex</li> <li>• Gender role <ul style="list-style-type: none"> <li>1. <b>diminish gender prejudice and stereotype</b></li> </ul> </li> <li>• Sex and the social media <ul style="list-style-type: none"> <li>2. <b>influences on values and lifestyles</b></li> </ul> </li> <li>• Sex and the law <ul style="list-style-type: none"> <li>3. legal defending mechanism</li> </ul> </li> <li>• Sex, morality and ethics (similar to basic values in interpersonal relationships)</li> </ul> <p>*Note that all components are mainly focus in secondary school and societal and cultural influences on sex are excluded in primary school level</p>

Table 1) Highlights of the content of *the 1997 Guidelines* in primary school

### **1.3.2 Responsibility Transferred to other Organizations**

As a result of the non-mandatory nature of sexuality education in Hong Kong, the responsibility of teaching sexuality education is ‘outsourced’ to other non-governmental organizations (Appendix 1). The Family Planning Association of Hong Kong (FPAHK) is the earliest organization to conduct sexuality education and a few other organizations provide primary school students’ sexuality education. These organizations give professional talks in the assembly, present abundant and interesting teaching materials and workshops to students.

### **1.4 The Significance to implement Sexuality Education**

According to the Department of Health (2014), the purposes of implementing sexuality education are to let students understand the fundamental structure of male and female and the birth of life. By understanding the similarities and differences between male and female’s bodies and minds, establish and accept their gender identities and responsibilities, and to establish a foundation for friendship, love and relationship with others in the future. Sexuality education is a holistic education, which teaches individuals to accept themselves, to learn manners and skills in dealing with others, and to cultivate a sense of responsibility for others and themselves.

Liu (2000) mentioned when children receive sexuality education in the kindergarten stage, they are easier to regard sexuality education as a general matter and to explore it in an open-minded manner. And, the adolescent sexuality education study shown that the sexual maturity of adolescents is 1 year ahead for every 25 years within the 20th century (Yao,



2004). The sexual maturity period of the beginning of last century occurred at the age of 16 to 17, and in the end of the century it decreased to 12 to 13.

There are at least 80,000 pornographic websites in the world, which account for 15% to 20% of the total number of websites. Children can receive the wrong messages (information on sexual transactions and related crimes) from these websites easily. Unfortunately, there was a sadness like the case of the Primary 6 girl suspected of being overstressed by the first experience of the menstrual cycle, and finally committed suicide (The Sun, 2014). This revealed the insufficiency of sexuality education in school and Yao (2005) suggested the period of the most effective sexuality education is before the age of 13, the complete and all-round implementation of sexuality education is important for upper primary school students.

## **2. Literature Review**

### **2.1 The Global Trend of Sexuality Education**

The *International Technical Guidance on Sexuality Education* emphasized on the Comprehensive Sexuality Education that the curriculum must include accurate sex-related knowledge based on the age and culture of the students. A well-constructed comprehensive sexuality education should provide opportunities for school children to understand correct values, attitudes, learn to make judgments and improve their interpersonal communication.

The mode of sexuality education is regional and the content of each country is different (Appendix 2). For example, England instructs students gender fluidity and diverse family structures, Africa focuses on the abstinence and birth control and Vietnam focuses on the prevention on sexual abuse and risks of teenage abortion. Although the guidance emphasizes that the sexuality education is adjusted according to the local culture and religion, some informative and universal knowledge such as physical sex knowledge, contraceptive methods, etc. that all citizens should learn and should be included in the sexuality education of all countries.

Some criticism claim that the more sexuality education the students receive, the more curiosity they want to engage in the sexual activities and crimes. Using Sweden and the Soviet Union as the counter-argument, sexuality education was a compulsory education since 1956 in Sweden (Haavio-Mannila, 1971). The Swedes were relatively more open-minded towards sex, but after receiving the sexuality education, they learnt how to respect themselves, take good care of themselves and how to respect and love others. Therefore, the sexual crime rate in Sweden was seldom found. In contrast, the Soviet Union used to be a closed conservative country, which did not pay attention to the implementation of sexuality education, and thus the sexual crime rate was relatively high. Therefore, a successful and open-minded sexuality education can correct students' wrong or even distorted mindset towards sex.

To further respond to the criticism, *Newton* is an explicit program which performs large-scaled sex knowledge instruction such as french kissing a tomato, making a hickey with a vacuum cleaner, narrating simulated masturbation and sexual intercourse with a plastic

vagina and penis and performing puberty change by naked real-person model with showing face (Zadrozny, 2015). This exceptional program is popular among all ages in Norway and the professionals at the Institute of Psychology at The Norwegian University of Science and Technology ensured that the program will not harm children's psychological health and development (Kirsti & Cathrine, 2015). Even the program teaches how to implement sexual intercourse, it emphasizes children should understand themselves thoroughly and prepare well before having sex. The humorous delivery helps better instruct children and they are more willing to receive those messages.

## **2.2 The History of Sexuality Education in Hong Kong**

The history of sexuality education started from the 1970s and first initiated by some middle-class and religious girls schools (Li, 2001). FPAHK was established in 1950, but the first Youth Health Centre to extend the service to teenagers was founded in 1986. Before 1986, there were only a few number of schools implemented sex education and the content was limited to the biological changes of puberty, for the psychological and social aspects would be discussed mainly by FPA.

The discussion of sexuality education was at the peak in the 1980s, the main focus on the controversial topics such as premarital sex and unmarried pregnancy, however, the direction and focus of discussion on sexual issues are often swayed by the professionals. Therefore, the government intervened and the *Guidelines on Sex Education in Secondary Schools (the 1986 Guidelines)* was published in 1986 by Hong Kong Education Department Curriculum Development Council (CDC) to set out the principles and implementation methods for the

practice of sexuality education in all schools in Hong Kong, and also put forward practical suggestions for the course.

After publishing *the 1986 Guidelines*, CDC set up a working group in response to the questions and inquiry from the legislative council members and re-examined the implementation of sex education at school at that time. The final work of this group was to settle the current framework of sexuality education in schools. Also, EDB conducted a survey in 1987, 1990 and 1994 to examine the effectiveness of sexuality education in schools.

In 1987, the first sex-related educational television program was played by FPAHK and Radio Television Hong Kong (RTHK). In the meanwhile, Hong Kong citizens adapted western culture superficially, but still treated ‘Sex’ as a taboo (Wen & Cai, 1997). After a series of consultation and improvement based on *the 1986 Guidelines*, CDC (1997) published *the 1997 Guidelines* to teach students according to their developmental stages and should be students-centred. *The 1997 Guidelines* was edited and some themes were added to enrich the curriculum such as sexual orientation, sexual violence and obscenity publications, the targets were expanded to preschool and primary school students. *The 1997 Guidelines* is still in use today and no amendment has been made.

### **2.3 The Limitations in implementing Sexuality Education in Hong Kong**

Even sexuality education is not a brand new curriculum in Hong Kong, this is still a challenge to implement sexuality education all-roundly with the cultural context.

### **2.3.1 Under-valued and time restriction**

The Hong Kong education system is basically an ‘elite system’ that classifies students by means of examinations and assessments (Berry, 2011). *The 1997 guidelines* is only a reference for schools to implement sexuality education, but schools do not need to follow it mandatorily. The topic of sexuality education could be integrated into school curricula, in a way of ‘hidden curriculum’ (Jackson, 1968). For example, as a part of student's learning content in general studies, science, biology, ethics and religion, etc. EDB carried out an investigation in 1994. Most of the schools responded that they used the lesson of class teachers, school morning meetings or assemblies, moral education classes, specially arranged classes and extracurricular activities to implement sexuality education. However, most of the participants believed that it was difficult to arrange a special lesson to teach sexuality education with the tight teaching schedule. Only a few schools have incorporated sexuality education into formal courses as an independent subject.

No matter whether primary or secondary schools, there are many assignments and examinations for students, especially Primary 5-6 students as they are preparing for the examination for the secondary school entry. In the meanwhile, a large proportion of sexuality education is arranged in Primary 5-6 and due to the insufficient lessons, sexuality education is always being ignored or only partial content could be taught.

### **2.3.2 The Conservative Mind on sexuality education**

Wight et al. (2002) mentioned that most of the teachers have not received training on how to teach sexuality education. When they are teaching, they may easily feel embarrassed and do

not know how to deal with students' questions. It is not only due to the inadequacy on teachers' sex-related knowledge training, but also the conservative mind on sexuality education of the public.

There was an incident that attack the teachers' self-confidence on teaching, a series of programs of sexuality education courses in Hong Kong primary school, it included physical and mental changes in adolescence, as well as ethical issues such as dating, marriage and premarital sex. Before the show, each show provided a warning to suggest parents accompany their children to watch. In one of the sections, a group of Primary 1-2 students requested to paint the body changes after boys and girls grow up. Some students felt embarrassed at the beginning, but under the guidance of the teachers, they could all complete the work, and some of them introduced their works in front of the camera.

However, this part was complained by an audience that the content of the program was charged as child sexual assault. Since the act of painting the sexual organs of a human body was not indecent and no violation of children with warnings at the beginning of the show, so the complaint was disconfirmed and the program was allowed to be played on the television (Hong Kong Information Service Department, 2001). Even the final complaint was not accepted because of insufficient justification, it can be seen that the implementation of sexuality education in primary schools in Hong Kong is still full of obstacles and it reveals the general thought about sex in the society is conservative.

### **2.3.3 The Old-fashioned 1997 Guidelines**

*The 1997 Guidelines* has never been revised for more than 20 years. EDB has removed the only guidelines from the website, but has not uploaded the new guidelines. It is found that EDB is planning for a new sexual education curriculum document, which is expected to be launched within two or three years, but the original teaching materials still exist and the relevant topics were designed 10 years ago (the private photos scandal of Hong Kong actor) and the method of online dating still stay at ‘ICQ’ (an instant messaging software that today's teenagers rarely use it). In the current situation where Internet and mobile pornography are being more common and serious, the guideline is considered outdated since it does not cover current issues on Internet , mobile pornography and violent bullying.

Equal Opportunities Commission (2015) declared that there is a need to refine the scope of *the 1997 Guidelines* to make the content more comprehensive to assist children of all ages living in this changing sexual environment. Some sex-related topics such as precocity, sexual orientation, sexual assault and obscene publications need to be explored in depth.

### **2.3.4 No Follow-up Activities to Assess Students’ Learning Process by the Non-Governmental Organisation**

Cheung Man-chung, the ordinary executive committee member of HKPTA stated that these organizations will not follow up students’ performance nor assess if they can internalize the knowledge since they only approach the students a few times (Tai, 2018). Furthermore, according to Appendix 1, the target of most of the activities held in other organizations are

teenagers or secondary school students. It means that the need of sexuality education for primary school students is in a relatively low supply. Only Caritas, ECSA, FPAHK and HKFYG focus on primary school students in current years.

### **3. Research Questions**

Here are three research questions for this study:

Q1. To what extent is the effectiveness enough for the current sexuality education curriculum in primary school?

Q2. How do general studies teachers perceive the teaching design and arrangement of *The 1997 Guidelines*?

Q3. What are the challenges or difficulties when teaching sexuality education? How can general studies teachers overcome them?

### **4. Methodology**

#### **4.1 Research Purpose**

This study aimed to collect the opinion of teachers and students on the implementation of the current sexuality education curriculum. Surveys and interview were used to collect data to answer research questions. By completing and analyzing the survey results and the interview



questions, we may understand the attitudes and perceptions of students and teachers about sexuality education. Thus, inspirations could be gained for the improvement of the sexuality education curriculum in the future.

This research adopted a mixed research method, both quantitative and qualitative research design (Vogt, 2007). For quantitative methods, surveys were used for both students and teachers. Since the students and teachers selected for the survey were studying and teaching in local schools, and therefore Chinese was the language used in the survey to facilitate better communication and understanding (Appendix 3-4).

## **4.2 Participants**

There were two surveys planned for 30 general studies teachers and primary 6 students respectively. For teachers, since sexuality education is not an independent subject and most of the topics are related to general studies, therefore general studies teachers were the participants in the survey. The general studies teachers could be student teachers and in-service teachers who are now teaching general studies. The second part is an interview to share his/her opinion and current situation in teaching sexuality education.

One senior teacher who is now teaching in the interviewed school, with abundant teaching experience in sexuality education has been invited.

### 4.3 Questionnaire

The student survey is to understand participants' prior knowledge, attitude and value, situational judgment and personal experiences. In order to speed up the process, all question types are multiple choices, true or false questions, Likert-type rating scale, multiple-selection questions and tick in the boxes were used in the questionnaire design. All questions were related to the five main learning concepts taken from *the 1997 Guidelines* (Table 1), the content in bold were used for the quiz questions. Appendix 6 showed the relationship of each survey question and the corresponding component of *The 1997 Guidelines*.

For teacher survey, the questions are focused on the research questions. The question types were similar to students' version while teachers can type some comments and opinions if they wish. The students' online survey would conduct in the self-revision lesson for 35 minutes and the teacher survey would conduct online for 20 minutes.

Since the participants needed to answer the thoughts on sexuality education, that is a sensitive and controversial issue, the questionnaire would be implemented anonymously to ensure the privacy of the participants is protected (Ruane, 2005). The advantages of using survey instead of interview (qualitative research method) as a means to collect data was to save time. More opinion can be collected for the research (quantitative survey) and it also reduced the embarrassment when carrying out the interview face-to-face (Kelly, 2006).

#### **4.4 Interview**

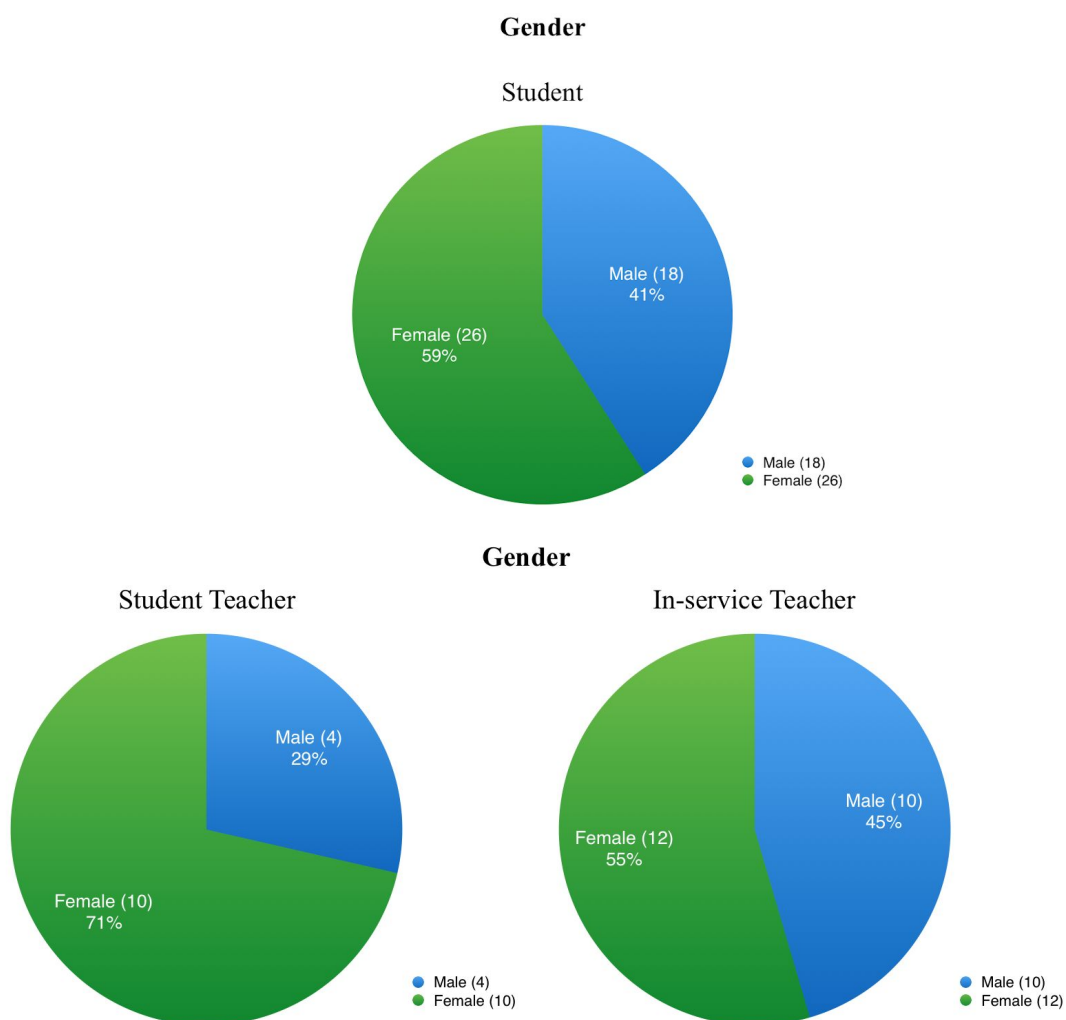
Furthermore, the qualitative research design, in-depth and structured interview for teachers would be carried out for better understanding of teachers' views on sexuality education (Appendix 5). The face-to-face interview may cause embarrassment, therefore phone interview and pseudonym (Miss Chan) in the transcription would be used.

### **5. Findings**

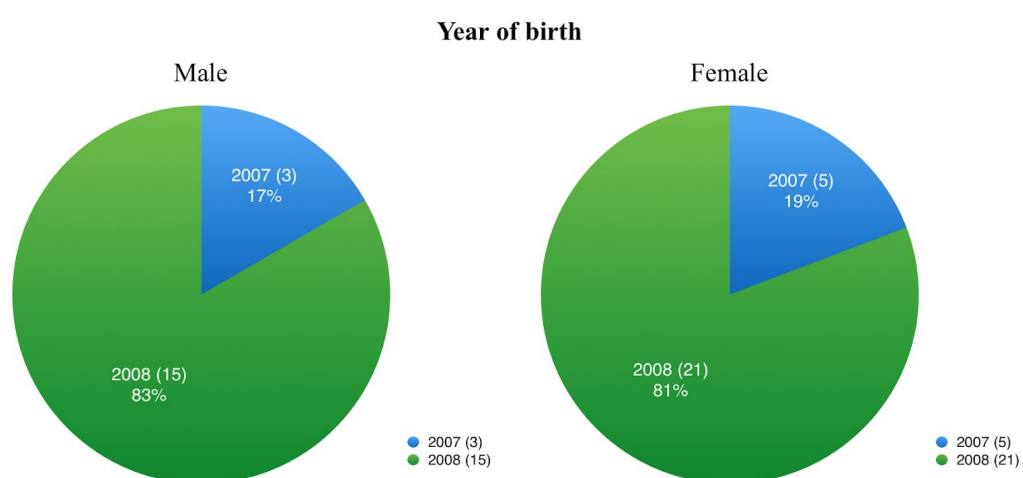
In the actual survey, there were 44 students and 36 teachers participated. The student survey and teacher interviewee were conducted teaching in an aided primary school, which was located in Tuen Mun. The findings were simplified in a brevity form for higher readability, and all of the detailed statistics can be referred to Appendix 9-10. The significant data are shown in figures and tables with the highest percentage of the responses are underlined. All of the interview questions and answers were translated into English for analysis. In case of any discrepancy between the English version and the Chinese version, the Chinese version shall prevail.

#### **5.1 Demographic Statistics**

For both student and teacher survey, the sex ratio of male to female is 40% : 60%. The following pie charts show the valid answers and the number in brackets represent the actual number of participants.

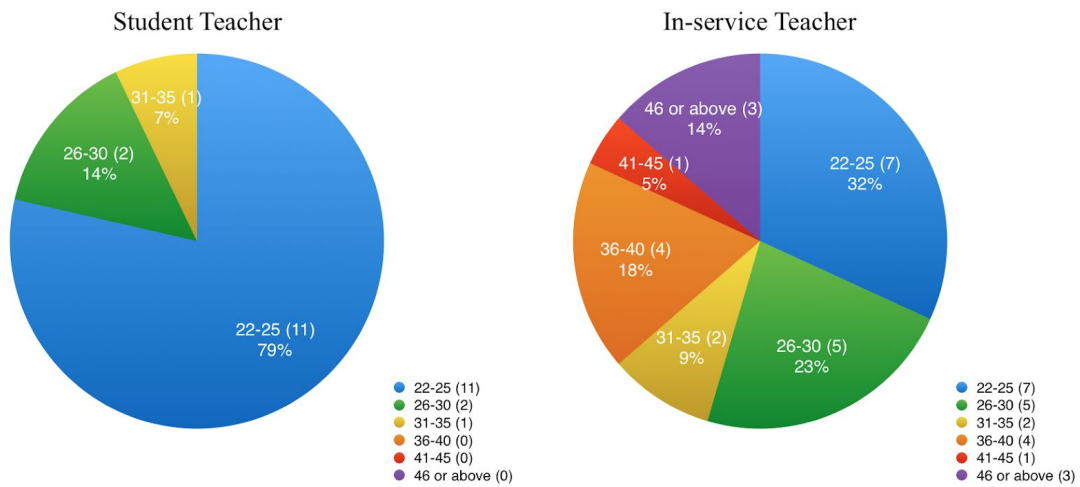


Pie chart 1-3) Gender of all participants



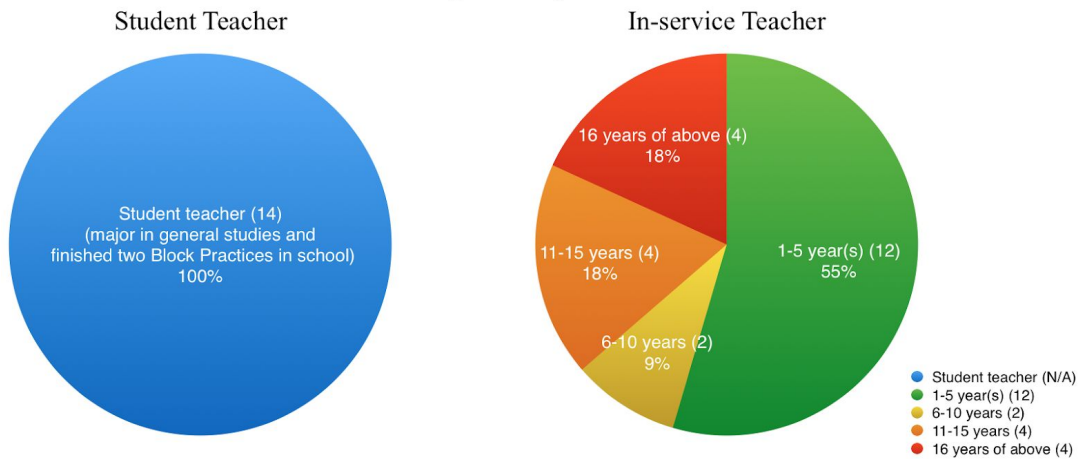
Pie chart 4-5) Year of birth of students

### Age



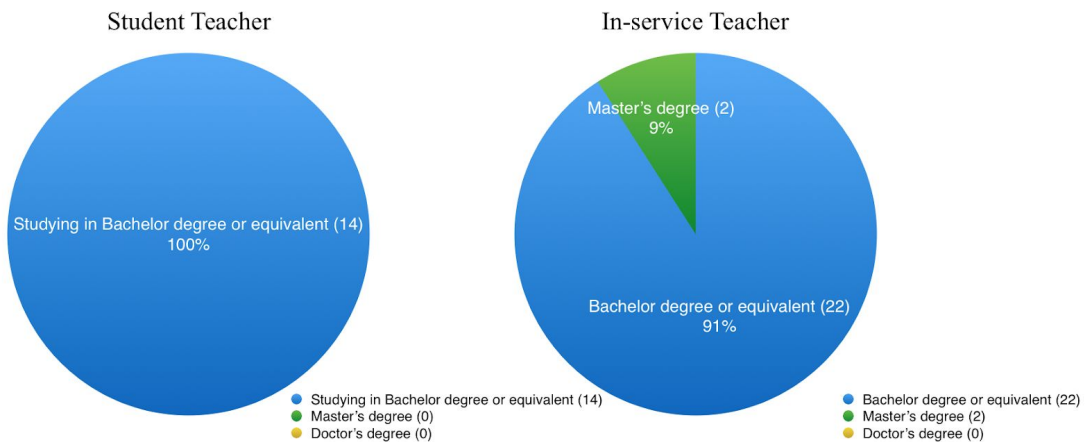
Pie chart 6-7) Age of teachers

### Teaching seniority



Pie chart 8-9) Teaching seniority of teachers

### Educational qualification



Pie chart 10-11) Educational qualification of teachers

## **5.2 Student survey**

The student survey is designed to figure out students' sex-related knowledge, attitude and value, judgment in different scenarios, and some opinions related to their school and own experiences. The components of each perspective are attached in Appendix 6. The pie charts represent the attitude of the participants and the answers of male and female students will be analysed separately.

### **5.2.1 Knowledge**

Students made correct answers for most of Questions 1-2 (at least 50% correct except Q1b and 1d) (Table 2-3). Apart from question 1f, 2a, 2e and 2i, female students performed better. However, students made more mistakes for questions about sexual harassment and sexual transmitted disease in Question 3d and Question 7. Table 3 shows that female students performed at least 10 percent better than male students and performance was poor in Questions 1-4.

Correct Percentage		
	Male	Female
1a) Girls generally begin puberty earlier than boys. (*True)	67%	69%
1c) Kissing can make a girl pregnant. (*False)	67%	92%
1e) Why do the boys' voices change? (*Secondary sex characteristic)	100%	100%
1f) Which of the following is the correct description of wet dreams? (* Male ejaculation during sleeping)	89%	81%
2a) Growth of height (*Unisex)	100%	85%
2b) Gain in weight (*Unisex)	94%	100%
2c) Growth of beards (*Male)	89%	92%
2d) Appearance of Adam's apple bumps (*Male)	94%	96%
2e) Breast development (*Female)	100%	92%
2f) Fat accumulation and widening of buttocks (*Female)	50%	77%
2g) Appearance of pimples and body odor (*Unisex)	67%	96%
2h) Appearance of armpit and pubic hair (*Unisex)	78%	88%
2i) Widening of shoulder (*Male)	56%	50%

Table 2) Correct percentage of Question 1-2

Correct Percentage (* = Correct answer)				
		Male	Female	Difference (Female - Male)
Q1 Reproductive system and physiology knowledge	b) Girls can wash their hair during menstruation. (*True)	44%	62%	<b>18%</b>
	c) Kissing can make a girl pregnant. (*False)	67%	92%	<b>25%</b>
	d) Because women can conceive and men cannot, only women have the ability to reproduce. (*False)	11%	19%	<b>8%</b>
Q2 Body change during puberty	f) Fat accumulation and widening of buttocks. (*Female)	50%	77%	<b>27%</b>
	g) Appearance of pimples and body odor. (*Unisex)	67%	96%	<b>29%</b>
Q3 Sexual transmitted diseases	d) Which of the following is NOT a route of transmission of AIDS? (*Kiss someone with HIV)	33%	42%	<b>9%</b>
Q7 Sexual harassment, assault, violence and incest	b) In many cases of sexual harassment, the perpetrator is someone the victim does not know. (*False)	44%	50%	<b>6%</b>
	b) If someone has been a victim of sexual assault, he/she should change his/her clothes or bathe immediately to keep his/her body clean. (*False)	33%	38%	<b>5%</b>

Table 3) Correct percentage of Question 1-2, 3d and 7



### 5.2.2 Attitude and Value

Female students hold a more conservative mind than male for sexual behavior and sexual transmitted diseases (Question 3). Female students believe that masturbation is guilty and harmful to one's health, and they are more reluctant to get along with someone who has AIDs. On the contrary, the responses of male and female students show the same trend in friendship and family (Question 8-9). In friendship type question, they agree that they like playing with friends of the same sex more than the opposite sex. For questions about family, more than 60% of students hold a positive attitude to all questions. Table 4 combined the responses of all the attitude and value type questions into agree and disagree options.

		Male		Female	
		Agree	Disagree	Agree	Disagree
Q3 Sex impulse	a) I think masturbation is bad for the body and I feel guilty.	28%	<u>72%</u>	<u>77%</u>	23%
Q3 Sexual transmitted diseases	b) If my family members or friends are infected with HIV, I will still be with them as before.	<u>78%</u>	22%	39%	<u>61%</u>
	c) I am willing to go to school with someone infected with HIV.	<u>78%</u>	22%	46%	<u>54%</u>
Q8 Friendship	a) I like to play with friends of the same sex.	<u>100%</u>	0%	<u>96%</u>	4%
	b) I like to play with friends of the opposite sex.	<u>83%</u>	17%	<u>81%</u>	19%
	c) I prefer to play with friends of the opposite sex than with friends of the same sex.	33%	<u>67%</u>	20%	<u>80%</u>

Q9 Family	a) Some of my classmates come from different types of families, such as single parent or adoption, but I won't make fun or exclude them.	<u>88%</u>	12%	<u>96%</u>	4%
	b) Although I have a close relationship with my family members, I know they all need their own privacy.	<u>100%</u>	0%	<u>96%</u>	4%
	c) I enjoy discussing my body development (puberty) with my parents.	<u>72%</u>	28%	<u>61%</u>	39%
	d) If there is a new change in the family (such as the birth of a sibling or the moving out of a married brother), I can express my feelings with my family with appropriate emotions.	<u>94%</u>	6%	<u>92%</u>	8%
	e) I know that every family member has his/her own position and responsibility, and my responsibility is to study hard.	<u>100%</u>	0%	<u>96%</u>	4%
	f) If dad comes home from work feeling tired, I am happy to give him a massage to relax and share the pressure.	<u>100%</u>	0%	<u>96%</u>	4%

Table 4) Responses of Question 3a-b, 8 and 9

Table 5 sums up the students' responses for questions about social media and gender role (Q10), students tended not to rely on the social media to obtain sex-related information. In the meanwhile, both boys and girls do not agree with the gender stereotype statements generally.

	Male			Female		
	Agree	Neutral	Disagree	Agree	Neutral	Disagree
a) I think sex-related information on the Internet, magazines or on TV is very reliable.	11%	33%	<u>56%</u>	4%	31%	<u>65%</u>
b) Men are strong and women are weak.	11%	17%	<u>72%</u>	0%	8%	<u>92%</u>
c) Girls can like playing football and boys can like playing Barbie.	<u>73%</u>	17%	12%	<u>61%</u>	19%	20%
d) Crying of men represents cowardice.	16%	28%	<u>56%</u>	4%	15%	<u>81%</u>

Table 5) Responses of Question 10

### 5.2.3 Situational Judgment

Question 4-6 were situational hypotheticals that need students to make judgment. They were required to think about what reaction they would most possibly make when they were facing sexual harassment by strangers, friends and family members respectively. Both male and female made similar choices. The most common ways to defend were to escape immediately, tell the person that he/she dislikes and tell someone he/she trusts after leaving. For all situations, option ‘vent on the online discussion forums’ was the least common way for students, only 1 boy considered this way to defend against his friend and family member respectively.

According to Fig. 2.3.1-3 (Appendix 8), none and only one of the girls selected 'fight back' when their friend and family member sexually harassed them respectively, while 7 and 5 boys would do so when their friend and family member sexually harassed them respectively. In addition, a slightly higher percentage of girls chose active methods than boys. Table 6 summarises all the ways they chose according to active and passive methods. From the table, students mainly chose active methods to defend themselves, rather than passive methods.

		Male		Female	
Methods		Number of response(s)	% of total number of students	Number of response(s)	% of total number of students
Q4 Stranger	Passive	14	39%	21	40%
	Active	22	41%	43	55%
Q5 Friend	Passive	15	42%	17	33%
	Active	28	52%	46	59%
Q6 Family member	Passive	4	11%	19	37%
	Active	25	46%	40	51%

- Note that option ‘afraid and don’t know how to react’ and ‘escape immediately’ are categorized into passive methods. ‘Tell to he/she that you don’t like it’, ‘fight back’ and ‘ask for help from someone you trust after you leave’ are classified into active methods.
- Option ‘vent on the online discussion forums’ is excluded since the number of responses is very few, it will be covered in the discussion section.
- The percentage of total number of students may not equal to 100% as these are multiple choices.

Table 6) Responses of Question 4-6

Questions 11-13 were to understand how students and their parents perceive different activities, statements, occupation and personalities are more masculine or feminine.

According to Fig. 2.2.4-5, the choices were similar and most activities and personalities were supposed to be unisex. Albeit near 40% of male students, their father and mother agreed that nurse was more appropriate for female, more than 60% female students believed that this was a unisex career. At the same time, there was also nearly half of students and their parents thought that Chibi Maruko Chan (櫻桃小丸子) was for girls. For fathers' opinions, none of them agreed that saying foul languages, irascibility and watching Avengers were suitable for females. For students' mothers, nearly 30% of them agreed that cooking, doing laundry and sweeping were for females, while less than 20% of students' fathers agreed so.

#### **5.2.4 School and Personal Experiences**

In Question 14-15, students learnt sex-related knowledge mainly from teachers (Fig. 2.4.1-2). All female students liked learning it from teachers and 92% of male students (12 out of 13) did it. And, 90% of male students liked learning sex-related knowledge via the Internet, while only 40% of female students did it. The second and third common way to learn sex-related knowledge was from parents for girls and boys respectively, 83% and 59% of male and female students enjoyed learning it from their parents. On the other hand, the least common ways that students would consider to gain knowledge were from the social workers, relatives and relevant counseling organizations.

When asking what sex-related knowledge that they wanted to learn in Question 16 (Fig. 2.4.3), the answer was quite different between different gender. Male students wanted to learn about gender psychological difference (91%), sexual behavior (50%) and body care (39%).

For females, they wanted to learn body care (62%), body structure (58%) and pregnancy and birth (35%). The least option for both genders were sexual transmitted diseases and sexual harassment. In addition, only 11% and 17% of the boys would like to know more about ‘contraception and abortion’ and ‘pregnancy and birth’ respectively.

In Question 17, more than half of the girls agreed that all school activities were effective in learning about sex-related knowledge. Nearly 90% of them answered monthly / weekly assembly, sexuality education theme week and lectures or activities held by other organizations were quite or very useful. Whereas, only half of the boys agreed these activities were effective for gaining sex-related knowledge. Worse still, 50% and 30% of boys and girls considered online resources in the school Intranet as an ineffective method to broaden their horizons. Table 17 combined students’ responses into effective and ineffective options.

	<b>Male</b>		<b>Female</b>	
	<b>Effective</b>	<b>Ineffective</b>	<b>Effective</b>	<b>Ineffective</b>
Monthly / Weekly assembly	<u>44%</u>	39%	<u>89%</u>	8%
Sexuality education theme week	<u>50%</u>	17%	<u>85%</u>	4%
Online resources in the school Intranet	17%	<u>50%</u>	<u>54%</u>	30%
Lectures or activities held by other organizations	<u>61%</u>	23%	<u>89%</u>	8%
<ul style="list-style-type: none"> <li>The percentage of total number of students may not equal to 100% as some students answered ‘My school does not conduct this activity’. These answers will not be counted since these activities were held in the participating school, verified by Miss Chan (interviewee).</li> </ul>				

Table 7) Responses of Question 17

In Question 18, male students answered a relatively more positive evaluation in the sexuality education lesson than female. Only very few students disagreed with these statements and Table 8 integrated all of the students' evaluation into 3 categories: agree, neutral and disagree.

	Male			Female		
	Agree	Neutral	Disagree	Agree	Neutral	Disagree
a) I am satisfied with the activities in the sexuality education class.	<u>72%</u>	22%	6%	31%	<u>69%</u>	0%
b) I think the number of sexuality education classes in school is enough.	<u>72%</u>	22%	6%	<u>62%</u>	38%	0%
c) The content of the sexuality education course is useful.	39%	<u>61%</u>	0%	<u>62%</u>	38%	0%
d) I think sexuality education deserves to be a compulsory subject.	<u>50%</u>	33%	17%	23%	<u>65%</u>	12%
e) I like the way teachers teach sexuality education.	<u>70%</u>	22%	6%	23%	<u>73%</u>	4%

Table 8) Responses of Question 18

Question 19 aimed to understand students' personal experiences. Around 90% of the male and female students had little or none experience of being teased or teased others' body development. Boys tended to tell dirty jokes and stories than girls and boys heard these jokes more often than girls. Moreover, boys deliberately touched others' private parts or being touched more frequently than girls. Compared with telling dirty jokes, the proportion of being touched (22%) touching others (11%) are smaller. Furthermore, 70% and 50% of the female

and the male students would like to escape from talking about sex-related topic. Table 9 combined all of the students' responses into 'sometimes or always' and 'never or seldom'.

	<b>Male</b>		<b>Female</b>	
	<b>Sometimes or Always</b>	<b>Never or Seldom</b>	<b>Sometimes or Always</b>	<b>Never or Seldom</b>
a) I was teased by my schoolmates(s) because of my body development.	11%	<u>89%</u>	12%	<u>88%</u>
b) I teased people about their body development.	11%	<u>89%</u>	4%	<u>96%</u>
c) Someone told me dirty jokes / stories.	<u>67%</u>	33%	35%	<u>65%</u>
d) I told dirty jokes / stories to other(s).	39%	<u>61%</u>	0%	<u>100%</u>
e) Someone has deliberately touched my private parts.	22%	<u>78%</u>	4%	<u>96%</u>
f) I have deliberately touched someone's private parts.	11%	<u>89%</u>	0%	<u>100%</u>
g) When it comes to sex-related topic, I tend to explore rather than avoid it.	50%	50%	31%	<u>69%</u>

Table 9) Responses of Question 19

Even students expressed that they loved learning sex-related knowledge from teachers in Question 15. However, in Question 20 (Fig. 2.4.30-31), only 6% boys and 8% girls were very confident to talk about sex with teachers. Although parents and teachers were the main channel for them to know the sex-related knowledge in question 14, about one third of the



boys had never tried to talk about it with their parents and teachers before. In addition, more than 60% of boys never talked to their friends of opposite sex about this topic. Girls were more confident to talk to their parents (31%) and friends of same sex (27%). Only around 20% of girls never tried to talk about sex-related topic with their parents, friends of same and opposite sex and teachers.

### **5.3 Teacher survey**

The teacher survey was designed to answer the research questions 1, 2 and 3. The components and focus of each question were attached in Appendix 7. The statistics of 14 student teachers and 22 in-service teachers are analysed separately.

#### **5.3.1 Research Question 1: To what extent is the effectiveness enough for the current sexuality education curriculum in primary school?**

In Question 1, most teachers did not agree sexuality education was necessary to become an independent subject. Moreover, more than a half of student teachers think that it was embarrassing to teach, while only one fourth of in-service teachers thought so. Table 10 lists the views of teachers on the current sexuality education curriculum.

	Student teacher		In-service teacher	
	Agree	Disagree	Agree	Disagree
a) I think schools should make sexuality education an independent subject.	14%	<u>86%</u>	32%	<u>68%</u>
b) I think it is embarrassing to teach sexuality education.	<u>57%</u>	43%	27%	<u>73%</u>
c) I think schools have enough resources for sexuality education.	14%	<u>86%</u>	5%	<u>95%</u>
a) I think students are embarrassed when they go to sexuality education lessons.	<u>79%</u>	21%	<u>64%</u>	36%

Table 10) Responses of Question 1

Question 2 required teachers to list the activities to promote sex-related knowledge in schools or placement schools for student teachers. The most common activities were lectures or activities held by other organizations (69%), sexuality education theme week (56%) and monthly or weekly assembly (39%). In addition, The Family Planning Association of Hong Kong (FPA) was the organization commonly invited by schools. Thanks to the convenience of time and lesson arrangement, about 60% of all teachers said that lessons or activities in school were more effective than lectures or activities held by other organizations. On the contrary, the opposing opinion believed the lecturers were more professional and experienced than school teachers. The detailed reasons and views are shown in Fig. 3.1.15 (Appendix 9).

In Question 3, 71% and 50% of student and in-service teachers considered primary 4-6 the best stage to start learning sexuality education, while only 14% and 36% of student and in-service teachers voted for primary 1-3. In Question 4, nearly 80% of all teachers agreed

that both male and female teachers can teach all students. There was around 10% for both student and in-service teachers agreed that female teachers are suitable to teach all students while none of them thought that it was better to teach by male teachers. When it came to the gender specific subjects, around 70% of all teachers believed that there was not necessary to teach in the single-sex classes.

### 5.3.2 Research Question 2: How do general studies teachers perceive the teaching design and arrangement of *The 1997 Guidelines*?

In the box plot (Fig. 3.2.1), it indicated the rating of the effectiveness of *The 1997 Guidelines* to meet the needs of students. The score range of student teachers were 0 to 7, and in-service teachers are 2 to 9. Their median scores were both about 5. However, half of the student teachers and in-service teachers scored 0 to 4.5 and 4-9 respectively. The maximum and minimum score of in-service teachers were both higher than student teachers by 2. The mean of both teachers were similar and their difference of standard deviation was 0.3, which was a small number and meant that the scores were concentrated and no extreme values within the data.

Fig. 3.2.2-3 listed the thoughts about *The 1997 Guidelines*, most of the teachers expressed that it was too outdated and worried about the lesson feasibility of teaching time, resources and experiences.

	Student teacher	In-service teacher
Mean	4.21	4.55
Standard deviation	2.11	1.80

Table 11) Statistics of Question 5a

According to Fig. 3.2.4-5, Table 12 enumerated the suggestion of the teaching curriculum for secondary schools, that can be advanced to the primary school level. The most rated for junior and senior secondary topic are classification of sexual harassment and assault and gender identity role. The topics mentioned were actually the further learning of primary syllabus. Moreover, only 45 and 56 votes from student teachers and in-service teachers for secondary 1-3 topics, while 70 and 73 votes for secondary 4-6 topics.

<i>Teaching curriculum (Secondary school level)</i>		<i>Student teacher</i>	<i>In-service teacher</i>
<i>Q6</i>  <i>Secondary 1-3</i>	The classification of sexual harassment and assault	93%	68%
	Sexual orientation	57%	32%
	Social and emotional issues related to sex (e.g. casual sex, incest, sexual harassment)	50%	36%
	The influence of popular culture, peer pressure and mass media on sexual attitudes	29%	36%
	Knowledge of circumcision	21%	27%
	Ways to handle of sexual drives	21%	18%
	More about incest (social, ethics and biological perspectives)	21%	18%
	Accidental pregnancy	21%	14%
	Birth control principles	7%	5%
<i>Q7</i>  <i>Secondary 4-6</i>	Gender identity and role	93%	60%
	Causes and implications of abnormal and role (e.g. voyeurism, transvestism and indecent exposure)	64%	45%
	Self-examine the breasts and testicles	64%	36%
	Sexually Transmitted Diseases (STD)	50%	45%
	Responsible sexual behavior	50%	27%

Dealing with sexual impulse	43%	32%
Abortion	43%	23%
Contraceptive methods	43%	23%
The correct way to use condoms	29%	27%
Adoption	14%	5%
Pre-marital, prenatal and postnatal examinations	7%	9%

Table 12) Responses of Question 6-7

Questions 8-12 were to understand how teachers perceived the earliest grade that schools can teach for different learning topics. Generally, students teachers believed that all topics could be started from primary school level except parenting. On the contrary, in-service teachers mostly agreed that the concept of unwanted pregnancy, starting a family, marriage, parenting, sex and the law, morality and ethics are for secondary school students. Table 13 summarised the results of Question 8-12.

	Student teacher			In-service teacher		
	Primary 1-3	Primary 4-6	Secondary level	Primary 1-3	Primary 4-6	Secondary level
a) Human sexuality	<u>50%</u>	<u>50%</u>	0%	<u>64%</u>	22%	14%
b) Reproductive system and physiology	21%	<u>79%</u>	0%	23%	<u>72%</u>	5%
c) Puberty	29%	<u>71%</u>	0%	0%	<u>95%</u>	5%
d) Self-image and self-concept	35%	<u>65%</u>	0%	10%	<u>85%</u>	5%
e) Sex identity and orientation	21%	<u>72%</u>	7%	9%	<u>64%</u>	27%
f) Emotions	42%	<u>58%</u>	0%	41%	<u>50%</u>	9%

Table 13) Responses of Question 8

	Student teacher			In-service teacher		
	Primary 1-3	Primary 4-6	Secondary level	Primary 1-3	Primary 4-6	Secondary level
a) Handling of sexual drives	7%	<u>72%</u>	21%	10%	<u>76%</u>	14%
b) Bodily privacy	<u>50%</u>	<u>50%</u>	0%	<u>64%</u>	32%	5%
c) Sexual habits and behaviors	0%	<u>79%</u>	21%	5%	<u>63%</u>	32%
d) Sexually transmitted diseases	7%	<u>79%</u>	14%	0%	<u>64%</u>	36%
e) Contraception	0%	<u>64%</u>	36%	0%	<u>55%</u>	45%
f) Unwanted pregnancies	0%	<u>64%</u>	36%	0%	<u>50%</u>	<u>50%</u>
g) Personal body care	35%	<u>58%</u>	7%	32%	<u>54%</u>	14%

Table 14) Responses of Question 9

	Student teacher			In-service teacher		
	Primary 1-3	Primary 4-6	Secondary level	Primary 1-3	Primary 4-6	Secondary level
a) Basic values	<u>79%</u>	21%	0%	46%	<u>49%</u>	5%
b) Personal skills	<u>56%</u>	37%	7%	32%	<u>59%</u>	9%
c) Friendship	<u>78%</u>	22%	0%	<u>63%</u>	32%	5%
d) Dating, love and infatuation	29%	<u>64%</u>	7%	9%	<u>82%</u>	9%
e) Sexual harassment, abuse and violence	42%	<u>58%</u>	0%	27%	<u>64%</u>	9%
f) Incest	0%	<u>86%</u>	14%	0%	<u>59%</u>	41%

Table 15) Responses of Question 10

	Student teacher			In-service teacher		
	Primary 1-3	Primary 4-6	Secondary level	Primary 1-3	Primary 4-6	Secondary level
a) The meaning of the family	<u>86%</u>	14%	0%	<u>68%</u>	23%	9%
b) Interdependence of family members and relationships between the generations	<u>72%</u>	28%	0%	<u>73%</u>	27%	0%
c) Family conflicts and their resolution	<u>57%</u>	43%	0%	32%	<u>59%</u>	9%
d) Changing patterns with the family	<u>50%</u>	43%	7%	32%	<u>63%</u>	5%
e) Coping with changes in the family	43%	<u>57%</u>	0%	27%	<u>68%</u>	5%
f) Factors to consider in starting a family	36%	<u>43%</u>	21%	18%	27%	<u>55%</u>
g) Marriage and lifetime commitments	7%	<u>50%</u>	43%	5%	13%	<u>82%</u>
h) Parenting	7%	43%	<u>50%</u>	0%	14%	<u>86%</u>

Table 16) Responses of Question 11

	Student teacher			Student teacher		
	Primary 1-3	Primary 4-6	Secondary level	Primary 1-3	Primary 4-6	Secondary level
a) Societal and cultural influences on sex	7%	<u>57%</u>	36%	32%	<u>41%</u>	27%
b) Gender roles	21%	<u>65%</u>	14%	15%	<u>76%</u>	9%
c) Sex and mass media	14%	<u>57%</u>	29%	5%	<u>77%</u>	18%
d) Sex and the law	0%	<u>64%</u>	36%	0%	41%	<u>59%</u>
e) Sex, morality and ethics	0%	<u>64%</u>	36%	0%	45%	<u>55%</u>

Table 17) Responses of Question 12

### 5.3.3 Research Question 3: What are the challenges or difficulties when teaching sexuality education? How can general studies teachers overcome them?

In Question 13, Teachers agreed that they sometimes or always use the keystones for most situations. However, around 70% of all teachers never or seldom provided learning opportunities for direct observation in classes.

	Student teacher		In-service teacher	
	Sometimes or Always	Never or Seldom	Sometimes or Always	Never or Seldom
a) Use the right vocabulary so that students know it is appropriate to talk about sex.	<u>86%</u>	14%	<u>95%</u>	5%
b) Students are welcome to ask questions to enhance their learning interest.	<u>79 %</u>	21%	<u>91%</u>	9%
c) Provide learning opportunities for direct observation.	36%	<u>64%</u>	23%	<u>77%</u>
d) Provide a variety of learning resources to satisfy their curiosity.	<u>64%</u>	36%	50%	50%
e) Do not use stereotyped or discriminatory language.	<u>86%</u>	14%	<u>91%</u>	9%
f) Tell students directly and clearly what is appropriate and inappropriate behaviors without making them feel guilty.	<u>79%</u>	21%	<u>86%</u>	14%
g) Encourage students to express their feelings and ideas.	<u>93%</u>	7%	<u>91%</u>	9%



h) Help students understand the impact of their actions on others.	<u>93%</u>	7%	<u>86%</u>	14%
i) Teach students that their bodies belong to them and have the right to decide who can touch them.	<u>71%</u>	29%	<u>91%</u>	9%
j) Be a role model to show how to respect and care for others.	<u>93%</u>	7%	<u>95%</u>	5%

Table 18) Responses of Question 13

Question 14 is a hypothetical question to understand what response teachers would make if they encountered different scenarios in the school. Refer to Fig. 3.3.21-22, only 5% of in-service teachers would pay no attention to ‘make fun of others because of their body development’ and ‘Unintentional touching others’ private area’. In most cases, both student and in-service teachers would take counselling as the means to teach students’ correct values.

	Severity	Student teacher	In-service teacher
a) Make fun of others because of their body development	lenient or no punishment	<u>93%</u>	<u>95%</u>
	take it seriously	7%	5%
b) Tell dirty jokes	lenient or no punishment	<u>86%</u>	<u>95%</u>
	take it seriously	14%	5%
c) Unintentional touching others’ private area	lenient or no punishment	<u>93%</u>	<u>95%</u>
	take it seriously	7%	5%
d) Deliberately touching others’ private area	lenient or no punishment	50%	32%
	take it seriously	50%	<u>68%</u>

- Note that options ‘pay no attention’, ‘counselling’ and ‘verbal warning’ are categorized into lenient or no punishment. ‘Parental notification’ and ‘punishment’ are classified to take it seriously.

Table 19) Responses of Questions 14

Question 15 listed 9 difficulties that teachers might face when teaching a sexuality education lesson. A majority of student teachers agreed that all of the difficulties in class were sometimes or always challenging. Besides distrust and objections from students’ parents, in-service teachers were in the same predicament.

	<b>Student teacher</b> <b>Sometimes</b> <b>Never</b> <b>or</b> <b>or</b> <b>Always</b> <b>Seldom</b>		<b>In-service teacher</b> <b>Sometimes</b> <b>Never</b> <b>or</b> <b>or</b> <b>Always</b> <b>Seldom</b>	
a) Insufficient teaching time	<u>64 %</u>	7%	<u>81%</u>	9%
b) Inadequate training to teach sexuality education	<u>71%</u>	0%	<u>81%</u>	10%
c) Lack of professional advice	<u>71%</u>	0%	<u>81%</u>	9%
d) Feeling embarrassed	<u>57%</u>	14%	<u>59%</u>	32%
e) Inadequate teaching resources and materials	<u>71%</u>	0%	<u>82%</u>	9%
f) Other teachers are reluctant to participate	<u>43%</u>	29%	<u>62%</u>	29%
g) Distrust and objections from students’ parents	<u>43%</u>	28%	23%	<u>68%</u>

h) The openness and acceptance of schools are low	<u>50%</u>	21%	<u>64%</u>	27%
<ul style="list-style-type: none"> <li>The percentage of total number of teachers may not equal to 100 since some of them answered ‘not applicable’ (no teaching sexuality education experience) and their answers are hidden.</li> </ul>				

Table 20) Responses of Question 15

## **6. Discussion**

### **6.1 Students performed well in physiological knowledge aspect**

For the reproductive system and physiology knowledge (Q1) and body change during puberty (Q2) questions, all students performed well and achieved at least 50% correct rate.

For the questions of why boys’ voices change (Q1e), growth of height (Q2a), gain in weight (Q2b) and breast development (2e), nearly 100% of students answered them correctly.

The above results were not surprising since they have had reproductive systems and puberty knowledge in the subject of primary 5 general studies. Referring to Appendix 10, Miss Chan noticed that *‘Today’s children are very smart, they know what the teacher wants and they will speak out the standard answer to entertain the teacher (T1).’* Therefore, students could handle the knowledge part questions well as they were skilled to answer teachers’ questions. In order to let students receive more practical and useful information under the lesson with extremely limited time, the content of any biological knowledge could be shortened.

## **6.2 Students performed poorly on questions that were about the opposite sex**

Even students performed well in physiological knowledge questions, they could not show the same performance in the questions which were about the opposite sex. In the girl-related Question 1b (girl can wash their hair during menstruation), 1c (kissing can make a girl pregnant) and 2f (fat accumulation and widening of buttocks), the correct percentage of girls were higher than boys for at least 20% (Table 2,3). On the contrary, boys performed better in question 1f (the correct description of wet dreams) than girls by 8%.

This phenomenon could be explained by Question 16 (multiple choices on the topic that students would like to know more). In Fig. 2.4.1-2, the most rated topics were body care and body structure for both genders. Both topics were related to their own sex, for example, the proper use of sanitary napkins was for girls and the circumcision instruction was for boys. On the other hand, there were only 11% and 17% of boys who wanted to learn ‘contraception and abortion’ and ‘pregnancy and birth’ respectively. To improve this situation, gender specific classes could be reduced so that knowledge to both sexes could be delivered to every student.

## **6.3 Rearrange and put emphasis on specific topics**

Students not only performed badly in questions about the opposite sex, but also on some specific topics. For question about sexually transmitted diseases (Q3d), only around 30% and 40% of male and female students answered it correctly. Moreover, only 40% of students understood the questions about sexual harassment (Q7a-b).

This could be justified by the low learning interest in Question 16. Sexual assault and sexually transmitted diseases were the least concern of students. There were only 20% and 10% of them intended to explore more in sexual assault and sexually transmitted diseases respectively. In addition, Question 4-6 aimed to understand how students would react if they encounter sexual harassment from stranger, friend and family member respectively. Although 10% more of students chose active methods than passive methods, there were barely a half of the students took active method in case of sexual harassment (Table 6). It revealed that students could not make the appropriate judgment when they are in danger.

According to Miss Chan, she agreed that these topics are very important, *“It is because the consequences will be disastrous, if they are being sexually assaulted unfortunately or do something illegal in the future (T2).”* Therefore, schools could tailor-made or rearrange the teaching schedule to fit their students’ needs and put more effort on constructing correct values and knowledge towards sexually transmitted diseases and sexual harassment.

#### **6.4 In-class lessons and activities from other organizations are complementary, while the role of the teacher cannot be ignored**

In Question 2d of the teacher survey, teachers showed the advantages of both in-class lessons and activities by other organizations. For the in-class lessons, teachers could have a better lesson arrangement and time control in class. For the activities by other organizations, the lecturers were more experienced to provide useful information to students. As *The 1997 Guidelines* only presented a brief outline and have no concise and concrete teaching

arrangement for schools, all the teaching content and modes are designed by schools. Some schools might rely on other organizations because of the provision of professional and abundant teaching resources. In Question 2a of the teacher survey, there was only 40% of teachers who chose ‘create a friendly conversation’, while the number choosing the option of ‘lectures or activities by other organizations’ was doubled. Nevertheless, instead of counselling organizations, almost all students liked learning sex-related knowledge from teachers (Q15 of student survey). In the meanwhile, there were  $\frac{1}{3}$  and  $\frac{1}{4}$  male and female students who had never tried to communicate with teachers about sex-related topics (Q20 for student survey).

There is another interesting finding, 45% of male students liked learning sex-related knowledge from the Internet, while a half of them believed that online sex-related resources in the school Intranet were ineffective. It may expose the problem of online resources in the school Intranet were boring and not appealing. Miss Chan mentioned the online resources from End Child Sexual Abuse Foundation (ECSAF) were good for students:

*ECSAF online platform can fully fit students' preferences, this platform let the students design a doll which belongs to them. Similar to the online game that they like, they can pick a name, gender and clothes for the doll. After completing a game level with correct answers, they can select new clothes to make their dolls more beautiful. They can put them in the game to consolidate learning. Since this online platform can be played at home, their family members could also learn and play together (T3).*

Furthermore, Miss Chan denoted that:

*ECSAF helped us prepare sexuality education theme week and they have a series of teaching materials, online resources and even teaching plans for us... However, they are not always available to come every year. Apart from time conflict between the school and organizations, they also hope to maximize the audiences and targets. They would rather visit more schools than only going to the same school every year (T4).*

In order to integrate the benefits for the two parties, teachers in school could spend more time on daily conversation with students about sex-related topics, to promote the chance for students to share their opinions and curiosity during the discussion. Simultaneously, it is worried that students might access to (wrong) sex information on the Internet in society with advanced technology. Therefore, other organizations could seize the opportunities of students who enjoy learning these knowledge from the Internet, to provide more interesting online resources with correct knowledge and values for students' self-learning after school.

## **6.5 The conservative atmosphere**

The following questions showed that female students were more conservative in this field. In Question 3a about sex impulses, 78% of girls tended to think masturbation was bad for the body and felt guilty, while only 28% of boys agreed with this statement. In Questions 3b-c about the attitude towards the sexually transmitted diseases, around 80% and 40% of boys

and girls would treat their family members and friends as usual and willing to go to school with someone, even if they are infected with HIV. Moreover, Question 19g revealed that half of the boys tended to explore the sex-related topics than avoided it and only 30% of girls would do so.

This discovery could be explained by the gender stereotype in Questions 11-13. According to both gender of students and their parents' opinion (Fig. 2.2.4-7), only 1 and 2 students' mothers agreed that 'saying foul languages' and 'irascibility' were suitable for girls. Girls are under strict supervision and need to follow their own gender role. Similar to foul language, sex is another taboo that should not be discussed in the public. Hence, girls showed a more conservative attitude towards these questions.

There was another example from Miss Chan, she remarked an instance from the junior primary class, "*Students were provided with some cards of nude cartoon body parts (for the game). Their first responses were 'eww' (feeling disgusted) and then covered both eyes (T5).*" The boring preaching and one-way teaching may increase students' repulsion and avoid the topics. Not only the school, but also the education circle should shoulder the responsibility to make the lesson funnier to make the teaching become meaningful and successful. *Newton* was a successful sexuality education programme for puberty in Norway, it utilized a real person to present the second sex characteristics and simulation model to demonstrate the process of masturbation. Since the culture between Chinese and Western are totally different, instead of the real person with nude body, Hong Kong may revise and refer to Norway's practice by using animation. The diverting and inimitable teaching mode and the up-to-date voice-over could draw students' attention and increase their desire to learn.



## **6.6 Objection from students' parents**

The reason for students' parents to disagree with sexuality education is holding the traditional mind. There was a survey held by Truth Light (2014), it disclosed more than 90% of parents supporting traditional marriage concept and disagree with homosexuality.

Furthermore, student teachers showed a higher percentage in worrying about parents' distrust more than in-service teachers (Q15 of the teacher survey). Indeed, I had a difficulty in inviting students to participate in the survey. As students are under the age of 15, consent form is needed and signed by their parents. In the distributed consent form, only 44 out of 110 (all primary 6 students) and parents were willing to let their children join. Additionally, some parents disagreed and wrote some comments on the consent form, 'My child does not know much about the sex-related knowledge, the online assessment is quite futuristic. Thank you.' If the education circle does not take actions to improve the teaching atmosphere, this would only be the deadlock situation.

## 6.7 Limitation and Challenges

In Table 11, both in-service and student teachers scored the effectiveness of *The 1997 Guidelines* were only around 4 marks (out of 10). And in Question 5b and the interview, several teachers stated that they had never seen the document before. Teachers perceived the guidelines as outdated, low feasibility due to the lack of resources and time, insufficient teaching content and insufficient emphasis by schools.

*The 1997 Guidelines* is merely a rough outline for sexuality education and shirked the responsibility to schools. Miss Chan is the person in-charge of sexuality education, she believed that teaching sexuality education was a great challenge to her:

*I think updating teaching content and curriculum constantly is a challenge for me. If I always teach them how to protect their bodies and what sexual harassment is, it is not enough over time changes. When it comes to the intimate behaviors they can or cannot do, I cannot judge if something is absolutely correct or wrong with one size fits all. There are many grey zones in this topic and I cannot take everything to one standard (T6).*

## **7. Conclusion**

An effective sexuality education should holistically cover biological, psychological, socio-cultural and ethical perspectives. However, students can only perform well in biological aspects which are included in the compulsory subject of general studies. The structure of *The 1997 Guidelines* is well-planned but outdated and with low feasibility in schools. The guidelines should be designed according to the stages of physical and mental development of students. And to adopt the systematic, hierarchical and spiral approach in the lesson so that students could remember and apply what they have learnt in daily life. In order to increase students' learning motivation and effectiveness, the Education Bureau could modify the teaching content and arrangement through these suggestions:

- 1) Shorten the biological knowledge content which is repeated in general studies
- 2) Lessen the gender-specific class that students could learn knowledge of both sexes
- 3) Put emphasis on the topics with little attention (sexually transmitted diseases and sexual harassment)
- 4) Provide more diverting online materials for self-learning by other organizations
- 5) Adopt and refer to the current activities from other countries, thus to break down the conservative lesson atmosphere

(7940 words)

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## Appendices

### Appendix 1 Some sexuality education-orientated activities and publications in 2000-2019 in different organizations

Organization (In alphabetic order)	Target					Name	Year	Nature/ Description
	Kindergarten	Primary	Secondary	Early adolescence	The public			
BGCA The Boys' and Girls' Clubs Association of Hong Kong 香港小童群益會			O	O	O	Project Touch 性向無限計劃	Since 2007	Provide appropriate support for homosexual teenagers and parents
Caritassws 香港明愛家庭服務	O	O	O			「愛與誠」綜合性教育計劃	Since 2001	A guidance for Catholic teachers and parents to teach children about sex
Caritas Youth and Community Service 香港明愛青少年及社區服務				O		Sexuality Zone 情性地帶：性·是無憂	Since 2011	Counselling for 29 years old or below teenagers who are suffered from sexual obsessions
ECSAF End Child Sexual Abuse Foundation 護苗基金		O	O			'Hugline' & Counseling Workshops, Sexual-Abuse-Preventive Program 護苗教育車課程	Since 2001	Inspiring games, videos and multimedia are used to build students' correct attitude towards sex and how to prevent sexual assault
FPAHK The Family Planning	O	O				Tak Tak & Kar Kar Sexuality	2012	Book for 3-7 years old children, introduces physical boundaries,

Association of Hong Kong 香港家庭計劃指 導會						Education series for young children 德德家家兒童性 教育圖畫系列		getting along with others, self-image and sexual attitudes
		O	O			The Children's Book of Growing Up: It's OK to Tell 快樂成長性教育 圖書：不能不說 的秘密	2016	Book for senior primary and junior secondary students, provides proper ways when encountering sexual abuse
	O	O	O	O	O	Jockey Club Youth Zone Activity & Resource Centre 賽馬會青 Zone	2012	- Multi-media games - Exhibitions - Reading corners - Kids Zone
				O	O	The 4th Four Places of Cross- Straits Conference - Adolescent Sexual & Reductive Health 第四屆海峽兩岸 暨港澳地區青少 年性與生殖健康 研討會	2013	Discussion forum for the teaching methods between Four Places
					O	Jockey Club Teen Bean Mobile Classroom 賽馬會青春斗教 學車	2011	Mobile Library, and also cooperates with schools and organizations in arranging sexuality education activities favored by schools
					O	The 8th Hong Kong Sex Cultural Festival 第八屆香港性文 化節	2017	Provides exhibition and education forum to discuss the connections between sports culture, gender and society



					O	7th Asian conference on sexuality education: Challenges of sexuality education: inclusion, relevance, comprehensiveness 第七屆亞洲性教育會議	2019	Conference focuses on the cultural, religious and socioeconomic factors that impact the pace of development of sexuality education in Asia
HKFYG The Hong Kong Federation of Youth Groups 香港青年協會		O	O			戀愛通識課－中小學戀愛及性教育計劃	Since 2013	A series of teaching materials leading students to make deep reflection and discussion on love and gender issues
Mother's Choice 母親的抉擇			O	O		/	Since 1987	Adopting child service, assistance for accidental pregnancy, sexuality education workshop for teenagers
Sexuality for all 平等性教育及輔導協會					O	Project T-Teens	Since 2015	Education on sexual and gender diversity, different sexual orientation and LGBTQ mental health
Sticky Rice Love 糖不甩				O	O	/	Since 2014	An online platform, blog and forum promote sexuality health



## Appendix 2 The current implementation of Sexuality Education (activities) in the world

Country / City	Activity / curriculum foci and description	Target	Year	Compulsory subject in school?	Effectiveness (if any)
Africa	<ul style="list-style-type: none"> <li>- ABC strategy (Abstinence, Be faithful, use a Condom) is to educate safe sex and birth control</li> <li>- The Presidential Initiative on AIDS Strategy to Youth (PIASCY) since 2001</li> </ul>	Primary and secondary school students (PIASCY)	late 1990s onward	✗	From 1990 to 2001, the percentage of Ugandans with AIDS fell from 15% to 5-6% (Stover, 2002).
America	<ul style="list-style-type: none"> <li>- 1/3 schools implement abstinence-only sex education</li> <li>- Peer education, to break down the embarrassment and communication barrier from teachers and parents (Schalet, 2011)</li> </ul>	From Grade 5-7, depends on the state	Since 1981	✓ from kindergarten	abstinence-only sex education cannot reduce teenage birth (Ashley & Elizabeth, 2019)
China	<ul style="list-style-type: none"> <li>- <i>In 1992, Primary and secondary school students' health education basic requirements (Trial)</i> was published. For sexuality education, only puberty is included</li> <li>- Many schools in first-tier cities have set up physical health classes since 2010</li> </ul>	Primary and secondary school students	N/A	✗	N/A
England	<ul style="list-style-type: none"> <li>- Relationship and Sex Education (Department for Education, 2018)</li> </ul> <p>Controversial content: Gender fluid, LGBT, diverse family structures, sexting</p>	Primary and secondary school students	Since 2017	✓ from age 11	N/A

Japan	<ul style="list-style-type: none"> <li>- Put emphasis on sex constrain and morality (Matsumoto, 1995)</li> </ul>	primary and secondary school students	Since 1992	✓ from primary school	N/A
Netherlands	<ul style="list-style-type: none"> <li>- Free contraceptive pills for girls under age 21</li> <li>- Sexuality education curriculum, book series, consulting hotline and child protective service</li> </ul> <p>Content: Gender identity and homosexuality</p>	kindergarten, primary and secondary school students	Since 1970s	✓ from age 4	The abortion rate from 21.2%, dropped to 9% within 1975-1994 (Ketting & Visser, 1994)
Norway	<ul style="list-style-type: none"> <li>- A graphic sexuality education program <i>Newton</i> using real person (second sex characteristics) or simulation model (masturbation) demonstration instead of animation (Zadrozny, 2015)</li> </ul> <p>Content: puberty, sexual orientation, sexual desire, kissing, masturbation and sexual intercourse</p>	8-12 years old children	2015	N/A	N/A
Taiwan	<ul style="list-style-type: none"> <li>- According to Gender Equity Education Act (2004), sexuality education includes video teaching</li> <li>- Sexuality education immerses into the subject of 'health and physical education' for primary 4-6 and secondary 1-3 students and 'health and nursing' (2008) for secondary 4-6 students</li> </ul> <p>Content: Sexual orientation, gender personality and identity</p>			✓ from primary school	<i>Eclipse of Reason</i> is a bloody abortion video to threaten students not to perform sexual behavior. However, it was not effective and brought side effects such as having nightmares and feeling uncomfortable (Shi, 2012).

Sweden	<ul style="list-style-type: none"> <li>- The earliest country implemented sexuality education, as known as 'contraceptive education' (Edgardh, 2002).</li> </ul>	primary, secondary school students	Since 1955	✓ from age 7	N/A
Vietnam	<ul style="list-style-type: none"> <li>- Since the official total abortion rate was about 2.5 per woman in 1992, which was the highest in Asia (Goodkind, 1994), the Alliance anti-Traffic nonprofit started the sex education programme</li> </ul> <p>Content: prevent sexual abuse, human trafficking, unwanted pregnancy, teenage abortion risks, sexually transmitted infections, basic self-defense techniques, etc.</p>	children, adolescents with their parents and educators	Since 2008	✗	Reached and trained more than 110,000 children and adolescents with their parents and 600 teachers (Alliance anti-Traffic, 2018).

## Appendix 3 Student Survey (in Chinese)

### 有關現行性教育課程之問卷調查（學生版）

你好！我是香港教育大學的學生。由於課程需要，現正進行一項問卷調查，以了解高小學生在性教育的認知程度及檢討課程成效。填寫問卷約需35分鐘，閣下毋須填寫姓名，所提供的資料將作保密處理，只作研究用途。答案不會影響校內成績，請放心作答。問卷會在研究完成及發表後一年銷毀。

請按指示回答所有問題，（1）適當的 ☐ 填上☒、（2）在空格或橫線填上答案。除有特別註明外，每題只需選填一個答案。

例一：你的性別是：☐ 男 ☒ 女

例二：你的出生年份是：\_\_\_\_\_ 2008 \_\_\_\_\_

請你填上你的個人資料，你的資料將作保密處理，並只作研究用途。

1. 性別：☐ 男 ☐ 女

2. 你的出生年份是：\_\_\_\_\_

**第一部分：**請根據你的知識和經驗如實作答以下題目，除非特別指明，否則每題只可選擇一個答案。

#### Q1. 生理性知識對錯題

	對	錯	不知道
a) 女孩子的青春期的般比男孩子較早開始。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) 女孩子月經期間可以洗頭。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) 接吻可以令女孩子懷孕。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) 因為女性能懷孕，而男性不能，所以只有女性有生殖能力。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1e) 為甚麼男孩子會變聲？

<input type="checkbox"/> 第二性徵	<input type="checkbox"/> 吃太多油炸食品
<input type="checkbox"/> 做了壞事的懲罰	

1f) 以下哪個是對夢遺的正確描述？

<input type="checkbox"/> 在夢中遺忘了一些事情	<input type="checkbox"/> 男性在睡眠中射精
<input type="checkbox"/> 因為尿液會弄髒床單，所以不敢告訴家人	<input type="checkbox"/> 會影響排尿及生殖功能

Q2. 進入青春期時，身體會出現甚麼變化？在適當的位置填✓。

	男性	女性	男女也會
a) 長高			
b) 體重增加			
c) 長出鬍鬚			
d) 出現喉核			
e) 乳房發育			
f) 臀部積聚脂肪及變寬			
g) 出現暗瘡及體味			
h) 出現腋毛和陰毛			
i) 肩膀變寬			

Q3. 請細閱以下句子，並選出最符合你的選項。

	非常不同意	不同意	同意	非常同意
a) 我認為自慰是對身體不好的，而且感到有罪惡感。				
b) 如果我的親人或朋友感染愛滋病毒，我仍會像從前一樣的和他們相處。				
c) 我願意和感染愛滋病毒的人一起上學。				

3d) 以下哪一種不是愛滋病的傳染途徑？

<input type="checkbox"/> 與愛滋病毒感染者進行不安全的性行為（沒有使用安全套）	<input type="checkbox"/> 與愛滋病毒感染者接吻
<input type="checkbox"/> 感染愛滋病毒的母親懷孕誕下的嬰兒	<input type="checkbox"/> 與愛滋病毒感染者共用針筒、刮鬍刀、牙刷等尖銳器具

Q4. 若陌生人在你不情願下觸摸你的胸部、臀部，你會怎樣做？（可多選）

<input type="checkbox"/> 害怕、不懂如何反應	<input type="checkbox"/> 馬上逃走
<input type="checkbox"/> 向對方表示不喜歡	<input type="checkbox"/> 還擊
<input type="checkbox"/> 離開後向信任的人求助	<input type="checkbox"/> 在網上討論區發洩不滿

Q5. 若你朋友在你不情願下觸摸你的胸部、臀部，你會怎樣做？（可多選）

<input type="checkbox"/> 害怕、不懂如何反應	<input type="checkbox"/> 馬上逃走
<input type="checkbox"/> 向對方表示不喜歡	<input type="checkbox"/> 還擊
<input type="checkbox"/> 離開後向信任的人求助	<input type="checkbox"/> 在網上討論區發洩不滿

Q6. 若你的家人在你不情願下觸摸你的胸部、臀部，你會怎樣做？（可多選）

<input type="checkbox"/> 害怕、不懂如何反應	<input type="checkbox"/> 馬上逃走
<input type="checkbox"/> 向對方表示不喜歡	<input type="checkbox"/> 還擊
<input type="checkbox"/> 離開後向信任的人求助	<input type="checkbox"/> 在網上討論區發洩不滿



Q7. 以下對於**性騷擾**的句子正確嗎？

	對	錯	不知道
a) 在許多性騷擾、性侵犯的案件中，加害人都是受害人不認識的人。			
b) 如果不幸遭到性侵犯，應該立即更換衣物或洗澡，保持身體清潔。			

Q8. 請細閱以下的有關**朋友**的句子，並選出最符合你的選項。

	非常不同意	不同意	同意	非常同意
a) 我喜歡和同性朋友一起玩。				
b) 我喜歡和異性朋友一起玩。				
c) 比起同性朋友，我更喜歡和異性朋友一起玩。				

Q9. 請細閱以下的有關**家庭**的句子，並選出最符合你的選項。

	非常不同意	不同意	同意	非常同意
a) 有些同學來自不同類別的家庭，如單親、領養等，我 <b>不會</b> 因此而取笑、排斥他們。				
b) 雖然我和家人關係親密，但我知道他們都需要有自己的私人空間。				
c) 我樂於和父母討論自己身體的發育情況。				
d) 如果家中發生了新轉變（如弟妹出生或兄長結婚組織新家庭），我可以用適當的情緒和家人抒發自己的感受。				
e) 我知道每個家庭成員都有自己的崗位和責任，而我的責任是努力學習。				
f) 如爸爸下班回家後感到疲累，我也很樂意為他按摩放鬆、分擔壓力。				

Q10. 請細閱以下關於**社會和文化的**句子，並選出最符合你的選項。

	非常不同意	不同意	普通	同意	非常同意
a) 我認為網上、雜誌或電視的性資訊很可靠。					
b) 男性是強者、女性是弱者。					
c) 女孩子可以喜歡踢足球、男孩子可以喜歡玩芭比。					
d) 男性哭泣代表懦弱。					

Q11) 根據**你**的看法，選出以下活動／陳述／職業和性格較為符合男或女形象。

	男性	女性	男女也會
a) 煮飯			
b) 洗衣服			
c) 掃地			
d) 閱讀			
e) 數學成績較好			
f) 語文成績較好			
g) 護士			
h) 老師			
i) 說髒話			
j) 溫柔			
k) 脾氣暴躁			
l) 看復仇者聯盟			
m) 看櫻桃小丸子			



Q12) 如果你是你的爸爸，你認為以下活動／陳述／職業和性格比較符合男或女形象？

	男性	女性	男女也會
a) 煮飯			
b) 洗衣服			
c) 掃地			
d) 閱讀			
e) 數學成績較好			
f) 語文成績較好			
g) 護士			
h) 老師			
i) 說髒話			
j) 溫柔			
k) 脾氣暴躁			
l) 看復仇者聯盟			
m) 看櫻桃小丸子			

Q13) 如果你是你的媽媽，你認為以下活動／陳述／職業和性格比較符合男或女形象？

	男性	女性	男女也會
a) 煮飯			
b) 洗衣服			
c) 掃地			
d) 閱讀			
e) 數學成績較好			
f) 語文成績較好			
g) 護士			
h) 老師			

i) 說髒話			
j) 溫柔			
k) 脾氣暴躁			
l) 看復仇者聯盟			
m) 看櫻桃小丸子			

**第三部分：**請跟據你的學校和生活經驗回答以下題目。

Q14. 你**主要**從哪裡學習性知識？（可多選）

<input type="checkbox"/> 父母	<input type="checkbox"/> 兄弟姐妹
<input type="checkbox"/> 親戚	<input type="checkbox"/> 同學或朋友
<input type="checkbox"/> 老師	<input type="checkbox"/> 社工
<input type="checkbox"/> 網上或電視等傳媒	<input type="checkbox"/> 有關的輔導機構

Q15. 你**喜歡**從哪裡學習性知識？（可多選）

<input type="checkbox"/> 父母	<input type="checkbox"/> 兄弟姐妹
<input type="checkbox"/> 親戚	<input type="checkbox"/> 同學或朋友
<input type="checkbox"/> 老師	<input type="checkbox"/> 社工
<input type="checkbox"/> 網上或電視等傳媒	<input type="checkbox"/> 有關的輔導機構

Q16. 以下哪個（些）是你想知道的性知識？（可多選）

<input type="checkbox"/> 身體構造	<input type="checkbox"/> 兩性心理差異（如與異性相處技巧）
<input type="checkbox"/> 約會活動和態度	<input type="checkbox"/> 性行為
<input type="checkbox"/> 性病	<input type="checkbox"/> 懷孕及生產
<input type="checkbox"/> 避孕或墮胎	<input type="checkbox"/> 性傾向（如同性戀和異性戀）
<input type="checkbox"/> 性侵犯	<input type="checkbox"/> 身體護理（如使用衛生巾的正確方法和割包皮須知）
<input type="checkbox"/> 其他：_____	

Q17. 除了上課外，你認為學校舉辦的活動能有效學習性知識嗎？

	非常沒 有效用	不太有 效用	有點效 用	非常有 效用	學校沒 有這個 活動
a) 月／周會					
b) 性教育主題周					
c) 嘉年華					
d) 校網中的網上資源					
e) 其他機構到校講座和工作坊					

Q18. 就你所經歷過的性教育課堂，選出最符合你的選項。

	非常 不同意	不 同意	普 通	同 意	非常 同意
a) 我對學校的性教育課堂的活動感到滿意。					
b) 我覺得學校的性教育課程的課堂節數是足夠的。					
c) 性教育課程的教學內容對我有幫助。					
d) 我認為性教育值得成為一個必修科目（如中文堂般有固定上課時間表）。					
e) 我喜歡老師教性教育的方法。					

Q19. 請根據你的生活經驗，選出最符合你的選項。

	從未	很少	間中	經常
a) 我因為身體發育而被同學取笑。				
b) 我因為別人身體發育而取笑他／她。				
c) 有人對我說過黃色笑話／故事。				
d) 我對別人說過黃色笑話／故事。				
e) 有人故意觸摸過我的私人部位（如胸部、臀部）。				
f) 我故意觸摸過別人的私人部位（如胸部、臀部）。				
g) 有關性的話題，我傾向探索多於逃避。				

Q20. 你有信心跟以下的人自在、不尷尬地談論有關性的話題嗎？

	非常沒有信心	不太有信心	有點信心	非常有信心	不清楚，沒有試過
a) 父母					
b) 同性朋友					
c) 異性朋友					
d) 老師					

**問卷完，謝謝你寶貴的時間！**

## Appendix 4 Teacher Survey (in Chinese)

### 有關現行性教育課程之問卷調查（教師版）

你好！我是香港教育大學的學生。由於課程需要，現正進行一項問卷調查，以了解高小學生在性教育的認知程度及檢討課程成效。填寫問卷約需20分鐘，閣下毋須填寫姓名，所提供的資料將作保密處理，並只作研究用途。問卷會在研究完成後立即銷毀。

請按指示回答所有問題，（1）適當的 ☐ 填上☒、（2）在空格或橫線填上答案。  
除有特別註明外，每題只需選填一個答案。

例一：性別：☐ 男      ☒ 女

請你填上你的個人資料，你的資料將作保密處理，並只作研究用途。

1. 性別：☐ 男      ☐ 女

2. 你的年齡是：

☐ 22-25    ☐ 26-30    ☐ 31-35    ☐ 36-40    ☐ 41-45    ☐ 46或以上

3. 你的教學年資：

☐ 已完成兩次實習之準教師    ☐ 0-5年    ☐ 6-10年    ☐ 11-15年    ☐ 16年或以上

4. 你的學歷程度：

☐ 學士或同等程度    ☐ 碩士    ☐ 博士

**第一部分：請根據真實情況回答下列問題。**

Q1. 你有多大程度同意以下陳述？

	非常不同意	不同意	同意	非常同意
a) 我認為學校應將性教育獨立成科（必修科）。				
b) 我認為在教授性教育時感到尷尬。				
c) 我認為學校投放在性教育的資源是足夠的。				
d) 我認為學生上性教育課堂時感到尷尬。				

Q2. 請根據學校的真實情況回答下列問題。

Q2a) 除了課堂外，學校還有甚麼活動宣傳性知識？（可多選）

<input type="checkbox"/> 月／周會	<input type="checkbox"/> 性教育主題周
<input type="checkbox"/> 嘉年華	<input type="checkbox"/> 校網中的網上資源
<input type="checkbox"/> 建立友善的談性空間	<input type="checkbox"/> 其他機構到校講座和工作坊
<input type="checkbox"/> 其他：_____	

2b)（選答）如上題選擇「其他機構到校講座和工作坊」，請註明機構名稱。

\_\_\_\_\_

2c)（選答）承上題，你認為以下哪個活動的成效更大？

<input type="checkbox"/> 校內性教育課堂或活動	<input type="checkbox"/> 其他機構到校講座和工作坊
-------------------------------------	---------------------------------------

2d)（選答）根據上題答案，簡述原因。

\_\_\_\_\_

Q3. 你認為開始學習性教育的最佳年齡是多少？

<input type="checkbox"/> 學前教育（約3-5歲）	<input type="checkbox"/> 初小（約6-8歲）
<input type="checkbox"/> 高小（約9-11歲）	<input type="checkbox"/> 初中（約12-14歲）
<input type="checkbox"/> 高中（約15-14歲）	<input type="checkbox"/> 其他：_____

4a) 你認為由男或女老師教授性教育時比較好？

<input type="checkbox"/> 男老師教所有學生	<input type="checkbox"/> 女老師教所有學生
<input type="checkbox"/> 男老師教女學生，女老師教男學生	<input type="checkbox"/> 男女老師皆可教所有學生
<input type="checkbox"/> 女老師教女學生，男老師教男學生	

4b) 你認為有需要在教授特定的性別課題（如月經、夢遺）時進行男女分班嗎？

<input type="checkbox"/> 有	<input type="checkbox"/> 沒有
----------------------------	-----------------------------

**第二部分：**請為現行的《1997學校性教育指引》給予意見及想法。

5a) 你認為現行的《1997學校性教育指引》能足夠應付現今高小學生所需嗎？

有關《1997學校性教育指引》詳細內容可在以下網頁瀏覽：

<http://sexedu.org.tw/hongkong.pdf>

0分為十分不足夠，10分為十分足夠，0-10分我認為是\_\_\_\_\_分。

5b) 承上題，請寫下對指引的任何疑問或想法（如能否足夠應付現今高小學生所需的原因）。

---

6a) 以下是一些《學校性教育指引》中提出初中的建議課程內容，你認為有哪些主題可以推前至小學階段教授呢？

<input type="checkbox"/> 割包皮的知識	<input type="checkbox"/> 應付性焦慮的方法
<input type="checkbox"/> 性傾向	<input type="checkbox"/> 與性有關的社會和感情問題 (如性濫交、亂倫、性侵犯)
<input type="checkbox"/> 節育原理	<input type="checkbox"/> 進一步了解亂倫 (社會、倫理和生物角度)
<input type="checkbox"/> 性騷擾和性侵犯的分類方式	<input type="checkbox"/> 流行文化、同輩壓力和 大眾傳媒對性態度的影響力
<input type="checkbox"/> 意外懷孕	<input type="checkbox"/> 以上皆非

6b) 以下是一些《學校性教育指引》中提出高中的建議課程內容，你認為有哪些主題可以推前至小學階段教授呢？

<input type="checkbox"/> 墮胎	<input type="checkbox"/> 性傳染病
<input type="checkbox"/> 婚前、產前及產後檢查	<input type="checkbox"/> 自我檢查乳房和睪丸
<input type="checkbox"/> 性別身分、角色	<input type="checkbox"/> 處理性衝動
<input type="checkbox"/> 負責任的性行為	<input type="checkbox"/> 領養
<input type="checkbox"/> 避孕方法	<input type="checkbox"/> 使用避孕套的正確方法
<input type="checkbox"/> 異常行為的成因及含義 (如偷窺、易裝癖、露體)	<input type="checkbox"/> 以上皆非

6c) (選答) 承上題，你認為除了上述內容外，還有甚麼新增項目可以加入到性教育課程中？請列舉之。

---



Q7. 「**人的成長**」為《學校性教育指引》中提出的學習範疇，你認為每個內容主題最早應設在哪個年級教授？

	小一	小二	小三	小四	小五	小六	中學階段
a) 人類的性							
b) 生殖系統和生理							
c) 青春期							
d) 自我形象和自我觀念							
e) 性身份和性取向							
f) 情緒反應							

Q8. 「**健康與行為**」為《學校性教育指引》中提出的學習範疇，你認為每個內容主題最早應設在哪個年級教授？

	小一	小二	小三	小四	小五	小六	中學階段
a) 處理性衝動							
b) 身體私隱							
c) 性習慣和行為							
d) 經性接觸傳染的疾病							
e) 避孕							
f) 意外懷孕							
g) 身體護理							

Q9. 「人際關係」為《學校性教育指引》中提出的學習範疇，你認為每個內容主題最早應設在哪個年級教授？

	小一	小二	小三	小四	小五	小六	中學階段
a) 基本價值觀							
b) 處世技巧							
c) 友誼							
d) 約會、戀愛和迷戀							
e) 性騷擾、性侵犯和性暴力							
f) 亂倫							

Q10. 「婚姻與家庭」為《學校性教育指引》中提出的學習範疇，你認為每個內容主題最早應設在哪個年級教授？

	小一	小二	小三	小四	小五	小六	中學階段
a) 家庭的意義							
b) 家人互相依賴和不同輩分的家人之間的關係							
c) 家庭糾紛和解決方法							
d) 家庭模式的轉變							
e) 處理家庭的轉變							
f) 組織家庭是所需要考慮的因素							
g) 婚姻和終生承諾							
h) 為人父母							

Q11) 「社會與文化」為《學校性教育指引》中提出的學習範疇，你認為每個內容主題最早應設在哪個年級教授？

	小一	小二	小三	小四	小五	小六	中學階段
a) 社會及文化對性的影響							
b) 兩性角色							
c) 性與傳媒							
d) 性與法律							
e) 性與道德和倫理							

**第三部分：**請根據在學校性教育課堂的真實情況回答下列問題。

Q12) 以下是一些進行性教育需留意的事項，你認為自己在課堂時能採用嗎？

	從未	很少	間中	經常
a) 使用正確詞彙，讓學生明白談論性是恰當的				
b) 歡迎學生發問，以提高學習興趣				
c) 提供學生直接觀察的學習機會				
d) 提供多樣化的學習資源，滿足他們好奇心				
e) 不使用性別定型或歧視的說話				
f) 直接而清楚告訴學生甚麼是適合和不適合的行為，不使他們有罪惡感				
g) 鼓勵學生表達自己的感受和想法				
h) 協助學生了解其行為對他人的影響				
i) 教導學生他們的身體是屬於他們自己，有權決定誰人可觸摸				
j) 以身作則，示範如何尊重和關心別人				

Q13) 假設在學生在學校發生以下情況，你最大可能會採取以下哪一種方法應對？

	不理會	輔導說教	口頭警告	通知家長	處罰	處罰或其他，請說明
因身體發育而取笑別人	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
說黃色笑話	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
無意觸碰別人的私人部位 (如胸部、臀部)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
故意觸碰別人的私人部位 (如胸部、臀部)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

Q14) 你在教授性教育時遇到以下困難嗎？

	從未	很少	間中	經常
a) 教學時間不足	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) 教授性教育的培訓不足	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) 缺乏專業建議	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) 自己感到尷尬	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) 教學資源和教材不足	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) 其他教師不願參與	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) 家長的質疑和反對	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) 學校的開效和接受程度	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

問卷完，謝謝你寶貴的時間！

## Appendix 5 Semi-structured Interview Questions (in Chinese)

### RQ1：學校現行性教育課程推行成效

1. a. 校內性教育課堂安排在甚麼課節教授？  
b. 相比其他學科，性教育課堂多以活動為主嗎？（如「是」，請列出活動例子）學生在課堂反應／情緒如何？
2. 你認為學校校內性教育課堂還是校外機構到校活動（如講座、嘉年華）成效較大？原因如何（如學生在活動途中及完結後的反應／情緒、其他教師、家長的回饋）？
3. 校內性教育課堂及校外機構到校活動分別有甚麼教學內容（如前者多為生理知識，後者多為正確態度）？

### RQ2：教師對《1997學校性教育指引》的課程設計看法

1. 你有看過《1997學校性教育指引》內容嗎？
  - 如有
    - a. 你們有跟隨指引建議的概念架構教授內容嗎（即問卷內各種教學主題：性身分、性衝動、家庭意義等等）？
    - b. 指引列出多項教學範疇，你認為在小學階段應集中教授某幾項範疇（如青春期變化、性騷擾），還是在各個範疇抽取要點教授？
  - 如沒有：怎樣制訂教學內容及安排甚麼年級教授？
2. 你認為性教育應重點放在哪個年級／階段，或每年級教授時間相若？
3. 如題2認為應重點放在小五/六，因應他們需參與呈分試，會否影響其他學科教學時間？如有的話，如何平衡課程時間及內容？

RQ3：教師在教授性教育課堂時遇到的困難及挑戰

1. 性教育課程一共有多少位教師負責？你認為學校編配這幾位教師任教的原因為何（如曾接受專業訓練、常識科教師）？
2. 學生上性教育課時感到尷尬的情況如何？你當時如何應對？
3. 問卷中學校性騷擾的假想或類似情況在學校有真實發生過嗎？請詳細描述當時情況及（其他教師）如何解決問題。
4. 你在教授性教育時遇到最大的考驗或困難是甚麼？最後如何解決？

## Appendix 6 The Component of the Student Survey

	Corresponding component (refer to Table 1)
<b>Part 0) Demographic</b> <ul style="list-style-type: none"> <li>- Gender</li> <li>- Age (year of birth)</li> </ul>	N/A
<b>Part 1) Knowledge</b> <ul style="list-style-type: none"> <li>- Q1: Reproductive system and physiology</li> <li>- Q2: Puberty</li> <li>- Q3d: Sexual transmitted diseases</li> <li>- Q7: Sexual harassment, assault, violence and incest</li> </ul>	Q1-2: Human Growth  Q3d: Health and behavior:  Q7: Interpersonal relationship
<b>Part 2) Attitude and Value</b> <ul style="list-style-type: none"> <li>- Q3a: Sex impulse</li> <li>- Q3b-c: Sexually transmitted diseases</li> <li>- Q8: Friendships</li> <li>- Q9a: Family pattern</li> <li>- Q9b: Privacy within each family member</li> <li>- Q9c: Communication with family members</li> <li>- Q9d: Coping with changes in the family</li> <li>- Q9e: Identity and position of family members</li> <li>- Q9f: Harmonious family: responsibilities and right</li> <li>- Q10a: Social media</li> <li>- Q10b-d: Gender role</li> </ul>	Q3a-c: Health and behavior  Q8: Interpersonal relationship Q9: Marriage and family  Q10: Society and culture
<b>Part 3) Situational judgment</b> <ul style="list-style-type: none"> <li>- Q4-6: Sexual harassment, assault, violence and incest</li> <li>- Q11-13: Gender role</li> </ul>	Q4-6: Interpersonal relationships Q11-13: Society and culture
<b>Part 4) School and Personal Experiences</b> <ul style="list-style-type: none"> <li>- Q14-15 Learning and favorite approach of sexuality education</li> <li>- Q16 What students want to learn?</li> <li>- Q17: Effectiveness of school activities</li> <li>- Q18: Evaluation of sexuality education lesson</li> <li>- Q19: Personal experiences</li> <li>- Q20: Confidence on talking sex-related topic</li> </ul>	N/A

## Appendix 7 The Component of the Teacher Survey

### Part 0) Demographic

- Gender
- Age (classified in group)
- Teaching seniority (in year)
- Educational qualification

### Part 1

RQ1) To what extent do general studies teachers agree that the current sexuality education curriculum is enough for primary school students?

- Q1: Views on current sexuality education curriculum
- Q2: Ways to promote sex-related knowledge in school
- Q3: Best age to start sexuality education
- Q4: The necessity for gender-specific classes

### Part 2

RQ2) How do general studies teachers perceive the teaching design and arrangement of *The 1997 Guidelines*?

- Q5: Effectiveness of *The 1997 Guidelines*
- Q6-7: Suggestion for some secondary topics can be advanced to the primary school level
- Earliest stage that schools can teach for each of the following learning topics:
  - Q8: Human development
  - Q9: Health and behaviour
  - Q10: Interpersonal relationships
  - Q11: Marriage and family
  - Q12: Society and culture

### Part 3

RQ3) What are the challenges or difficulties when teaching sexuality education? How can general studies teachers overcome them?

- Q13: The use of some matters should be noted when teaching sexuality education
- Q14: (Hypothetical question) Response to some situation happens to a student in school
- Q15: Difficulties in teaching sexuality education

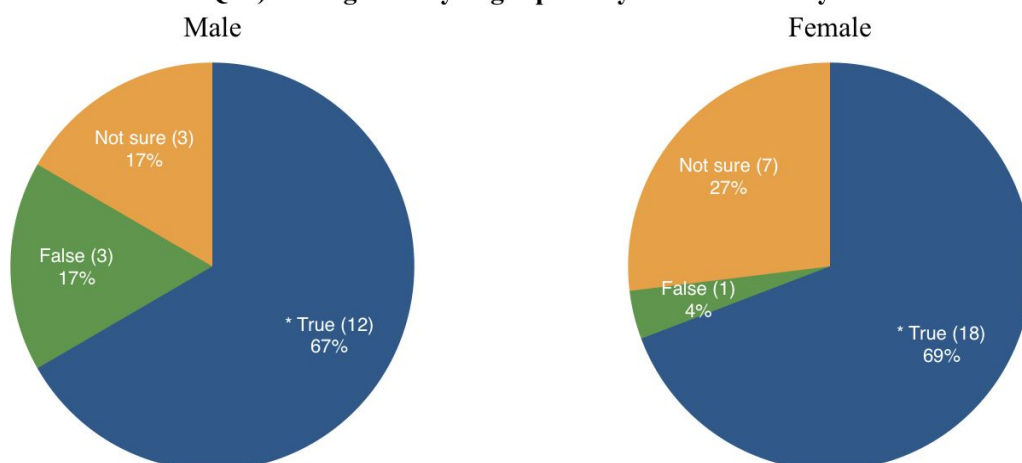


## Appendix 8 Statistics of the Student Survey

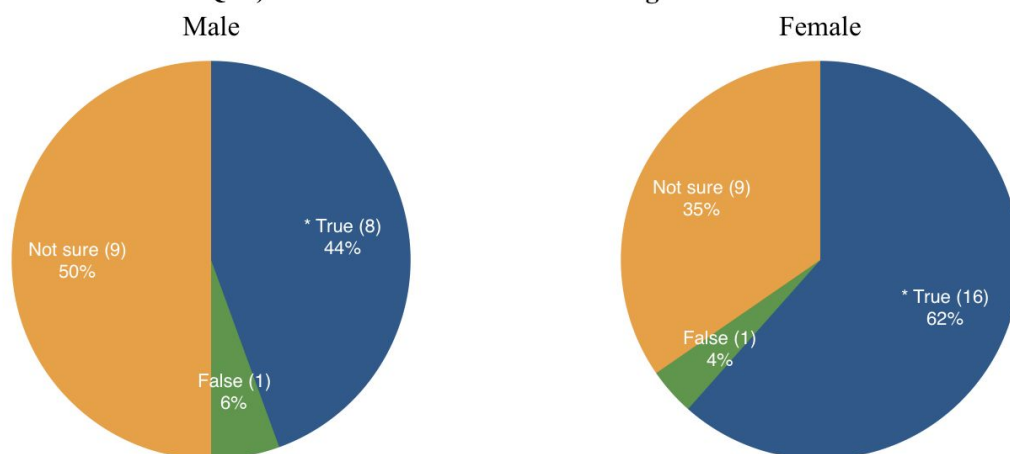
### 5.2.1 Knowledge

Below are some biological true/false fact questions and the option marked with an asterisk (\*) is the correct answer.

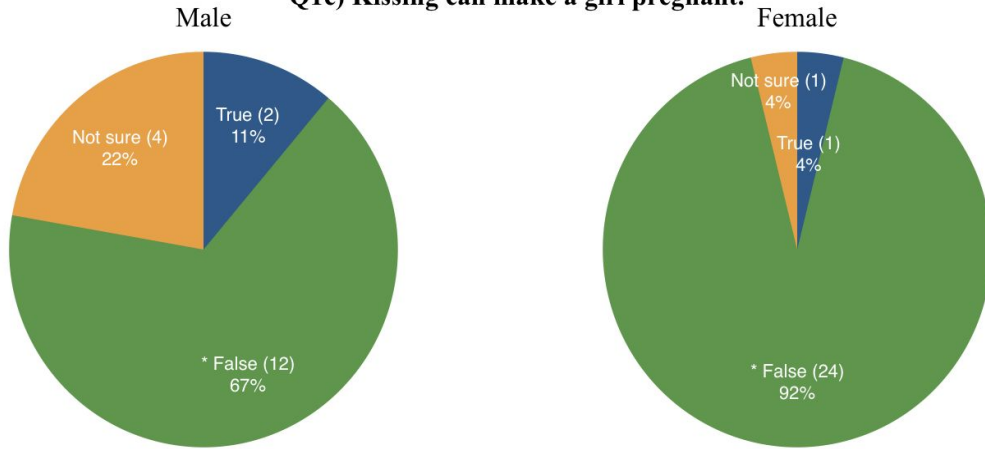
#### Q1a) Girls generally begin puberty earlier than boys.



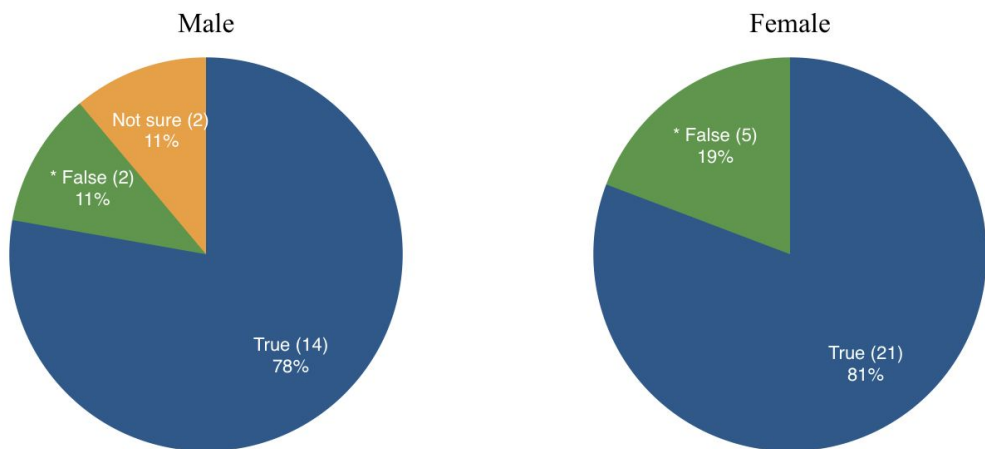
#### Q1b) Girls can wash their hair during menstruation.



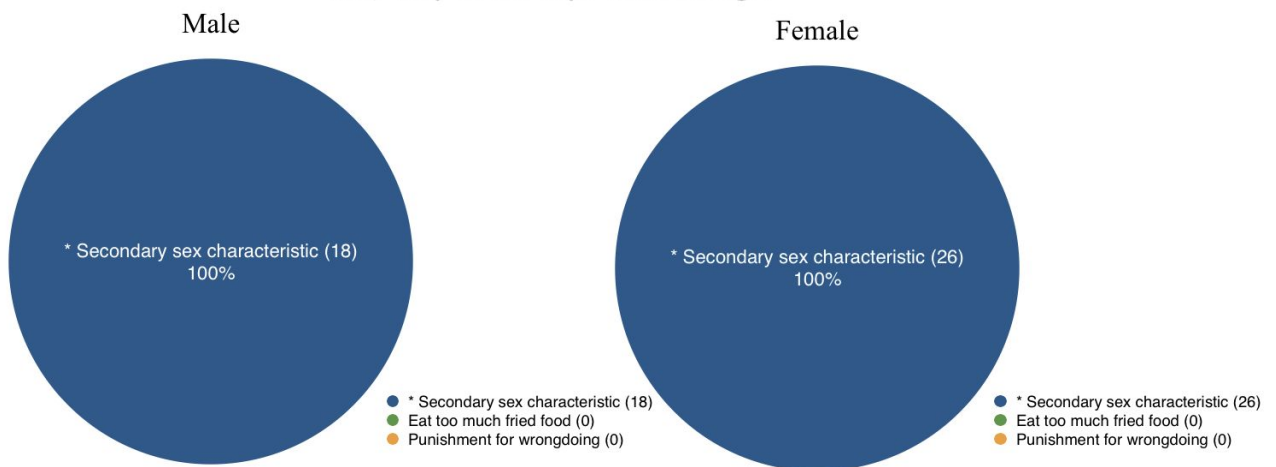
**Q1c) Kissing can make a girl pregnant.**



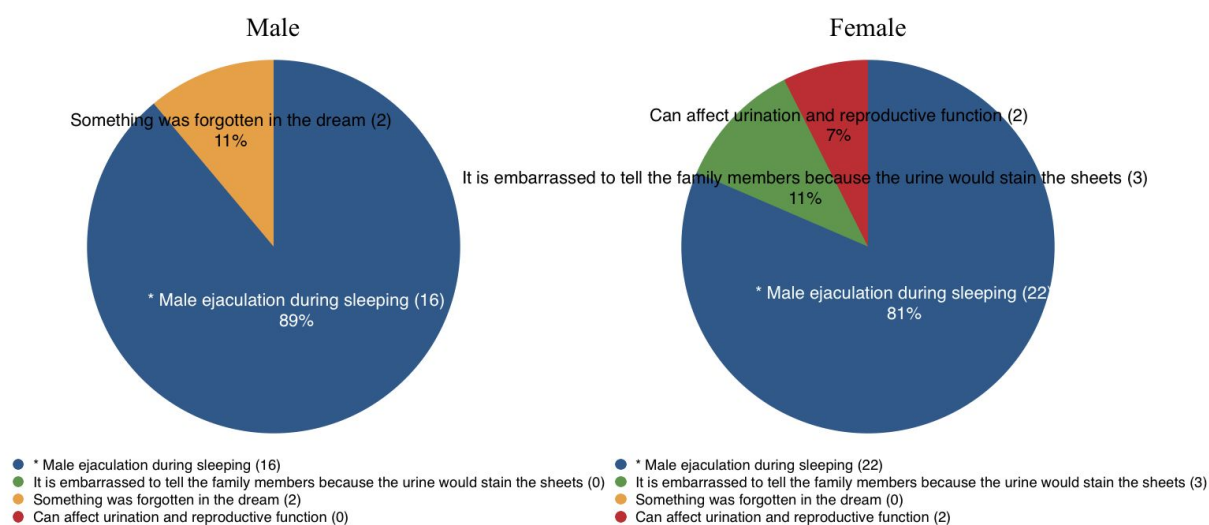
**Q1d) Because women can conceive and men cannot, only women have the ability to reproduce.**



**Q1e) Why do the boys' voice change?**

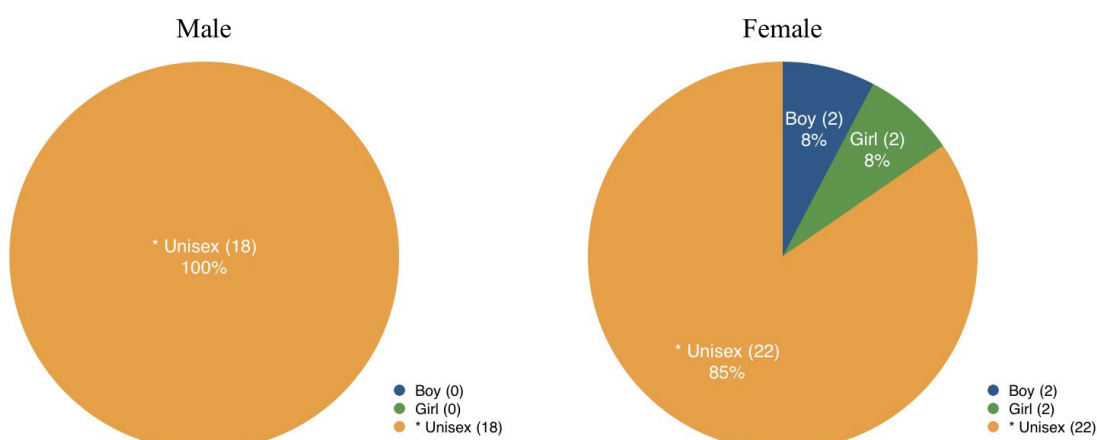


**Q1f) Which of the following is the correct description of wet dreams?**

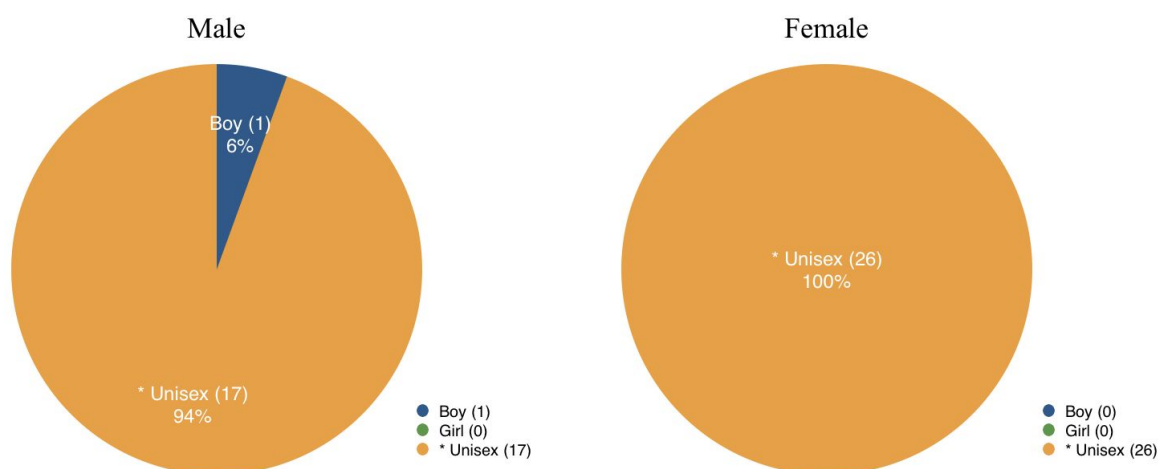


Pie chart 2.1.1-12) Question 1a-f. Reproductive system and physiology knowledge

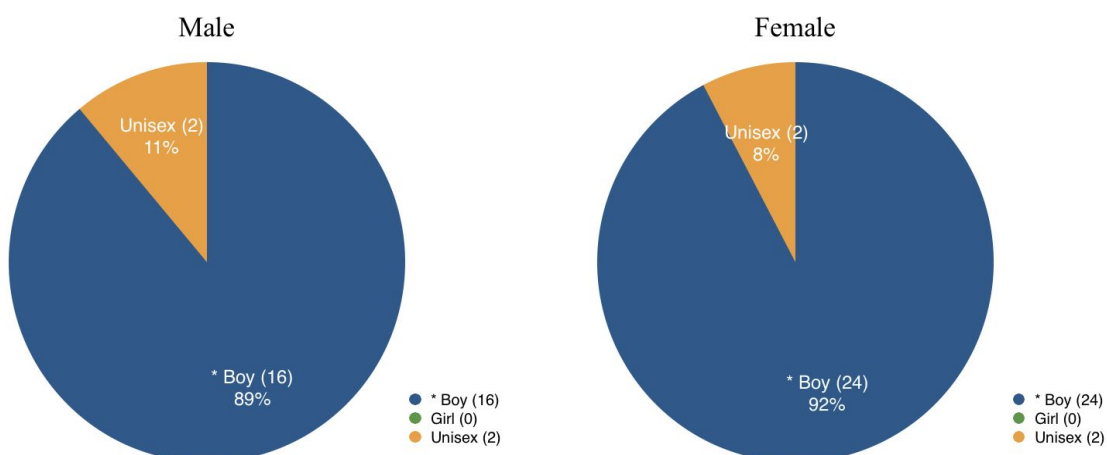
**Q2a) Growth of height**



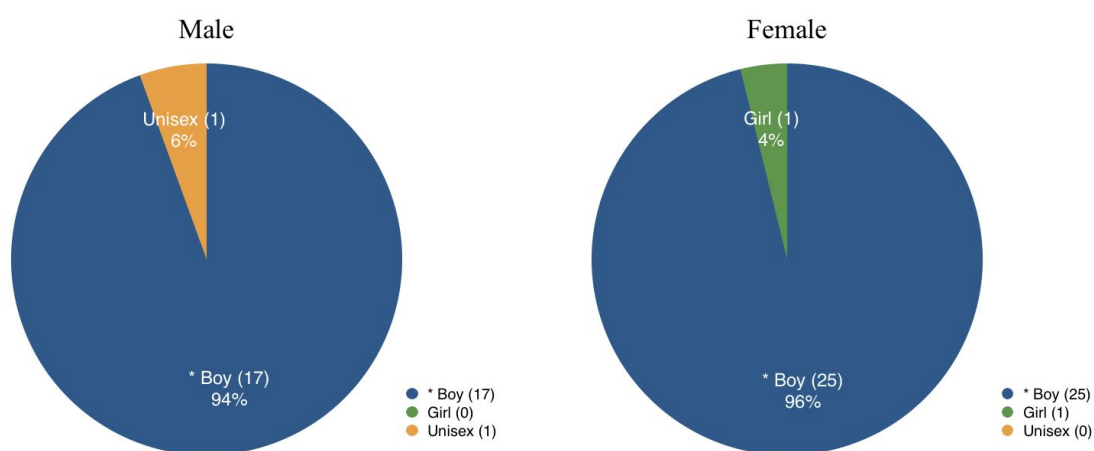
**Q2b) Gain in weight**



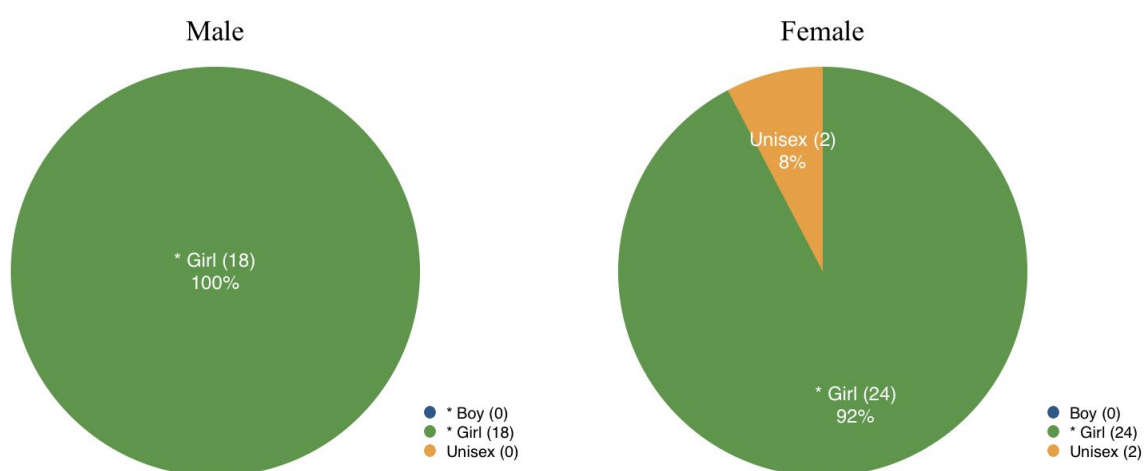
### Q2c) Growth of beards



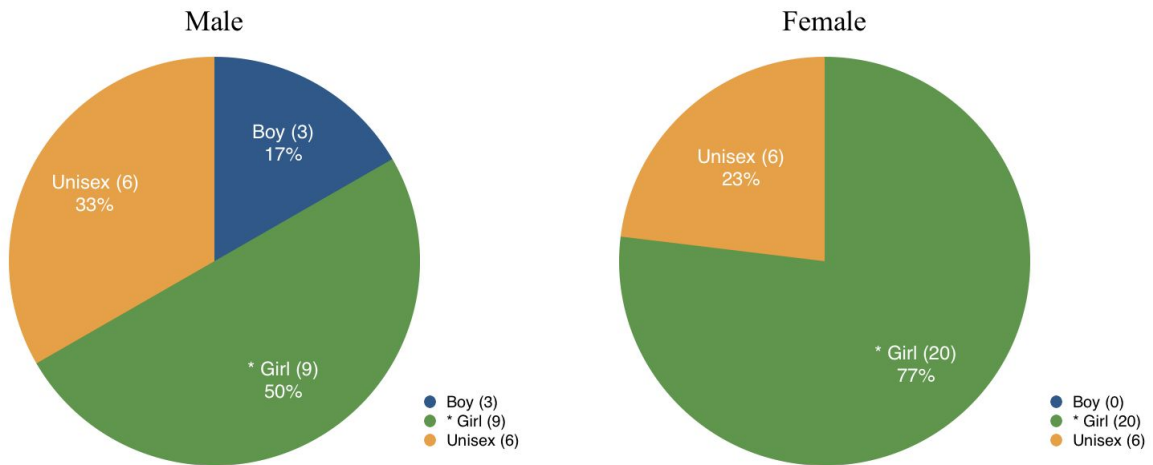
### Q2d) Appearance of Adam's apple bumps



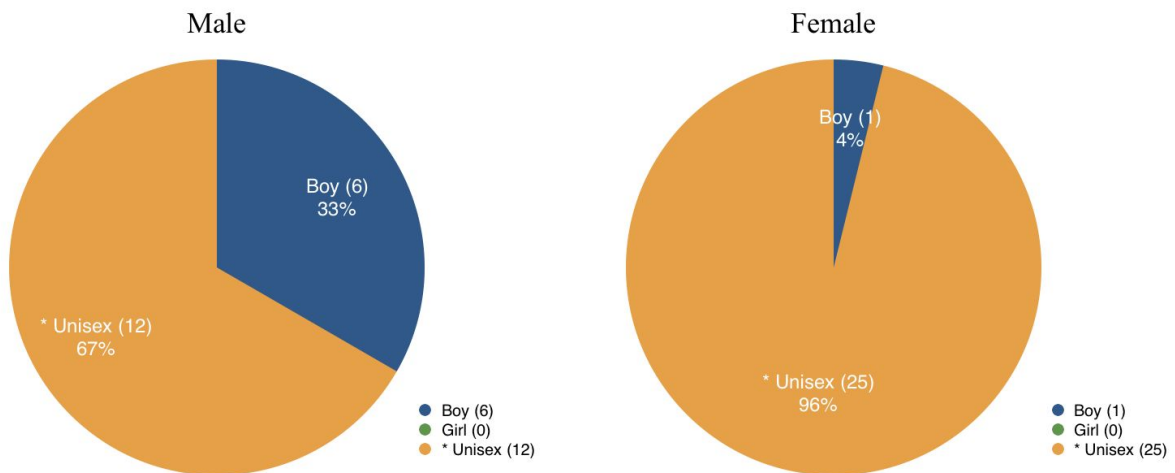
### Q2e) Breast development



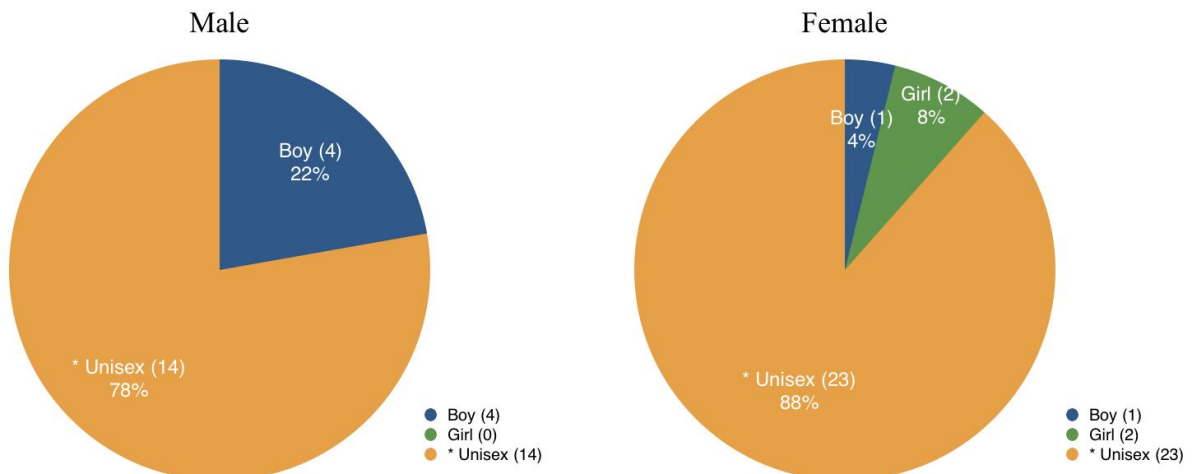
### Q2f) Fat accumulation and widening of buttocks



### Q2g) Appearance of pimples and body odor



### Q2h) Appearance of armpit and pubic hair



### Q2i) Widening of shoulder

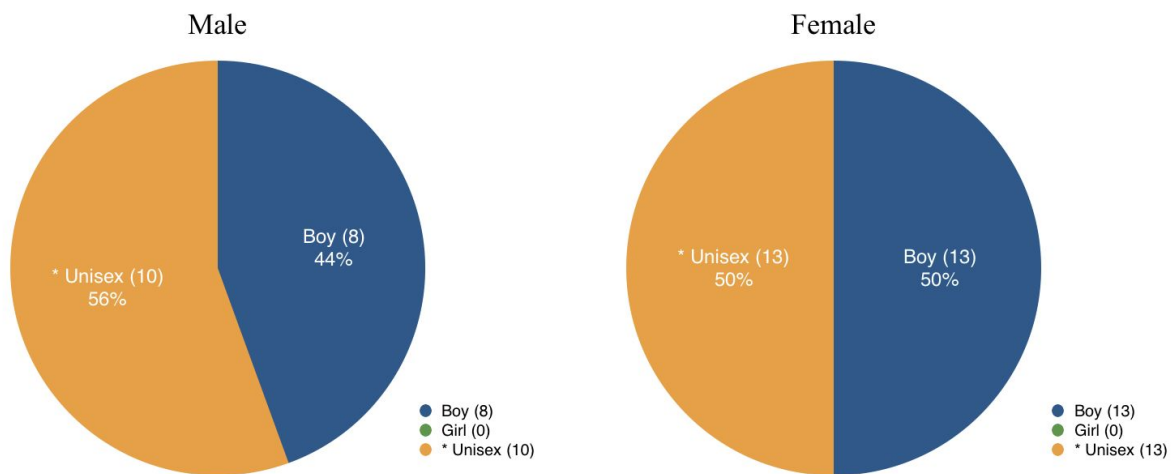


Fig. 2.1.13-30) Question 2a-i. Body change during puberty

### Q3d) Which of the following is NOT a route of transmission of AIDS?

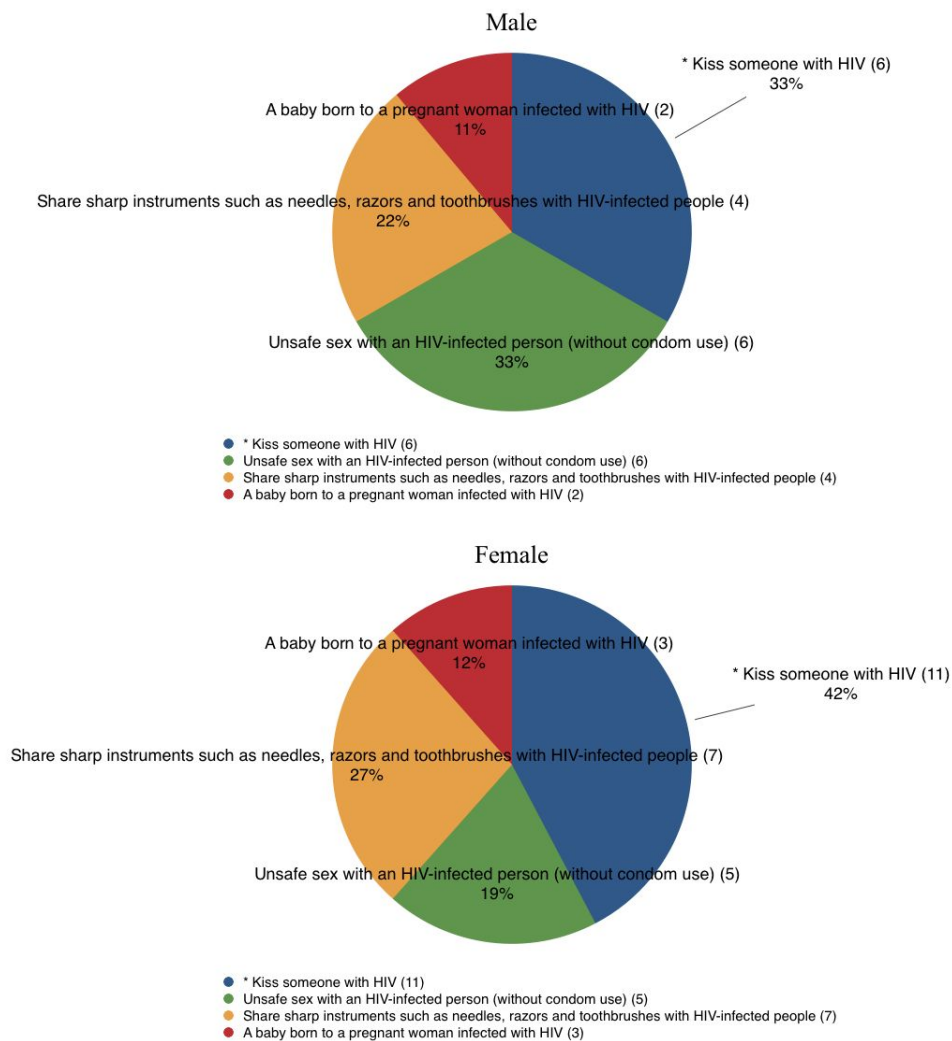
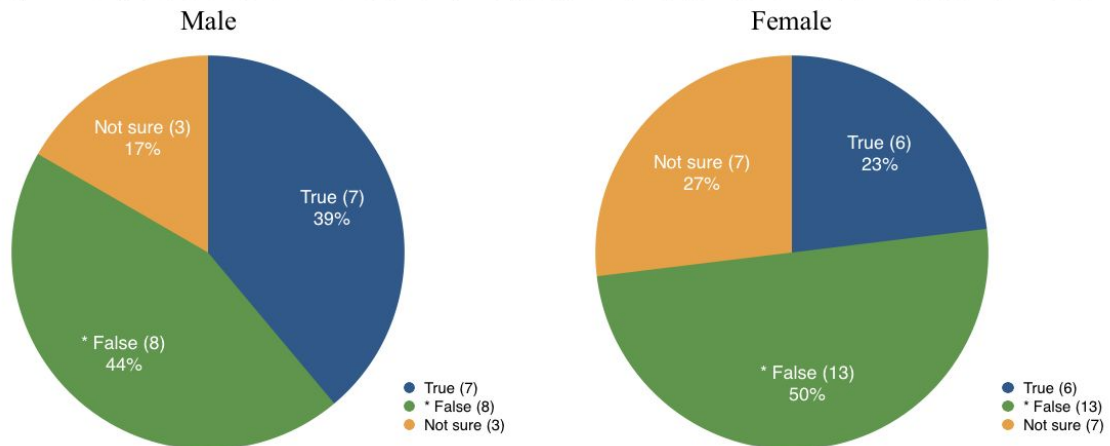


Fig. 2.1.31-32) Question 3d. Sexual transmitted diseases

**Q7a) In many cases of sexual harassment, the perpetrator is someone the victim does not know.**



**Q7b) If someone has been a victim of sexual assault, he/she should change his/her clothes or bathe immediately to keep his/her body clean.**

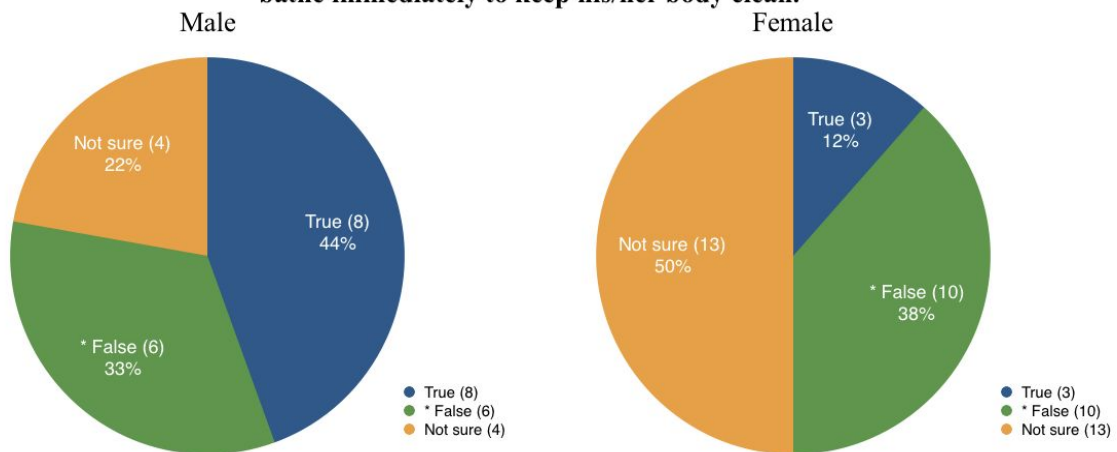


Fig. 2.1.33-36) Question 7a-b. Sexual harassment, assault, violence and incest



## 5.2.2 Attitude and Value

### Q3a) I think masturbation is bad for the body and I feel guilty.

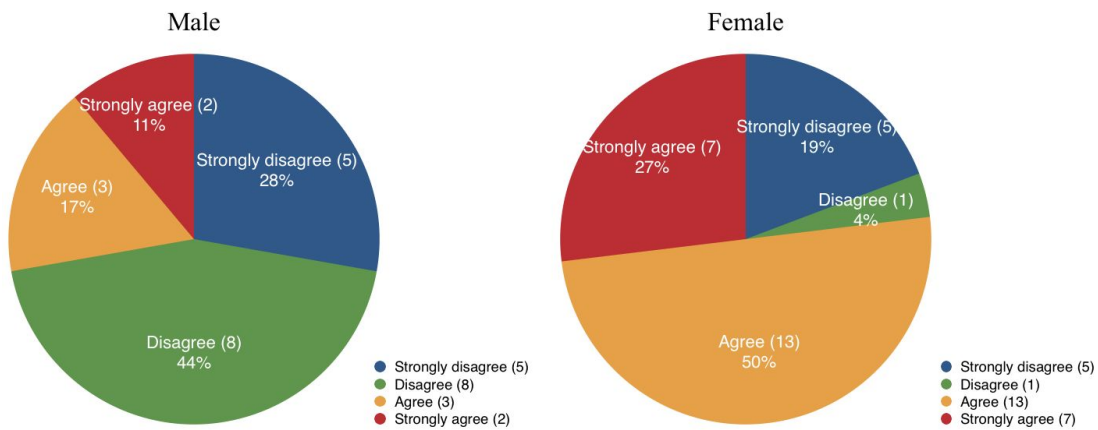
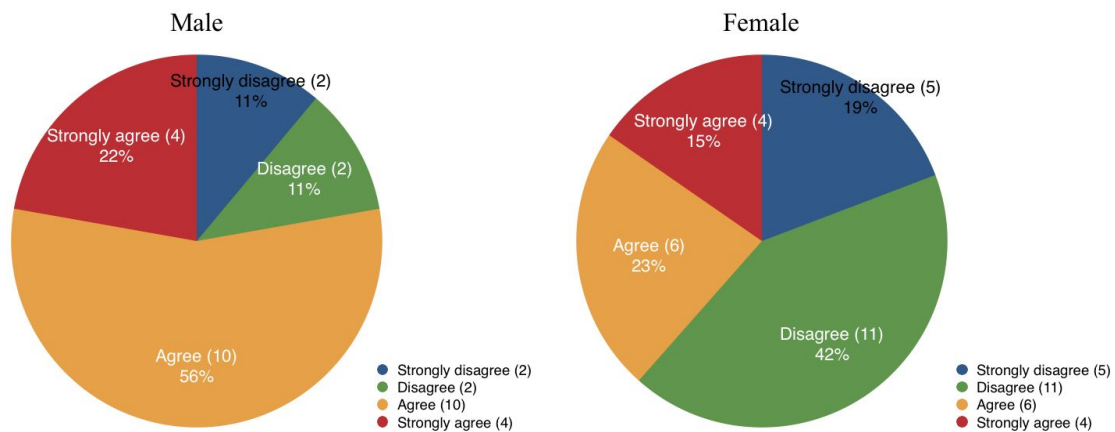


Fig.

Fig. 2.2.1-2) Question 3a. Sex impulse

### Q3b) If my family members or friends are infected with HIV, I will still be with them as before.



### Q3c) I am willing to go to school with someone infected with HIV.

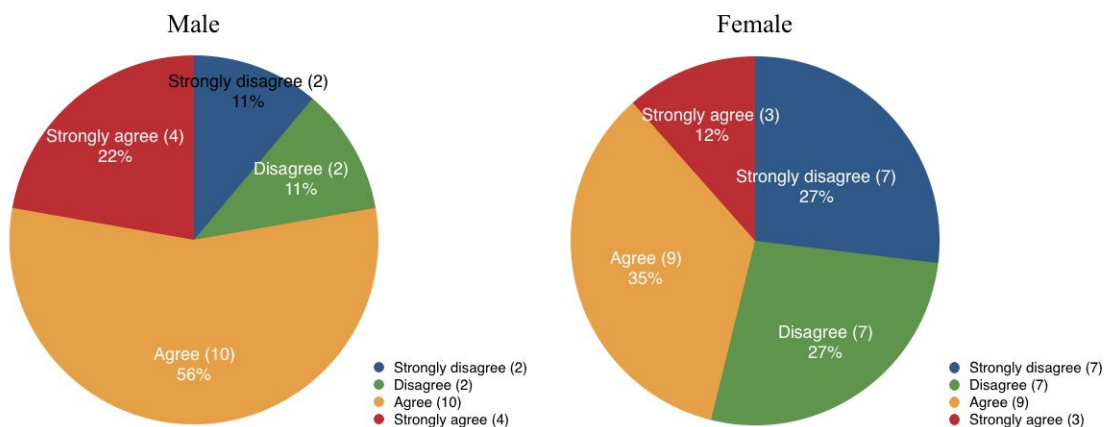
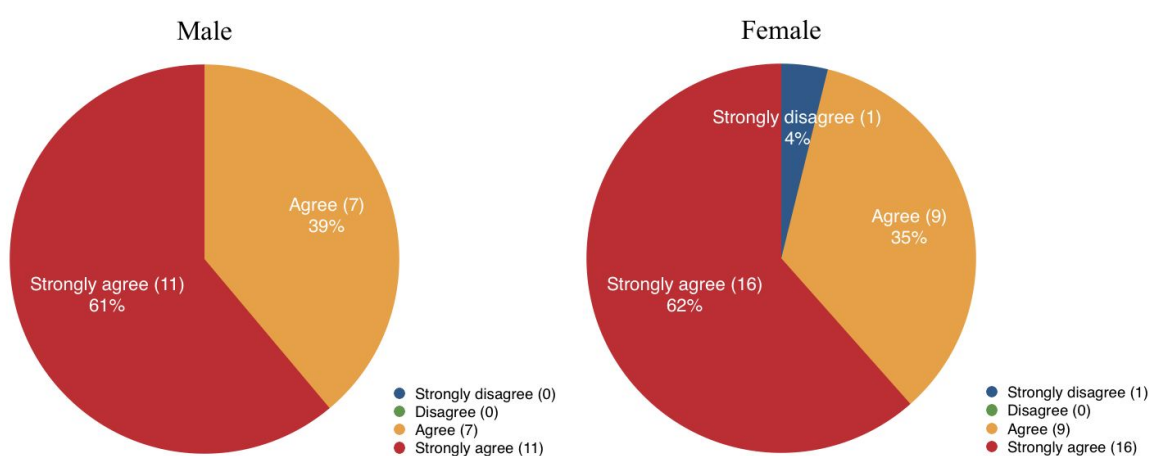


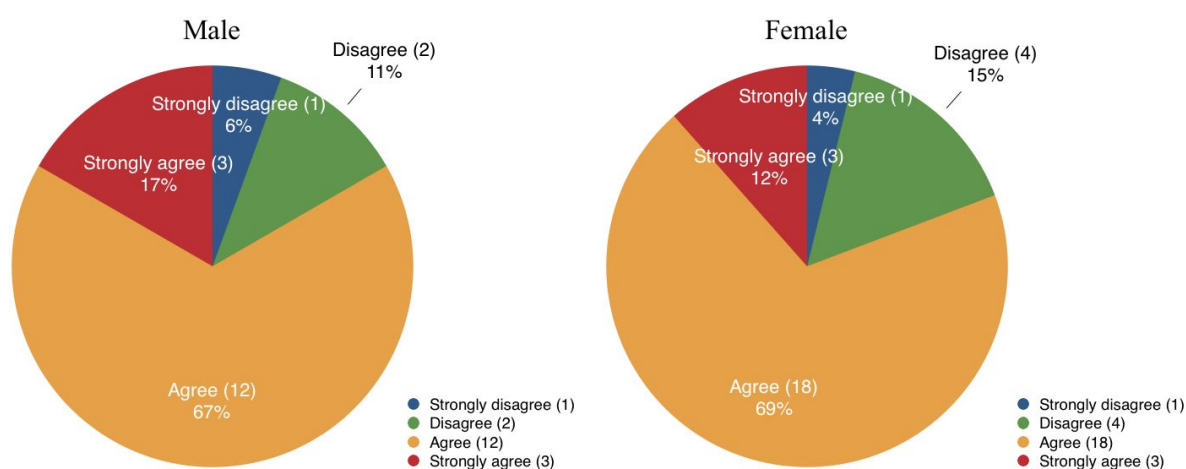
Fig. 2.2.3-6) Question 3b-c. Sexual transmitted diseases



**Q8a) I like to play with friends of the same sex.**



**Q8b) I like to play with friends of the opposite sex.**



**Q8c) I prefer to play with friends of the opposite sex than with friends of the same sex.**

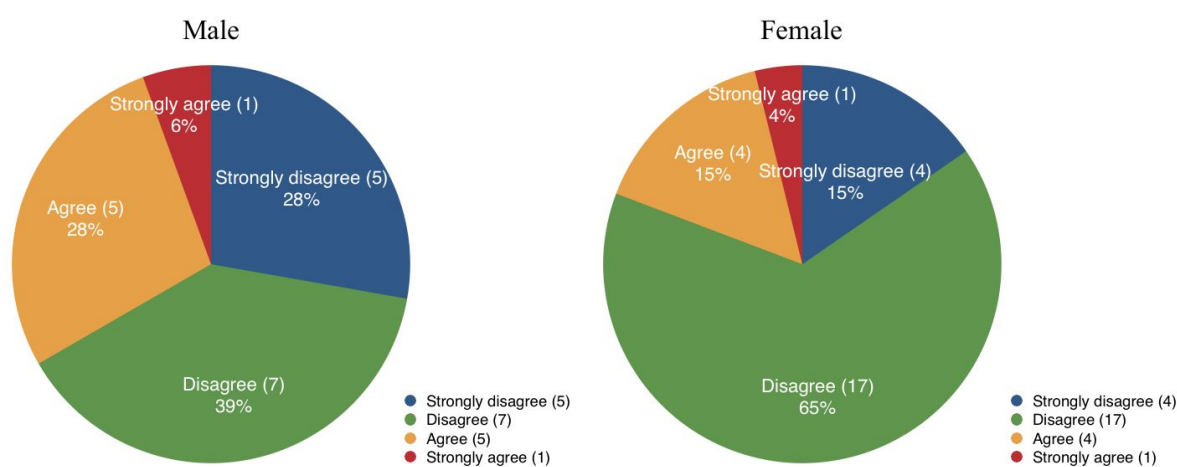


Fig. 2.2.7-12) Question 8a-c. Friendships

**Q9a) Some of my classmates come from different types of families, such as single parent or adoption, but I won't make fun or exclude them.**

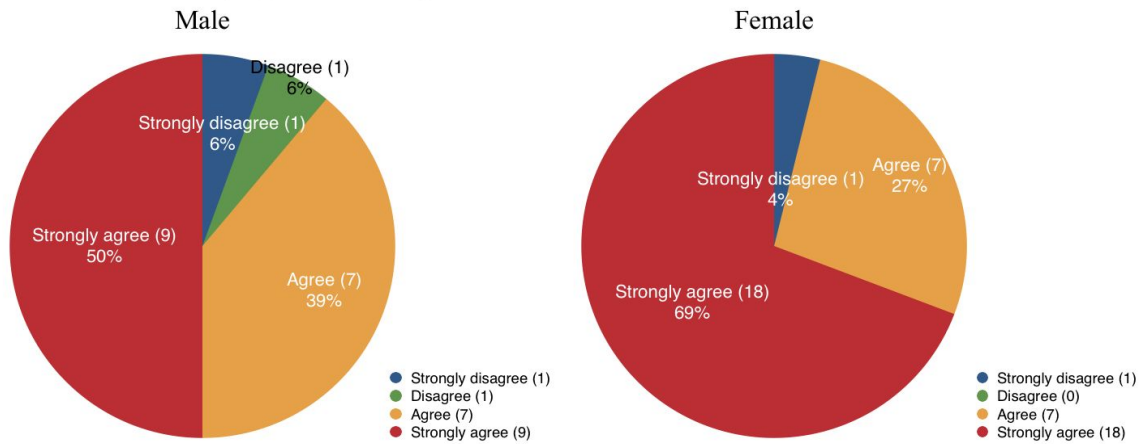


Fig. 2.2.13-14) Question 9a. Family pattern

**Q9b) Although I have a close relationship with my family members, I know they all need their own privacy.**

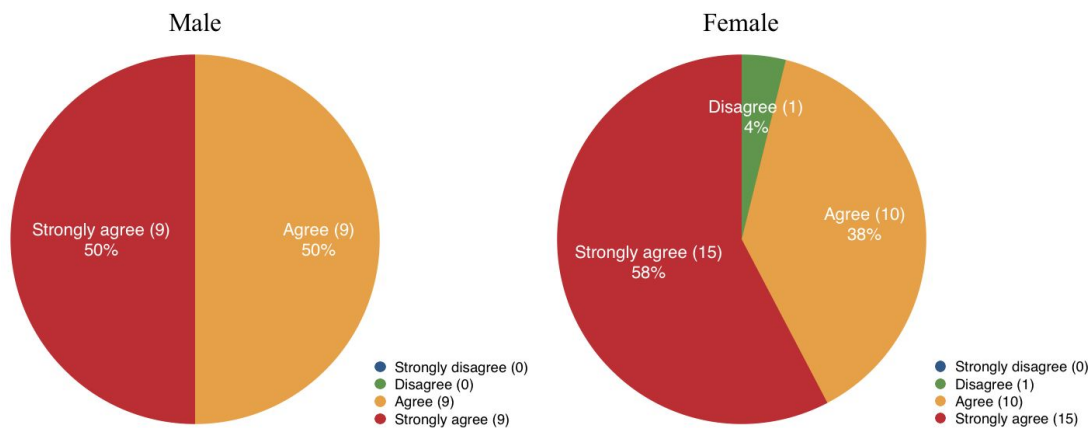


Fig. 2.2.15-16) Question 9b. Privacy within each family member

**Q9c) I enjoy discussing my body development (puberty) with my parents.**

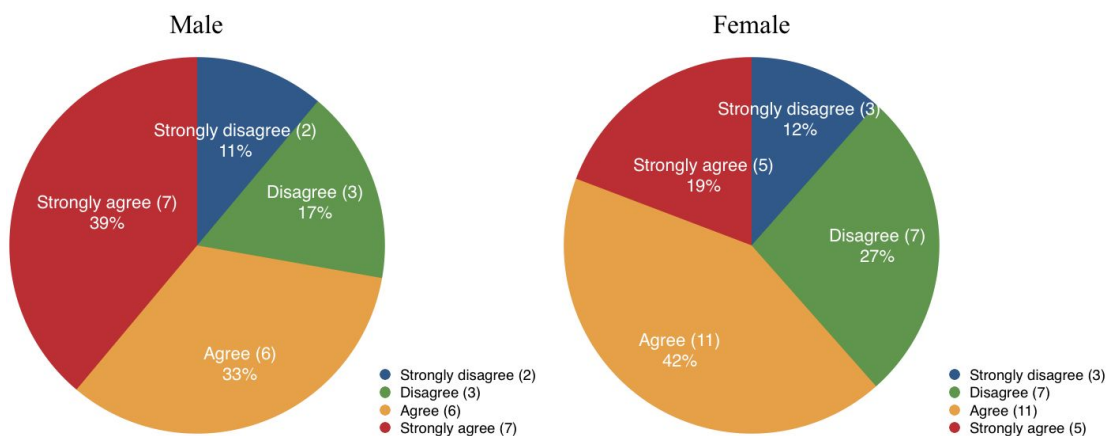


Fig. 2.2.17-18) Question 9c. Communication with family members

**Q9d) If there is a new change in the family (such as the birth of a sibling or the moving out of a married brother), I can express my feelings with my family with appropriate emotions.**

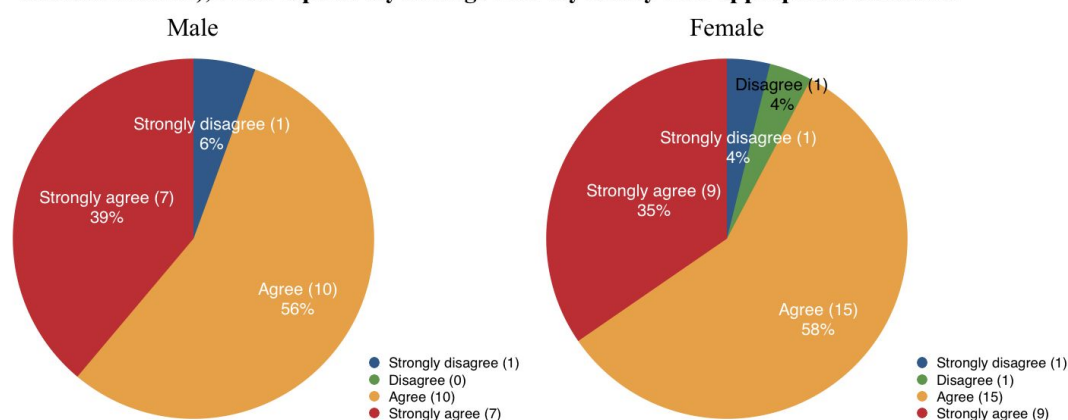


Fig. 2.2.19-20) Question 9d. Coping with changes in the family

**Q9e) I know that every family member has his/her own position and responsibility, and my responsibility is to study hard.**

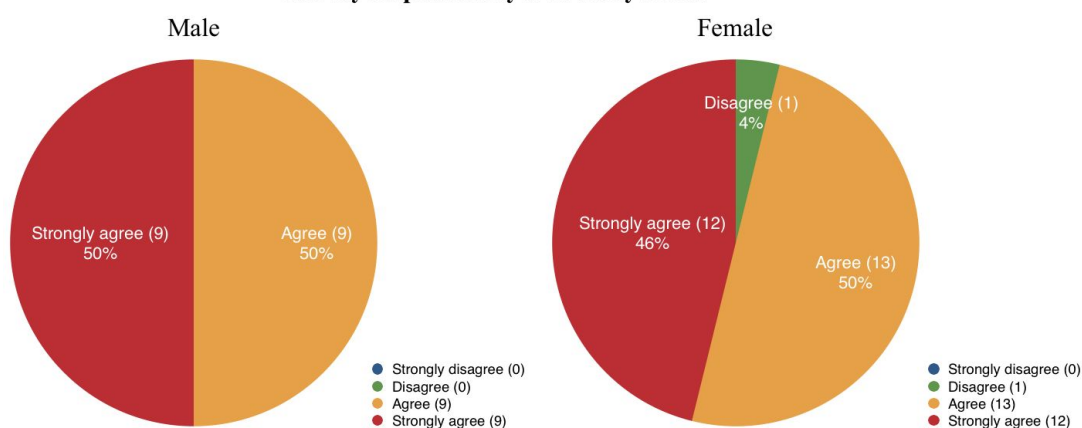


Fig. 2.2.21-22) Question 9e. identity and position of family members

**Q9f) If dad comes home from work feeling tired, I am happy to give him a massage to relax and share the pressure.**

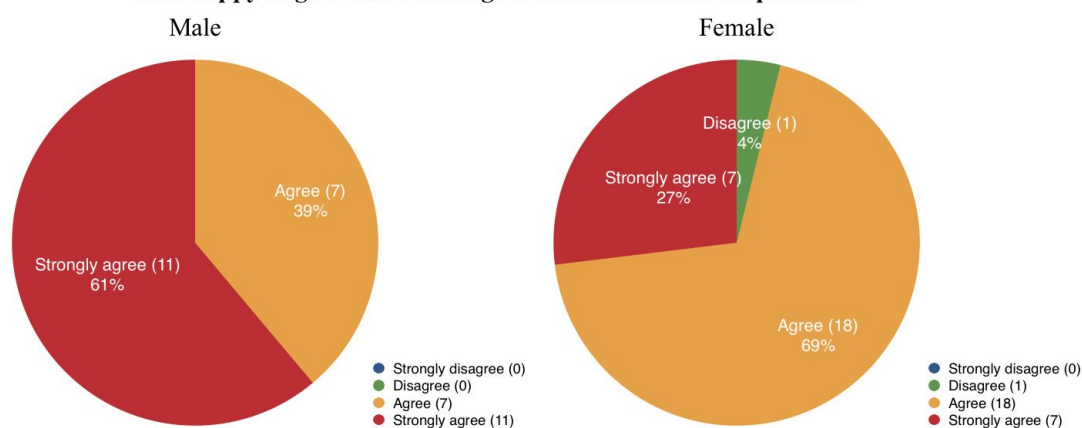


Fig. 2.2.23-24) Question 9f. Harmonious family: responsibilities and right

**Q10a) I think sex-related information on the Internet, magazines or on TV is very reliable.**

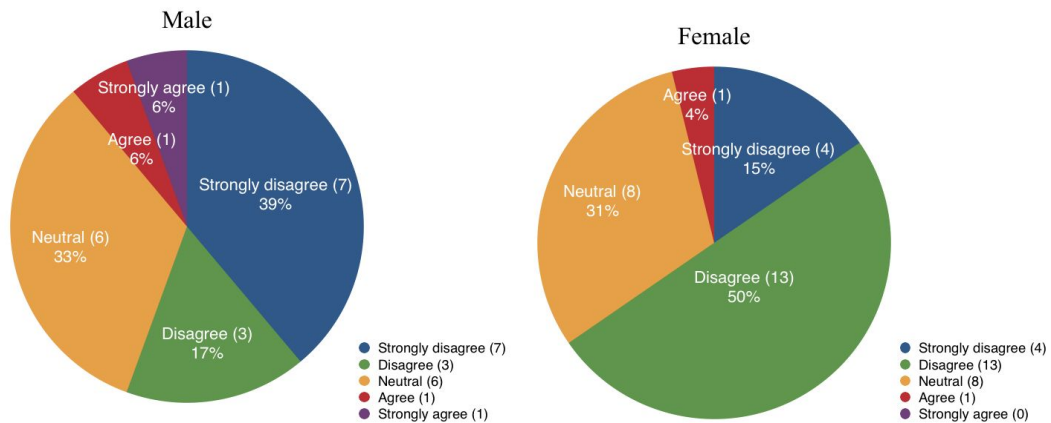
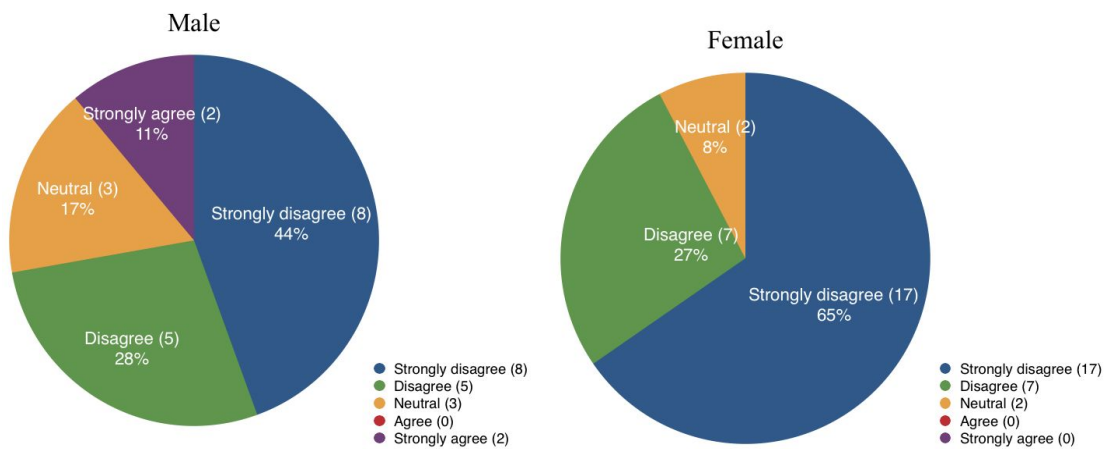
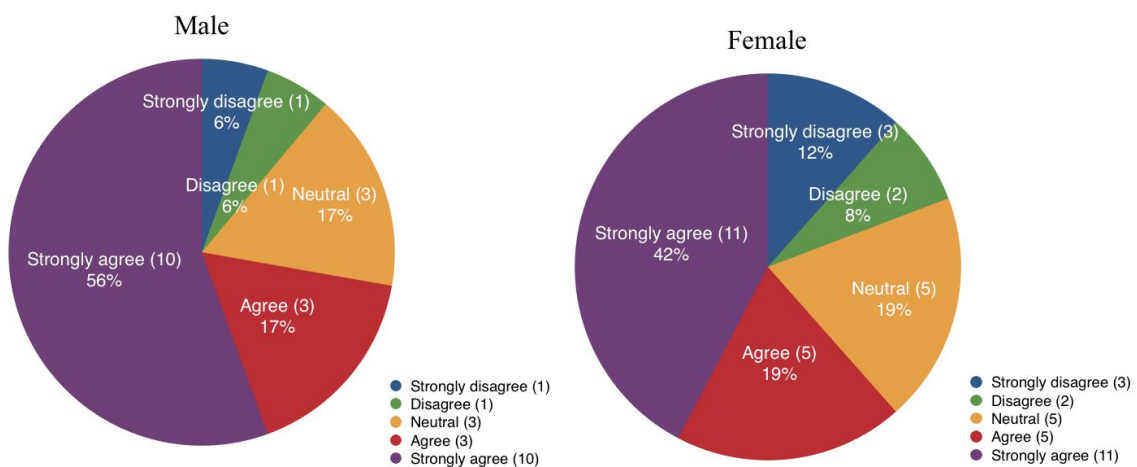


Fig. 2.2.25-26) Question 10a. Social media

**Q10b) Men are strong and women are weak.**



**Q10c) Girls can like playing football and boys can like playing barbie.**



### Q10d) Crying of men represents cowardice.

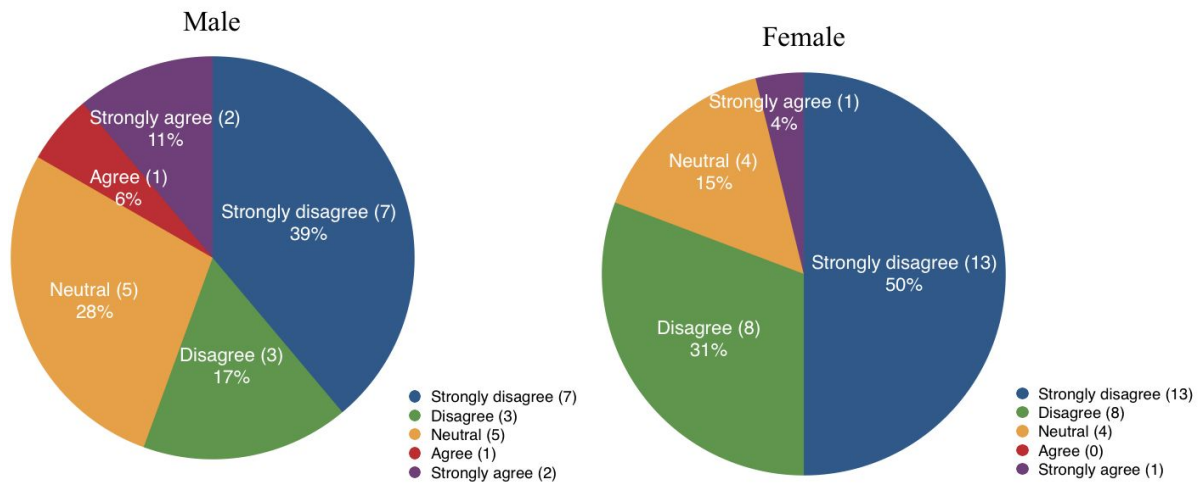
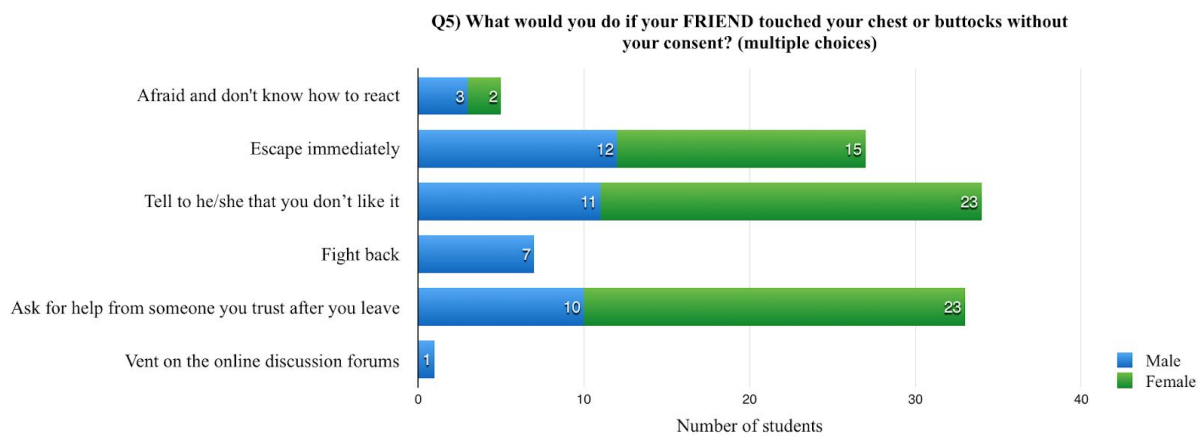
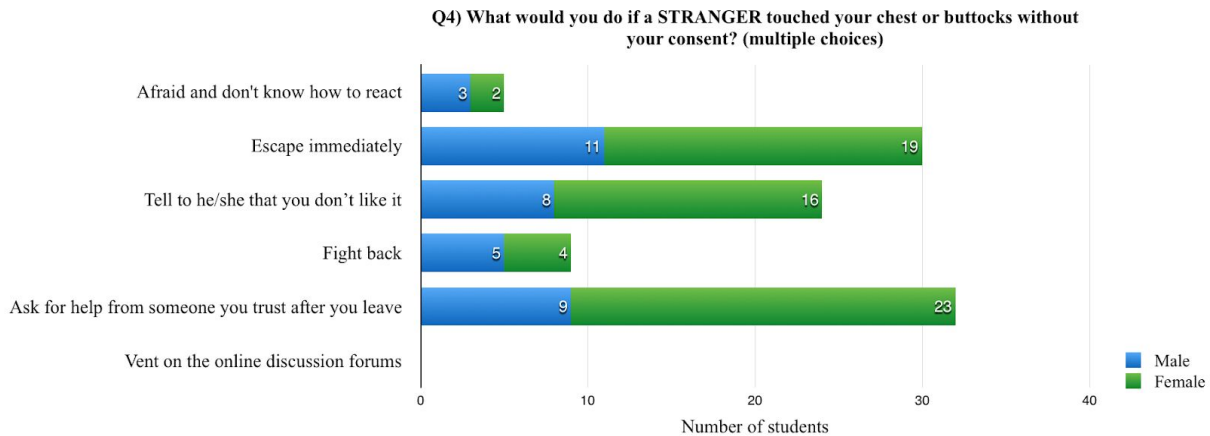


Fig. 2.2.27-32) Question 10b-d. Gender role

### 5.2.3 Situational Judgment





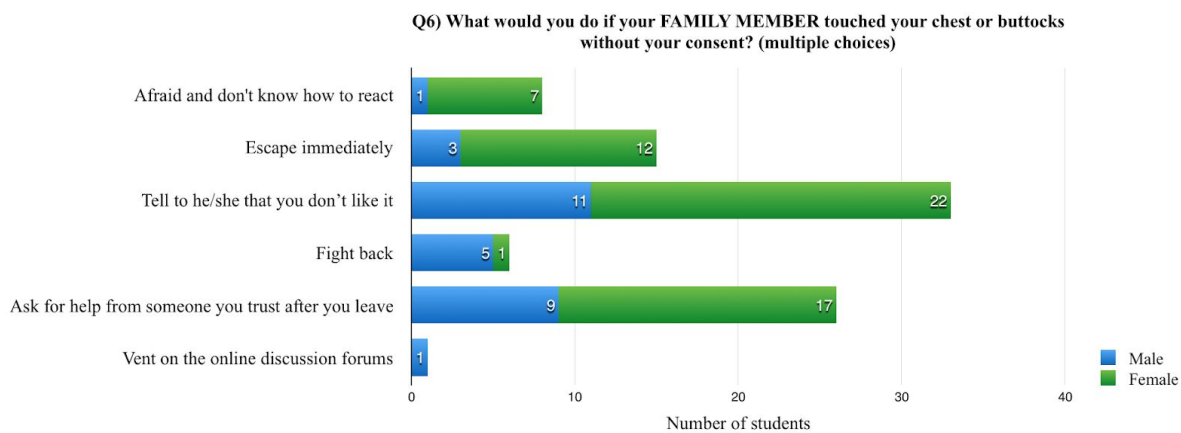
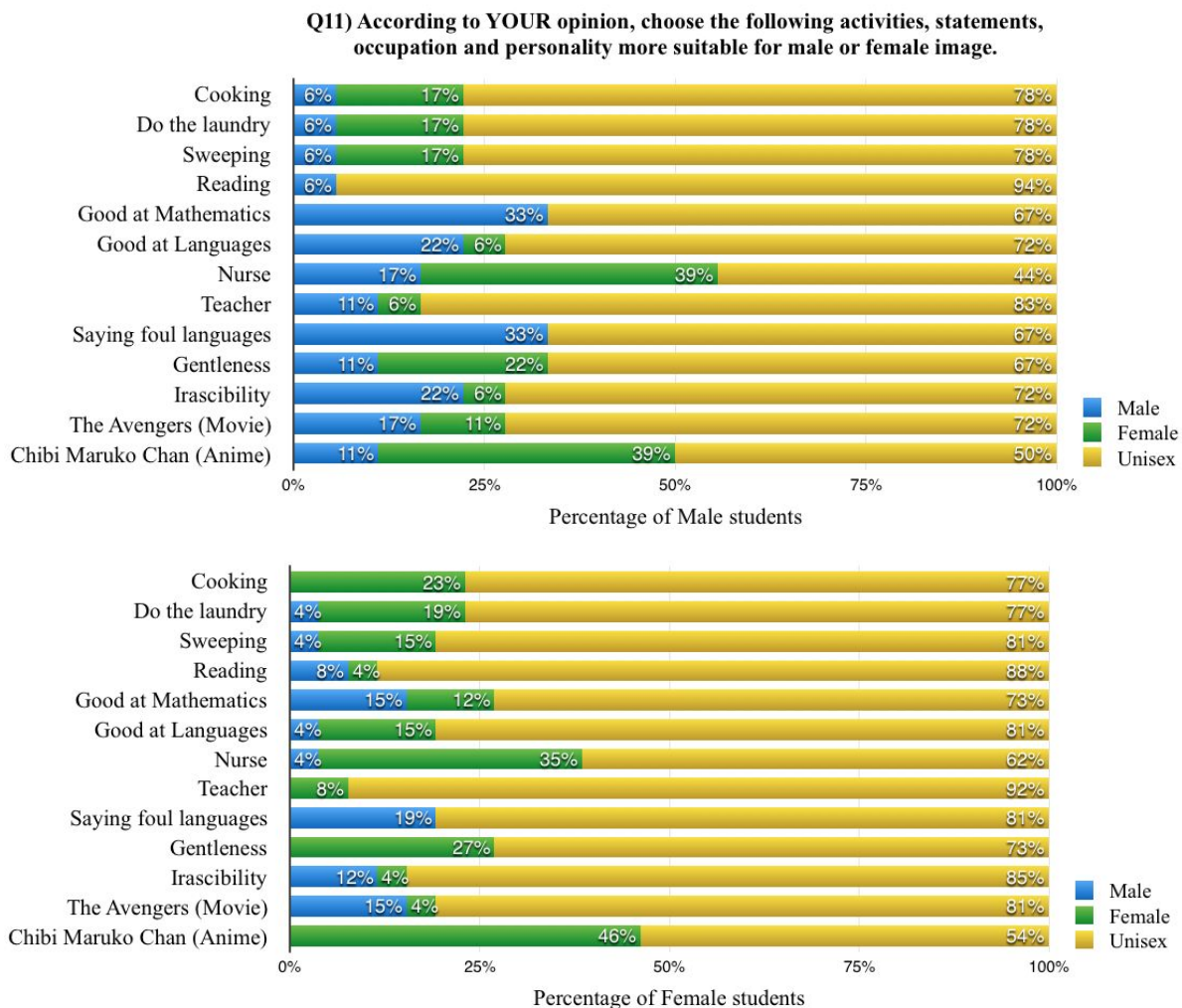


Fig. 2.3.1-3) Question Q4-6. Sexual harassment, assault, violence and incest



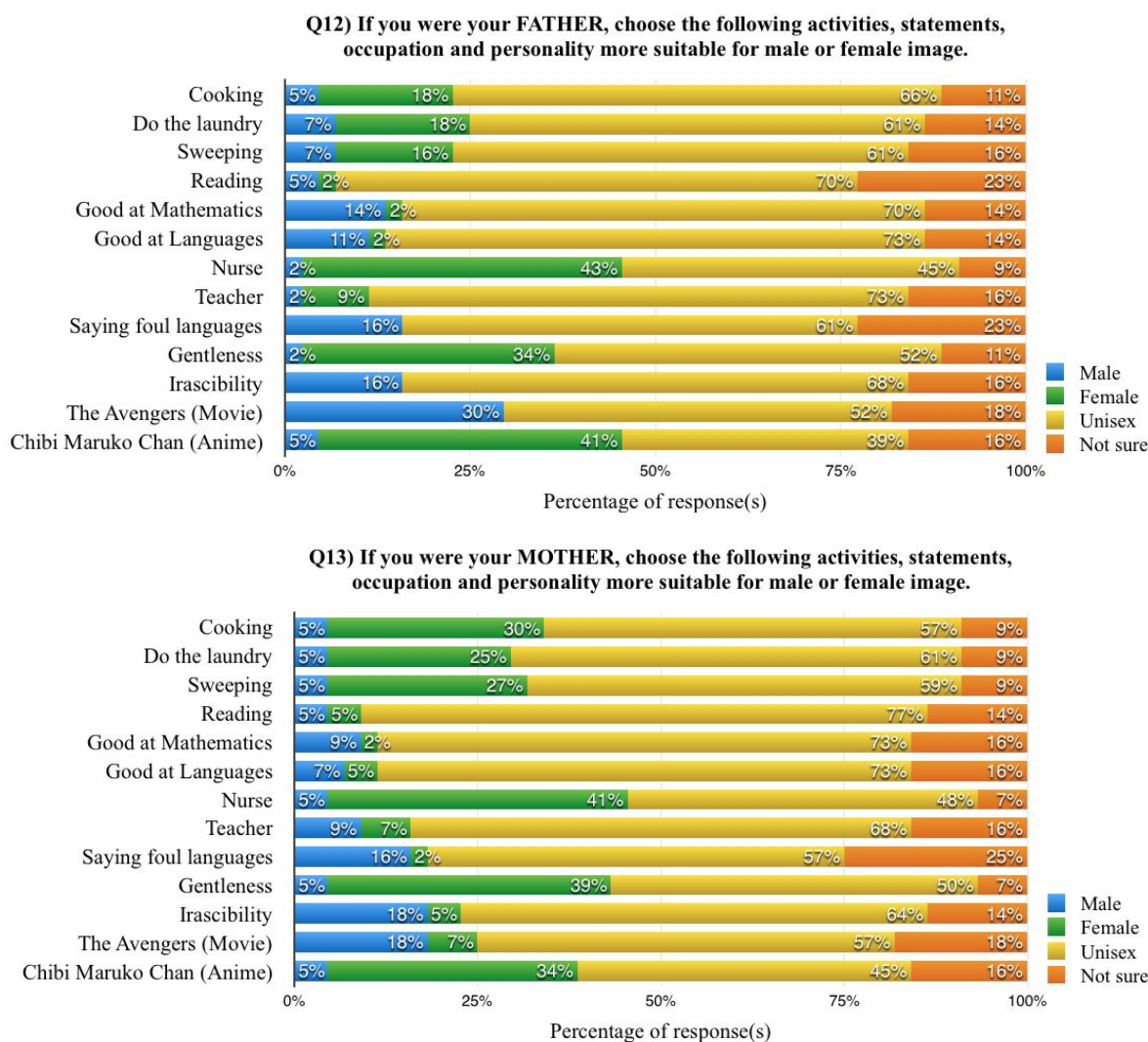
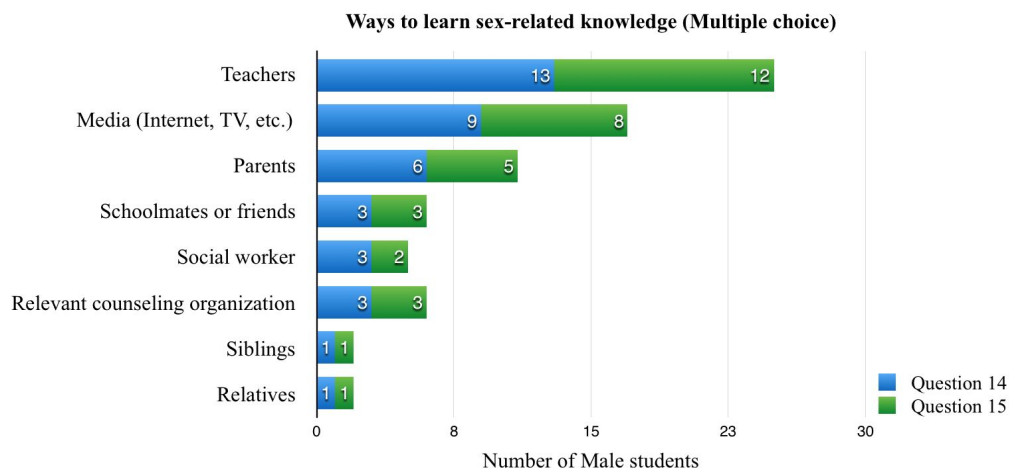
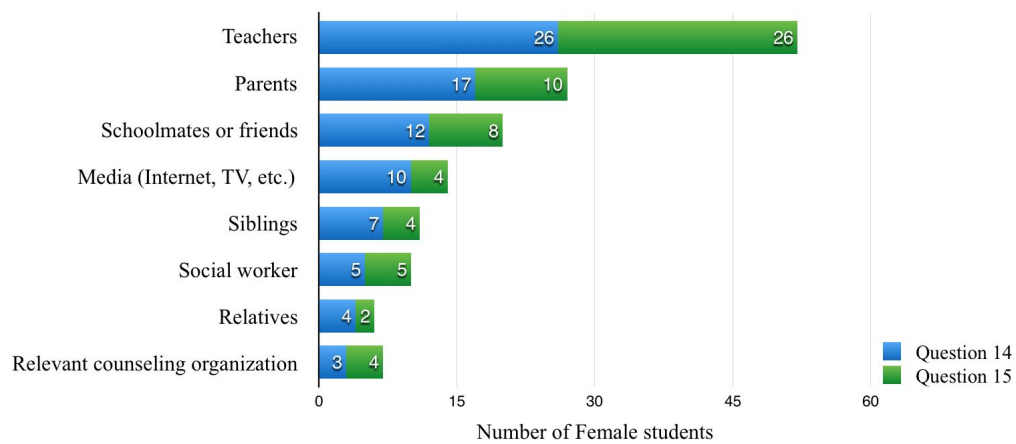


Fig. 2.2.4-7) Question 11-13. Gender role

## 5.2.4 School and Personal Experiences





\*Q14) Where do you mainly learn about sex-related knowledge?

\*Q15) Where do you like to learn about sex-related knowledge?

Fig. 2.4.1-2) Question 14 & 15. Learning and favorite approach of sexuality education

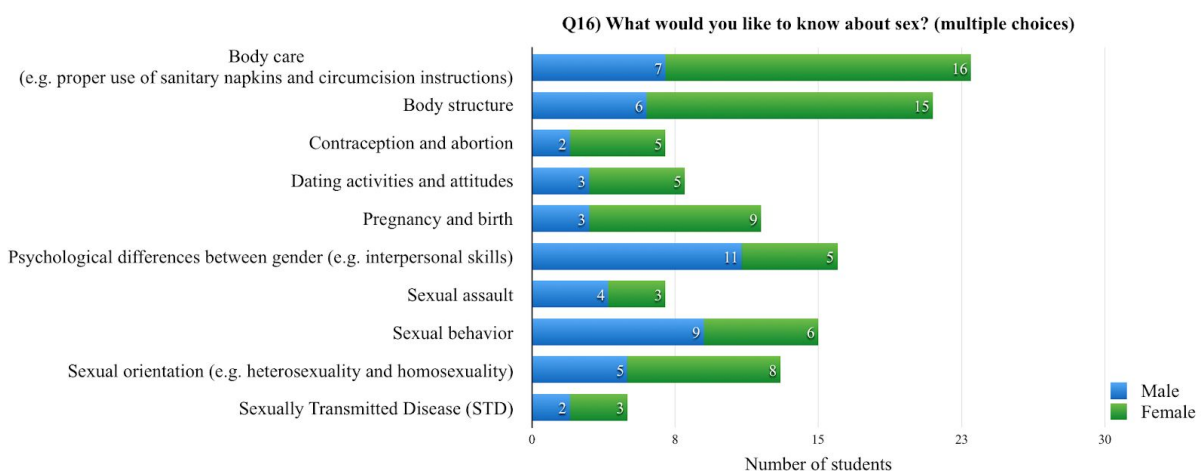


Fig. 2.4.3) Question 16. What students want to learn?



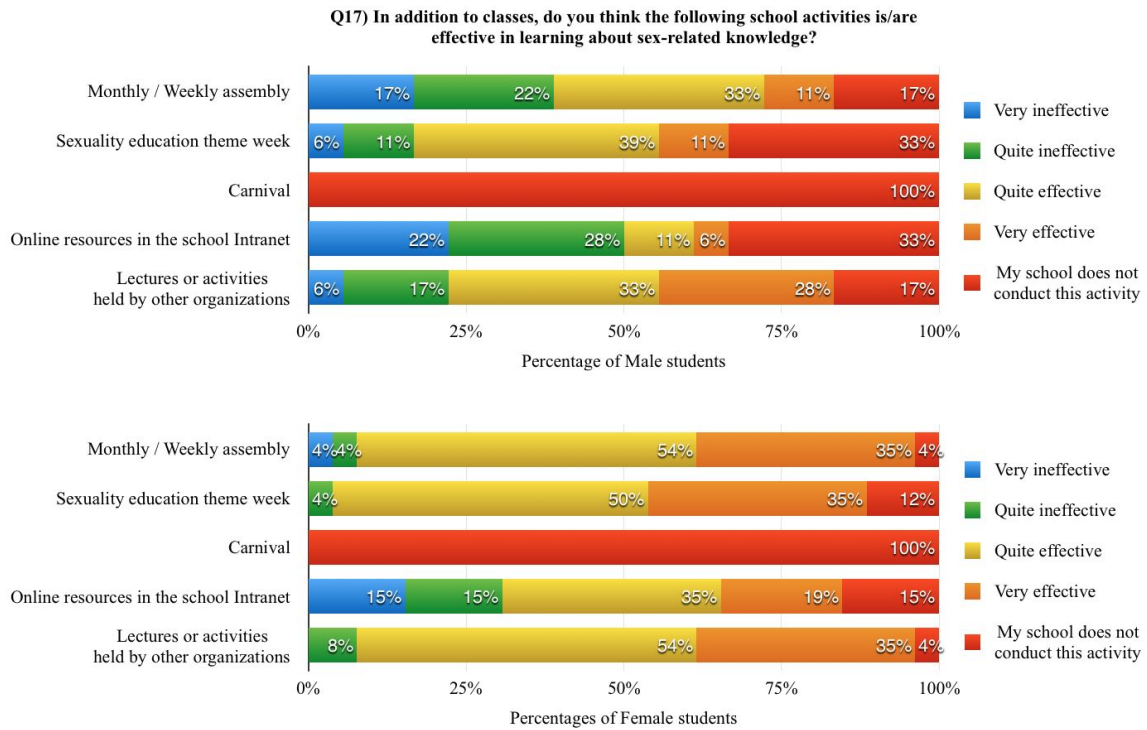
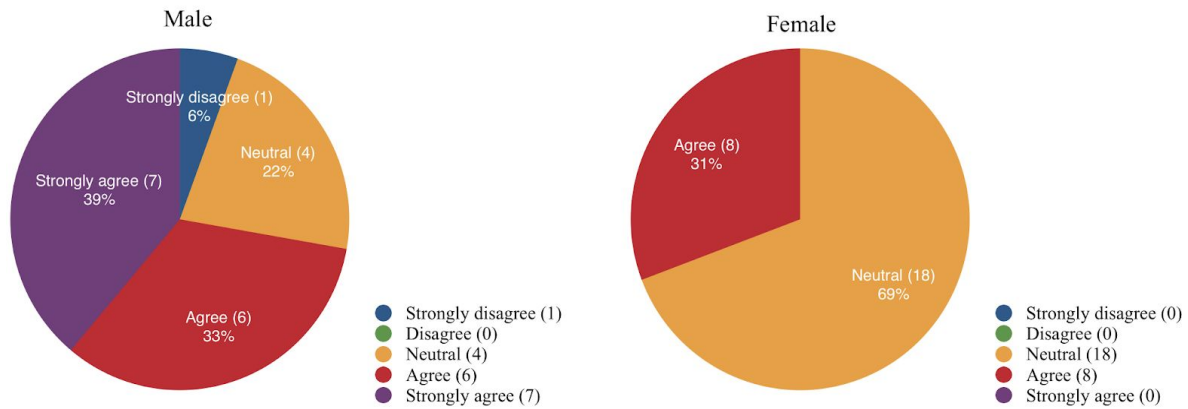
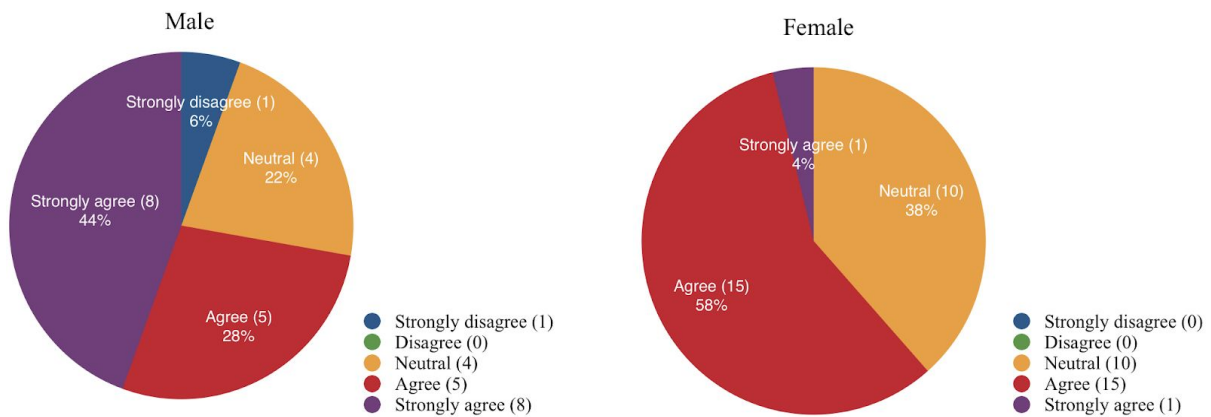


Fig. 2.4.4-5) Question 17. Effectiveness of school activities

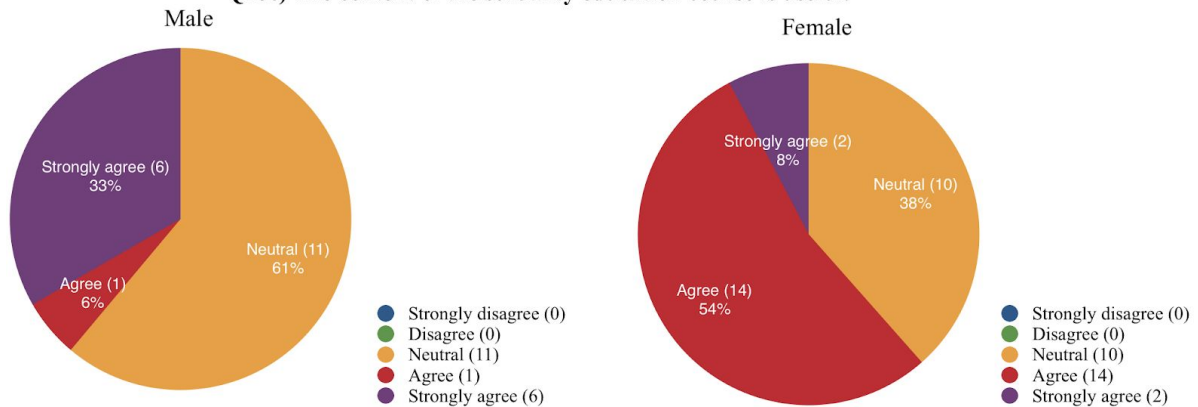
**Q18a) I am satisfied with the activities in the sexuality education class.**



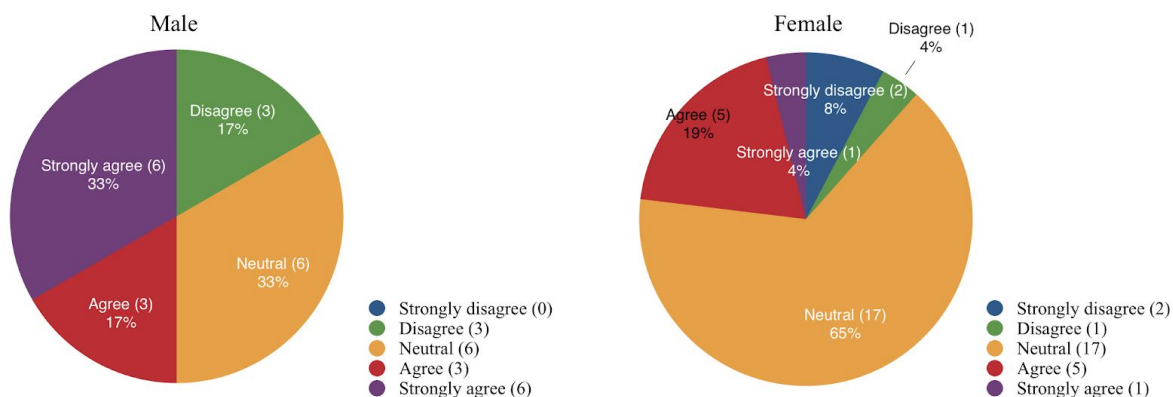
**Q18b) I think the number of sexuality education classes in school is enough.**



**Q18c) The content of the sexuality education course is useful.**



**Q18d) I think sexuality education deserves to be a compulsory subject (like Chinese classes with fixed schedules).**



**Q18e) I like the way teachers teach sexuality education.**

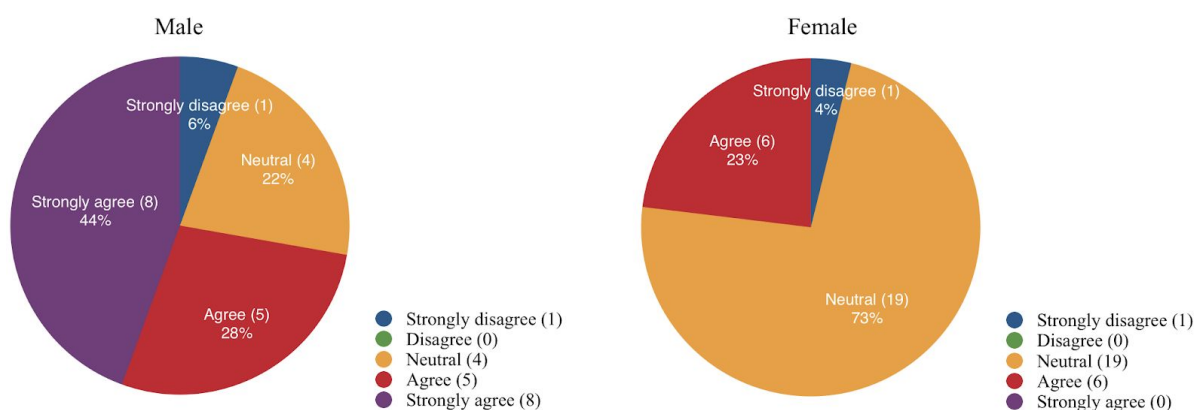
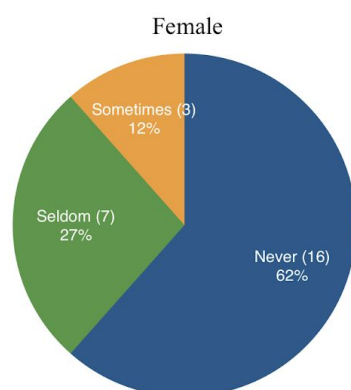
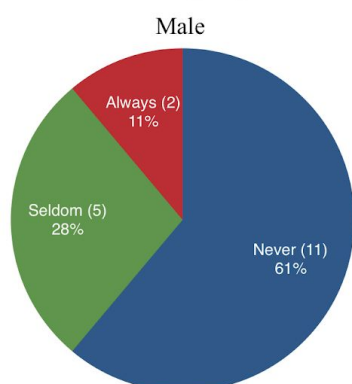
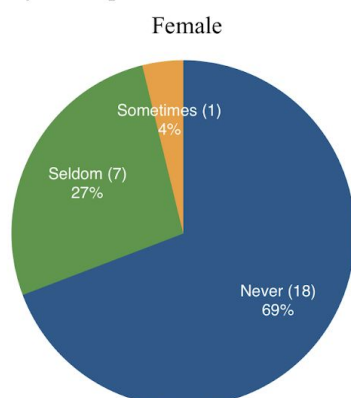
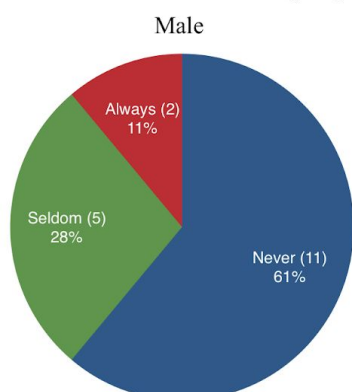


Fig. 2.4.6-15) Question 18a-e. Evaluation of sexuality education lesson

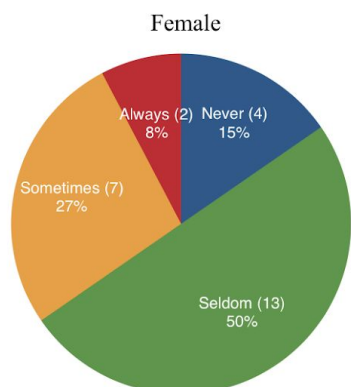
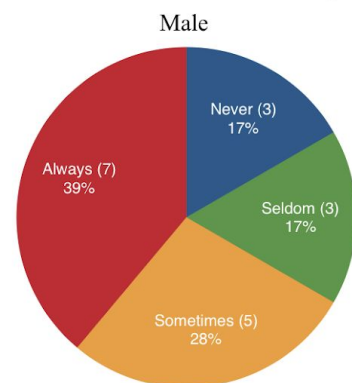
**Q19a) I was teased by my schoolmate(s) because of my body development.**



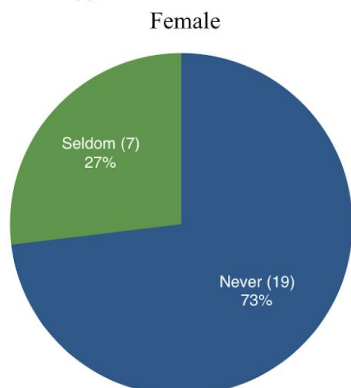
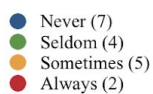
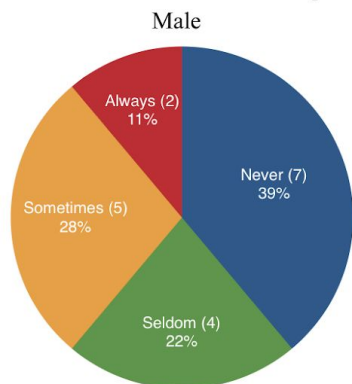
**Q19b) I teased people about their body development.**



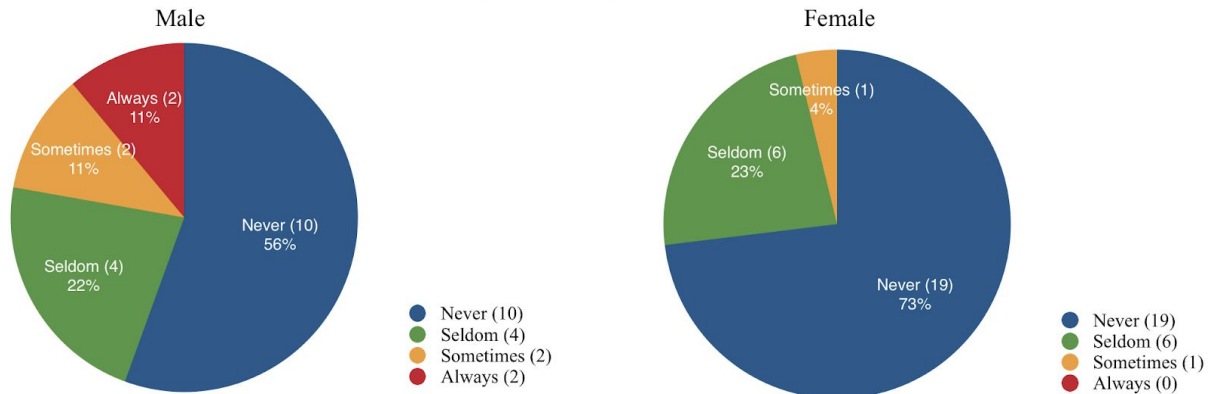
**Q19c) Someone told me dirty jokes / stories.**



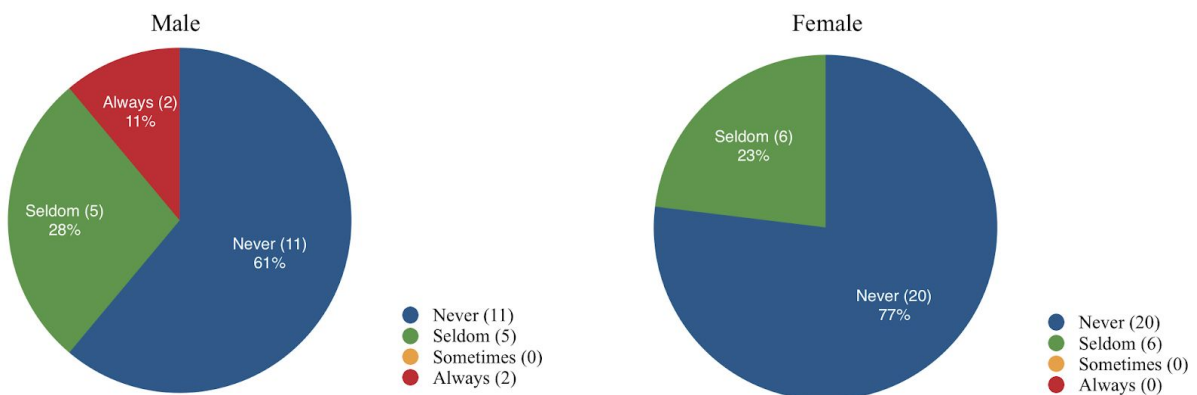
**Q19d) I told dirty jokes / stories to other(s).**



**Q19e) Someone has deliberately touched my private parts (such as my chest and buttocks).**



**Q19f) I have deliberately touched someone's private parts (such as chest and buttocks).**



**Q19g) When it comes to sex-related topic, I tend to explore rather than avoid it.**

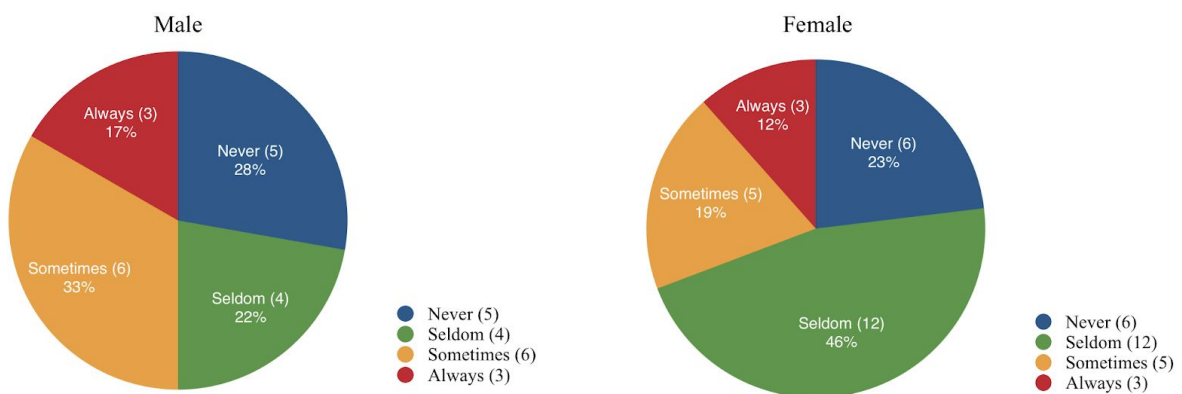


Fig. 2.4.16-29) Question 19a-g. Personal experiences

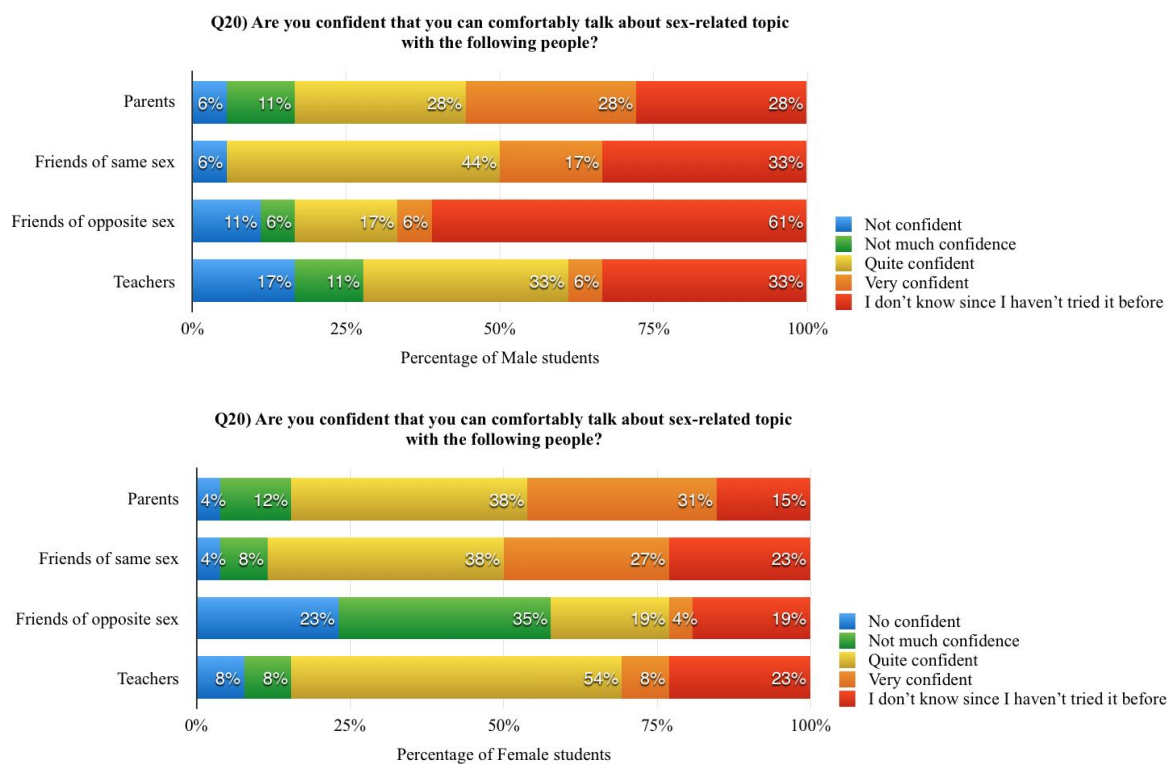
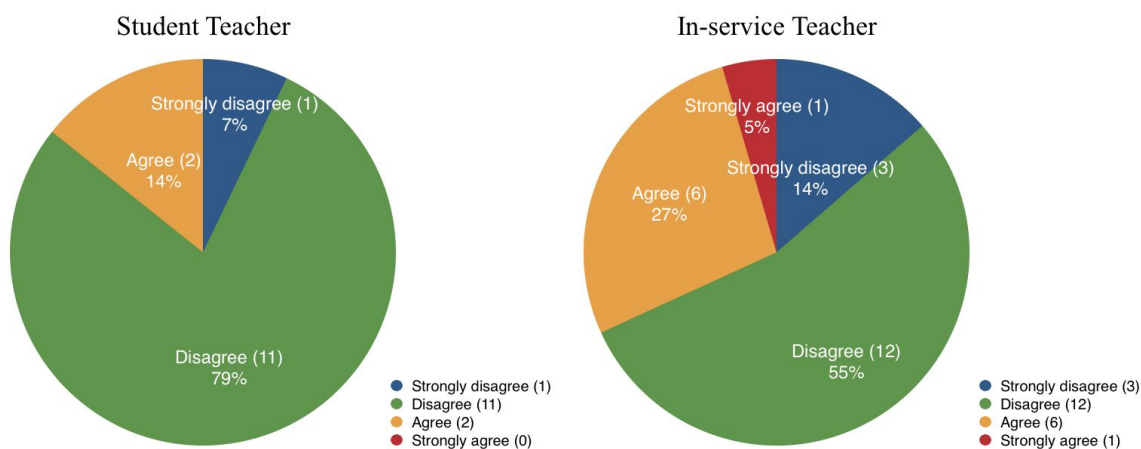


Fig. 2.4.30-31) Question 20. Confidence on talking sex-related topic

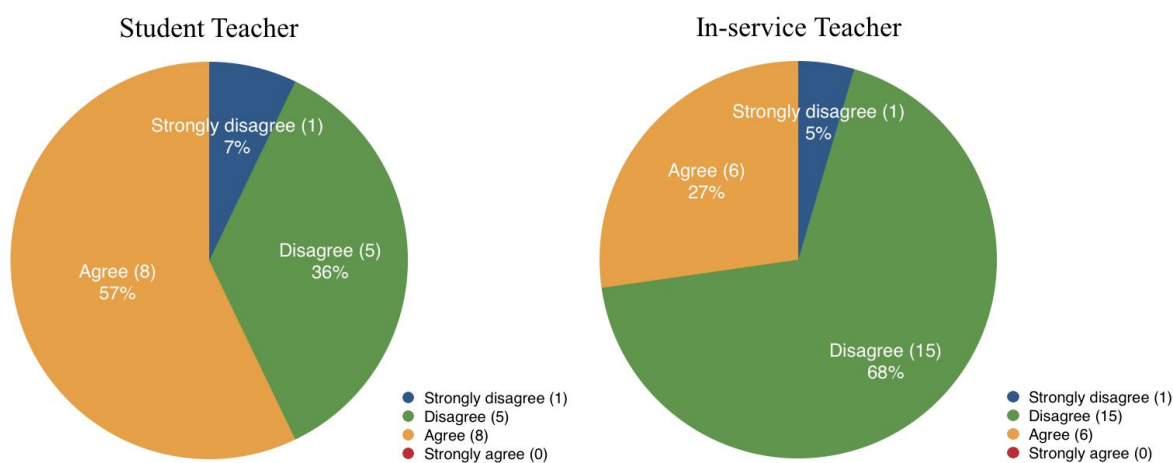
## Appendix 9 Statistics of the Teacher Survey

### 5.3.1 Research Question 1

**Q1a) I think schools should make sexuality education an independent subject (compulsory subject).**

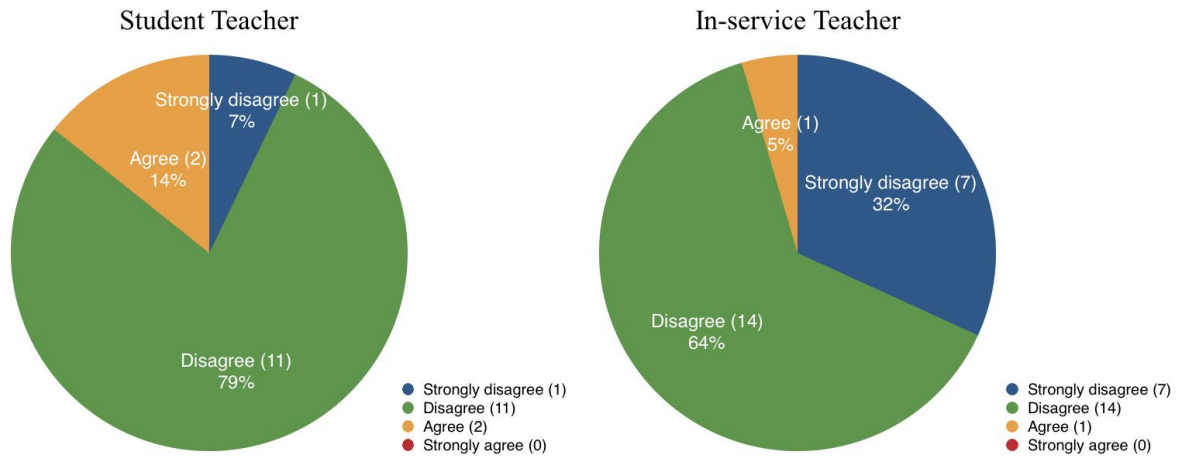


**Q1b) I think it is embarrassing to teach sexuality education.**





**Q1c) I think schools have enough resources for sexuality education.**



**Q1d) I think students are embarrassed when they go to sexuality education lessons.**

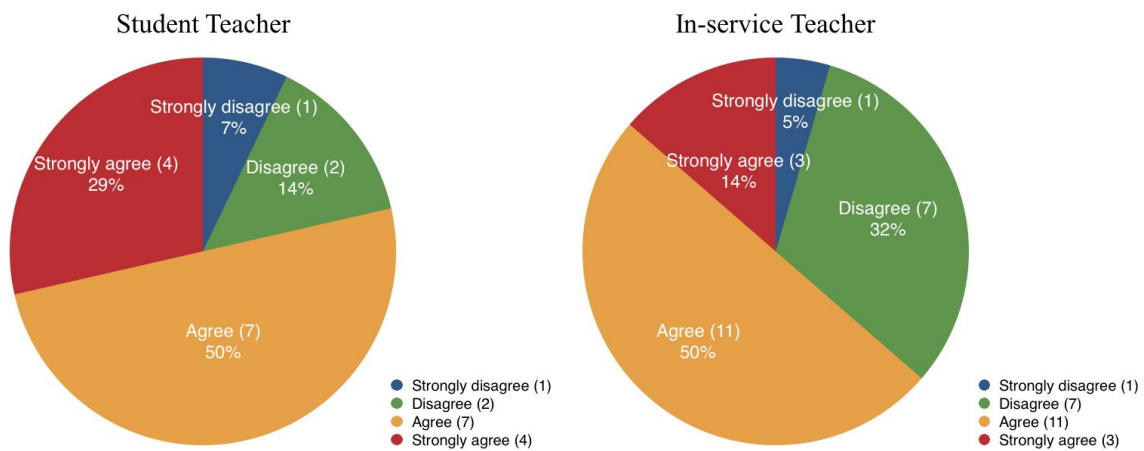
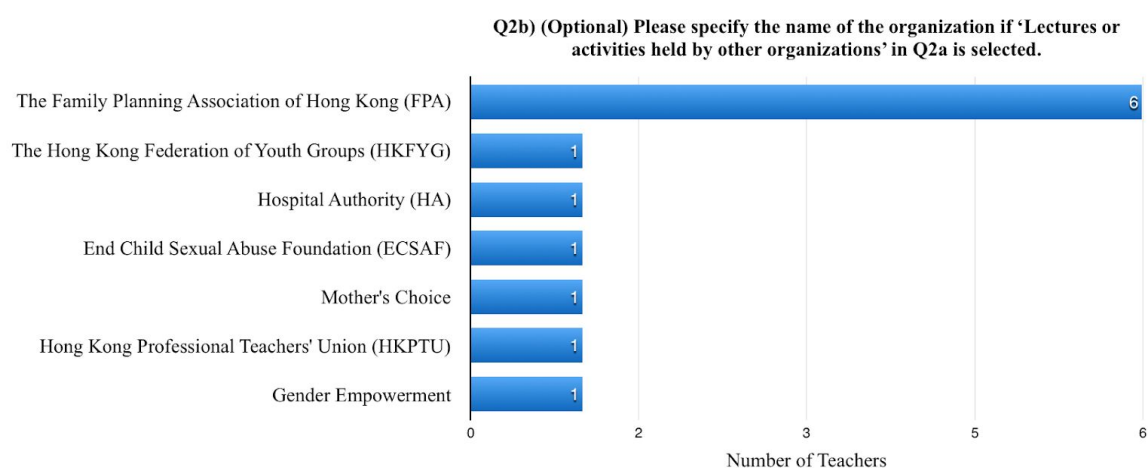
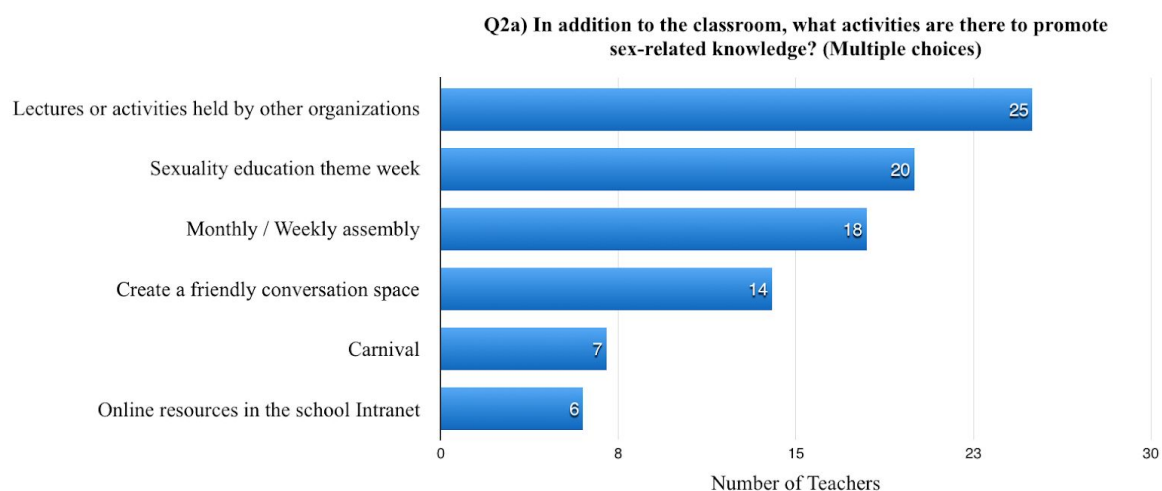
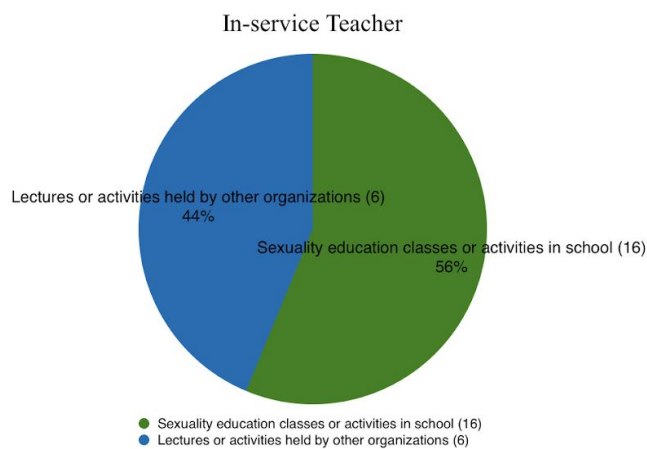
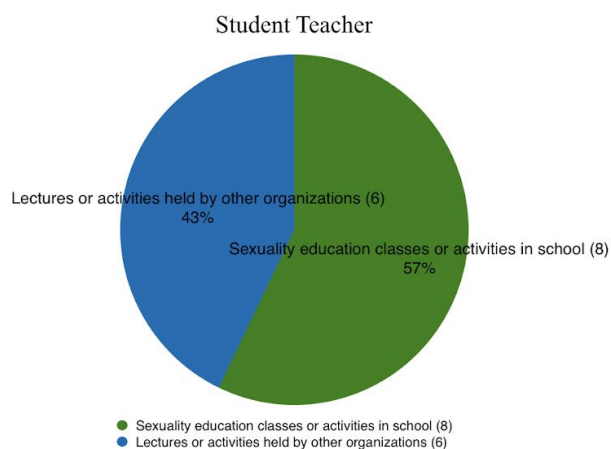


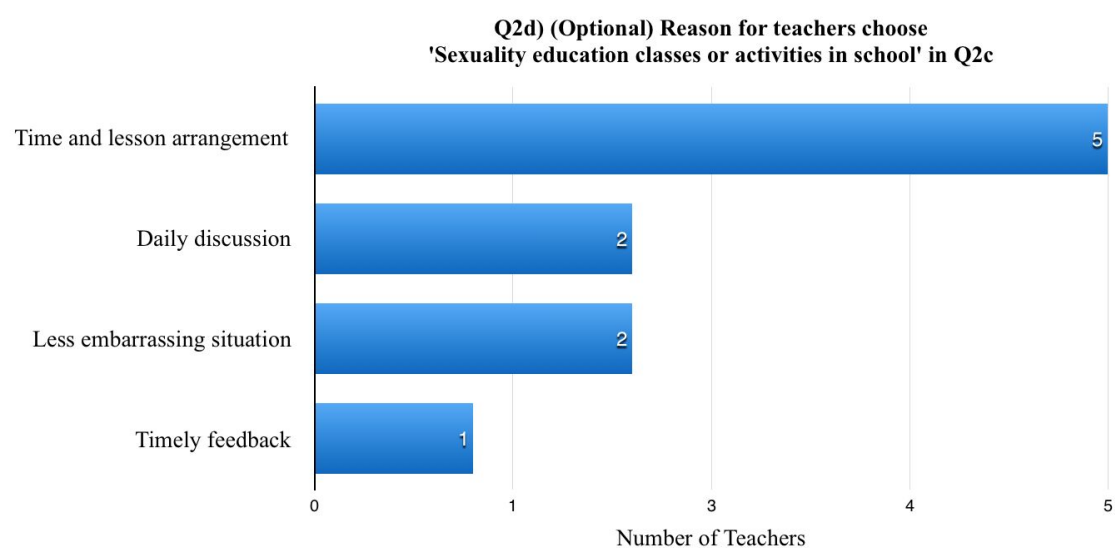
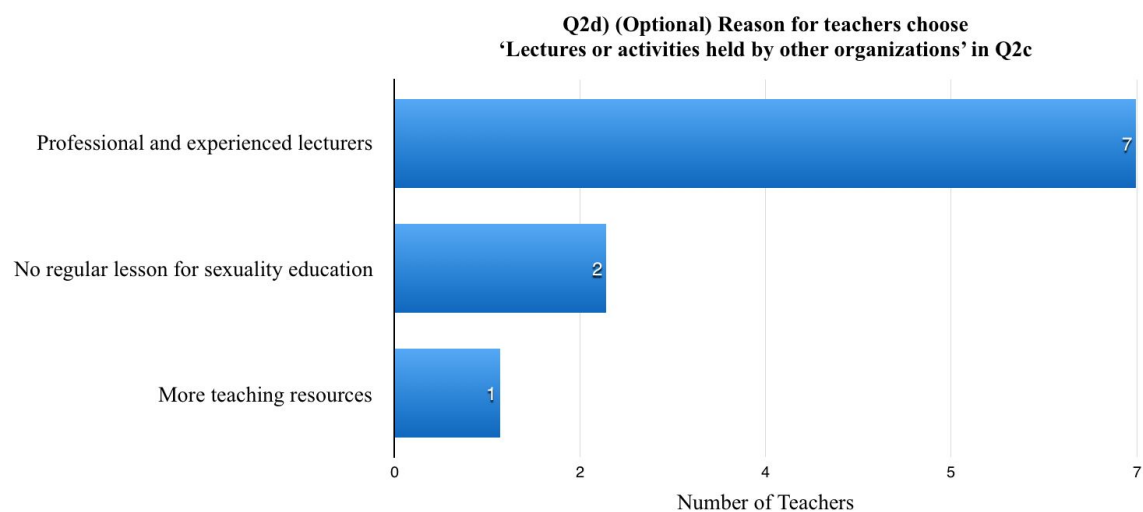
Fig. 3.1.1-8) Question 1a-d. Effectiveness of *The 1997 Guidelines*





**Q2c) Which of the following activities do you think is more effective?**





Q2d) (Optional) Detailed reasons for teachers to choose 'Sexuality education classes or activities in school' or 'Lectures or activities held by other organizations' in Q2c.

Sexuality education classes or activities in school
<p>1) Time and lesson arrangement (5)</p> <ul style="list-style-type: none"> <li>- 雖然很多學生對到校講座的印象會較深刻，因為嘉賓通常多以有趣的遊戲和問答獎勵環節去鞏固學生的認識。可是，性知識都是要靠長期的教育去增長，校內活動和課堂會較易實行，相比每星期舉行一節有關性教育的課堂，學校應該較難每星期都找到機構去舉辦到校活動</li> <li>- 課題上可以有更長遠的規劃以及課堂可以更有關連性</li> <li>- 課堂時間比其他機構多一點（雖然都很少）</li> <li>- 課堂可安排更多活動及對話空間</li> <li>- 佔課時較多</li> </ul> <p>2) Daily discussion (2)</p> <ul style="list-style-type: none"> <li>- 要將性教育推行必須有系統和加入課程內，才可有層次和變得可討論，生活化</li> <li>- 老師的日常化討論和學習更為重要</li> </ul> <p>3) Less embarrassing situation (2)</p> <ul style="list-style-type: none"> <li>- 老師與學生關係係比較密切，避免尷尬，及除課堂外亦可給同學其他意見。</li> <li>- 相比校外陌生講者，學生更夠膽向老師發問</li> </ul> <p>4) Timely feedback (1)</p> <ul style="list-style-type: none"> <li>- 學生如遇到問題時，可即時向相熟老師提問</li> </ul>
Lectures or activities held by other organizations
<p>1) Professional and experienced lecturers (7)</p> <ul style="list-style-type: none"> <li>- 他們更有經驗，而且不會那麼尷尬</li> <li>- 比較專業</li> <li>- 較專業 多事例/數據</li> <li>- 較容易吸收和由專業人員提供資訊</li> <li>- 由專業人士講解</li> <li>- 學生可能會覺得校外機構比校內老師更專業</li> <li>- 讓對性教育較專業人士講解會更容易讓學生明白</li> </ul> <p>2) No regular lesson for sexuality education (2)</p> <ul style="list-style-type: none"> <li>- 校內沒時間教性教育</li> <li>- 校內很少性教育課堂，主要邀請其他機構到校做活動</li> </ul> <p>3) More teaching resources (1)</p> <ul style="list-style-type: none"> <li>- 有更多資源，能較生動有趣演譯</li> </ul>

Fig. 3.1.9-15) Question 2a-d. Ways to promote sex-related knowledge in school

**Q3) What do you think is the best age to start sexuality education?**

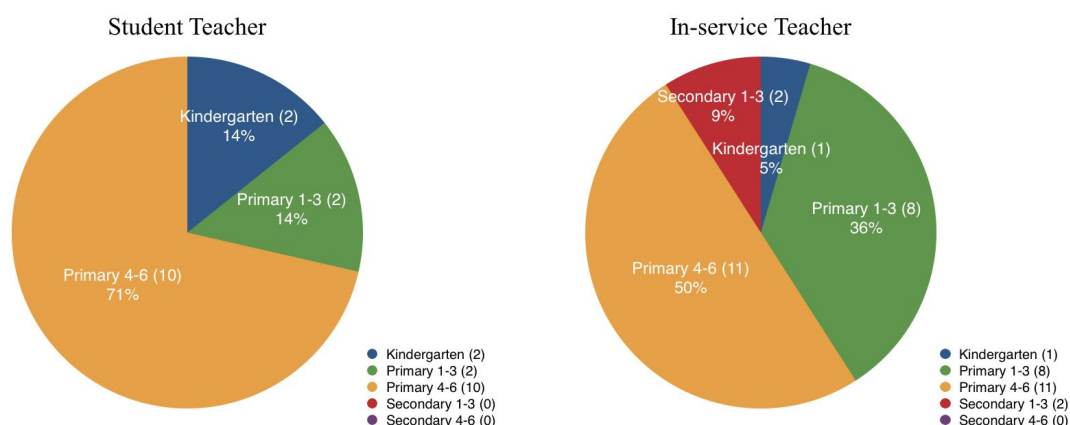
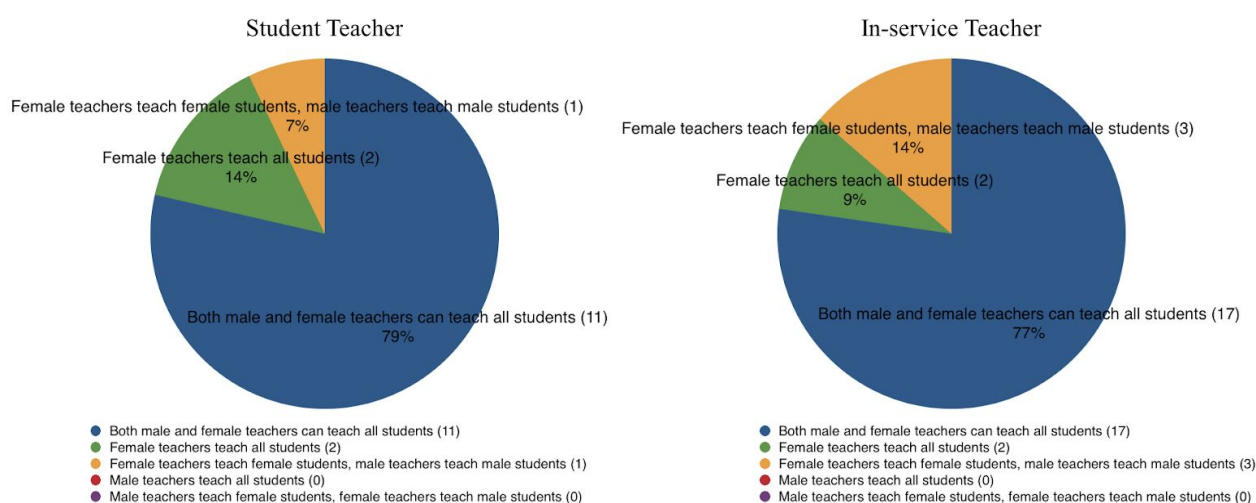


Fig. 3.1.16-17) Question 3. Best age to start sexuality education

**Q4a) Sexuality education is better taught by a male or female teacher?**



**Q4b) Do you think there is a need for gender specific subjects (such as menses, wet dreams) to be taught in gender-specific classes?**

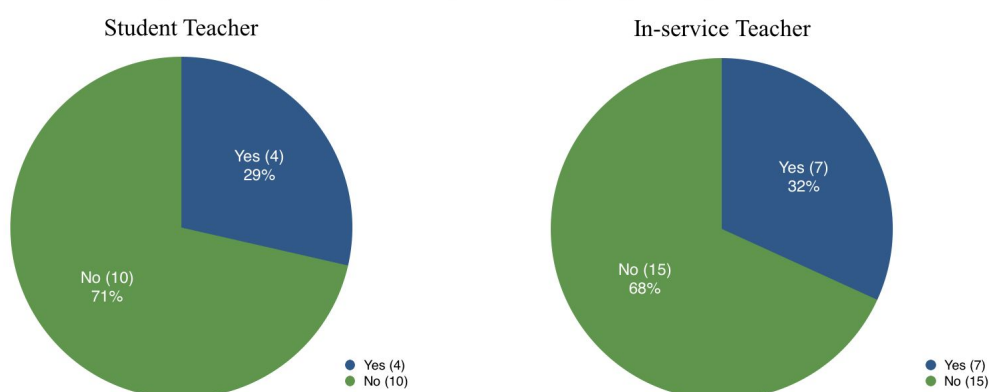
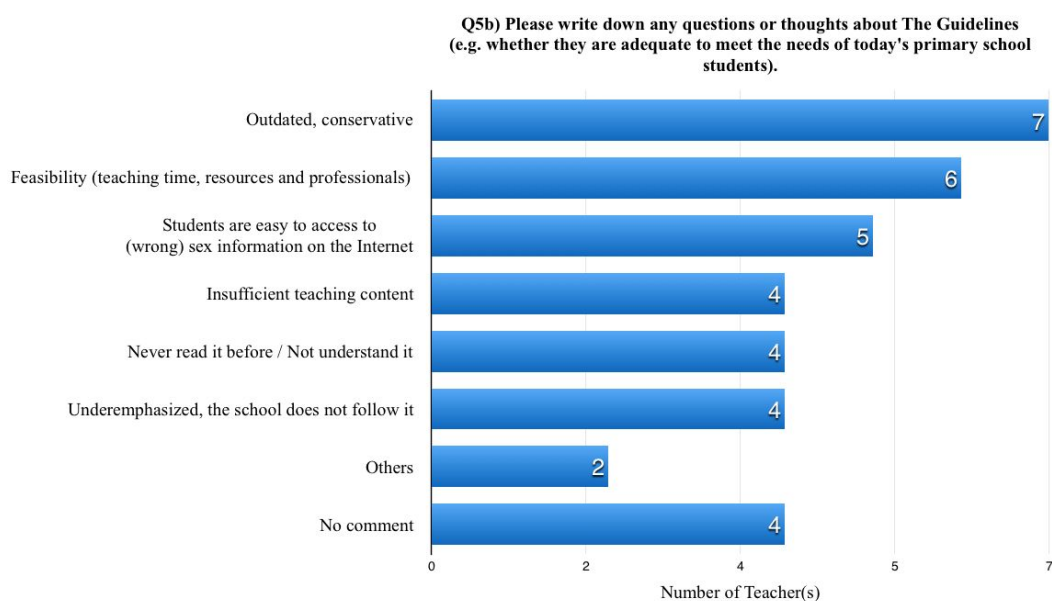
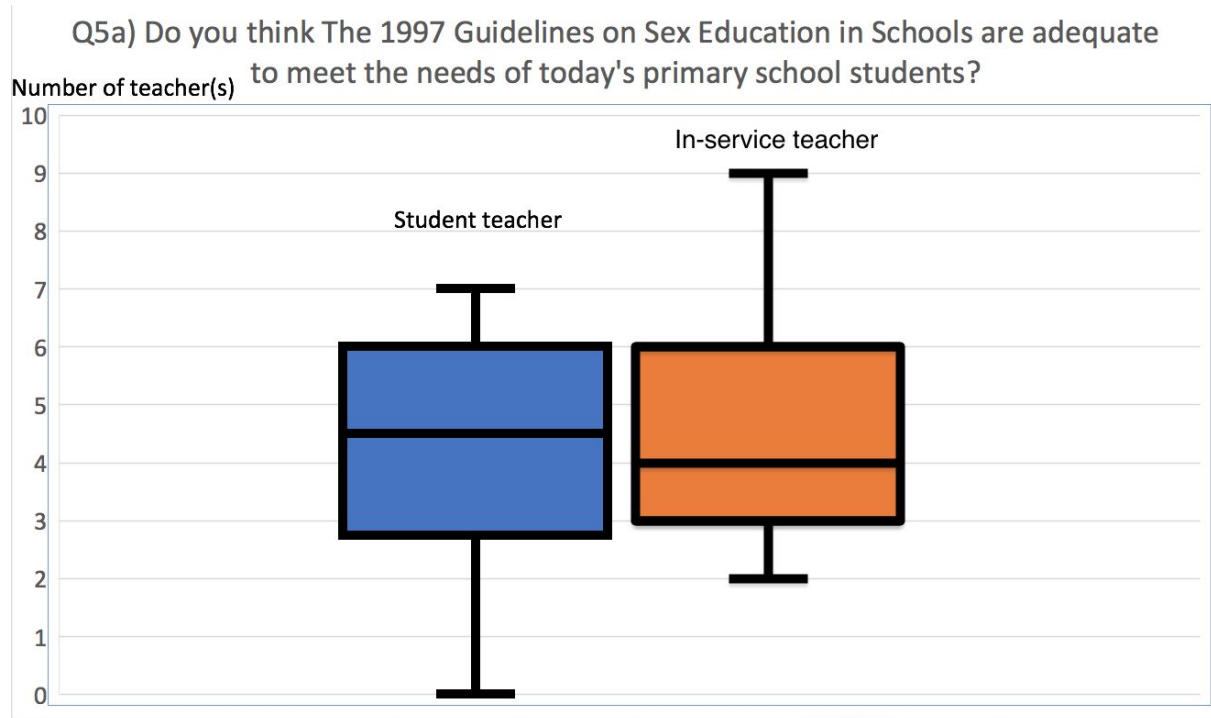


Fig. 3.1.17-20) Question 4a-b. The necessity for gender-specific classes

### 5.3.2 Research Question 2



(cont'd) Q5b) Please write down any questions or thoughts about *The 1997 Guidelines* (e.g. whether they are adequate to meet the needs of today's primary school students).

<b>Outdated, conservative (7)</b>
<ul style="list-style-type: none"> <li>- 過時</li> <li>- 落後 保守</li> <li>- 小學生認知較以往早，指引未必貼合現時情況</li> <li>- 內容過時</li> <li>- 不足夠，指引過時，不配合現代社會情況</li> <li>- 不貼近現今社會所需</li> <li>- 不會過時嗎？</li> </ul>
<b>Feasibility (teaching time, resources and professionals) (6)</b>
<ul style="list-style-type: none"> <li>- 沒有足夠資源(3)</li> <li>- 時間不足</li> <li>- 很多文字上的指引，但實行上有困難 (時間，人手培訓等)</li> <li>- 實行性</li> </ul>
<b>Students are easy to access to (wrong) sex information on the Internet (5)</b>
<ul style="list-style-type: none"> <li>- 現時的資訊科技比1997年發達得多，學生很容易接觸到有關性的資訊（無論是較不良的資訊或較正面的資訊）。因此以上指引應多著重於引導學生去分析和分辨網絡上接收到的性資訊和知識。</li> <li>- 現今網上資料太多，學生容易較早接觸到不良資訊，應及早培養學生正確的知識及觀念。</li> <li>- 現今科技發達，兒童接觸的更多了，現今未必足夠幫助他們建立一個好的對性的看法。</li> <li>- 學生可以接觸性的機會太多例如網上影片及資源</li> </ul>
<b>Insufficient teaching content (4)</b>
<ul style="list-style-type: none"> <li>- 需要更詳細指引</li> <li>- 課程所包含的內容太少</li> <li>- 涵蓋面不夠闊和深,知識性內容只是輕輕帶過,未能滿足學生對身體變化及性好奇的求知慾</li> <li>- 沒有涵蓋網上色情資訊的部分</li> </ul>
<b>Never read it before / Not understand it (4)</b>
<ul style="list-style-type: none"> <li>- 沒看過性教育指引 (2)</li> <li>- 沒看過</li> </ul>

- 並不了解指引
<b>Underemphasized, the school does not follow it (4)</b>
<ul style="list-style-type: none"> <li>- 應強制要學校加入性教育元素</li> <li>- 學校沒跟指引教學生</li> <li>- 學校不會跟隨指引</li> <li>- 不被重視</li> </ul>
<b>Others (2)</b>
<ul style="list-style-type: none"> <li>- 應加強與家長的溝通，防止學生由其他途徑接收錯誤知識。</li> <li>- 會否影響學生的學術成績和時間分配</li> </ul>
<b>No comment (4) - N/A</b>

Fig. 3.2.1-3) Question 5a-b. Effectiveness of *The 1997 Guidelines*

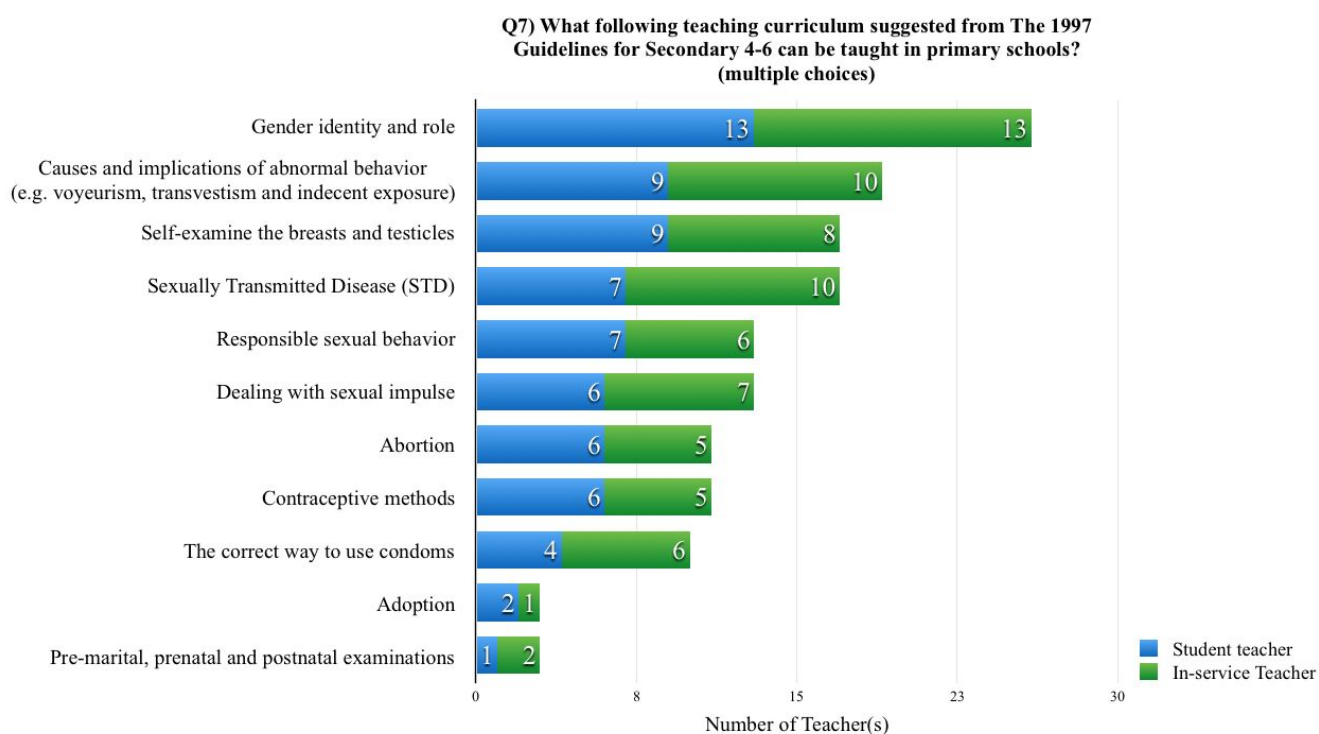
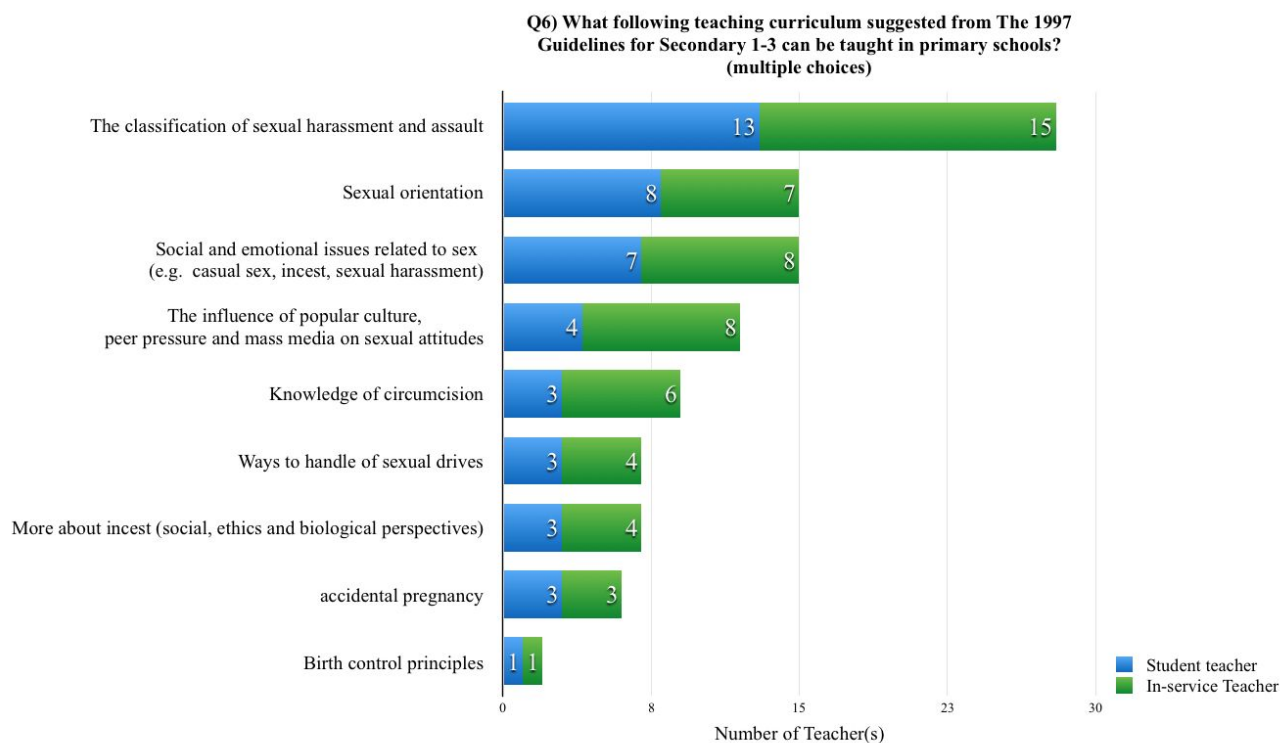
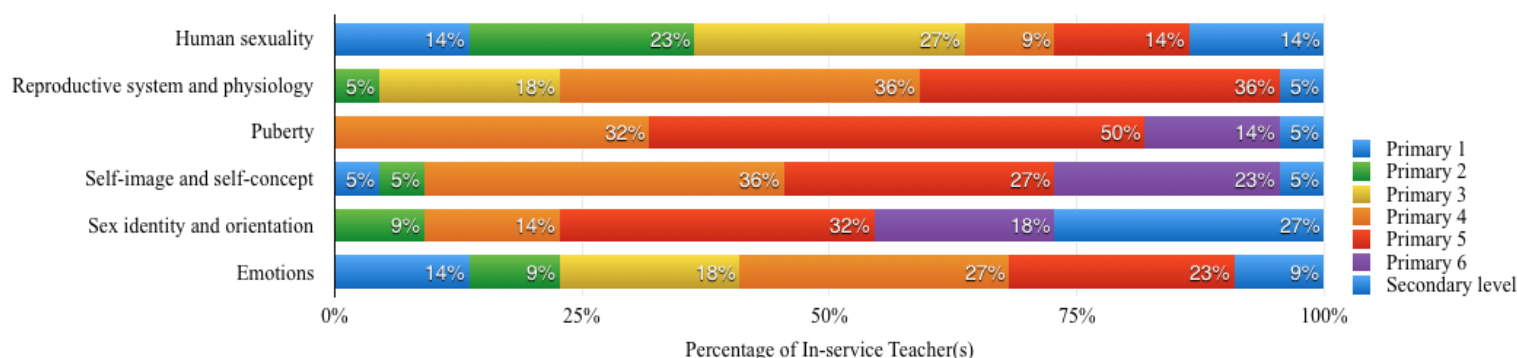
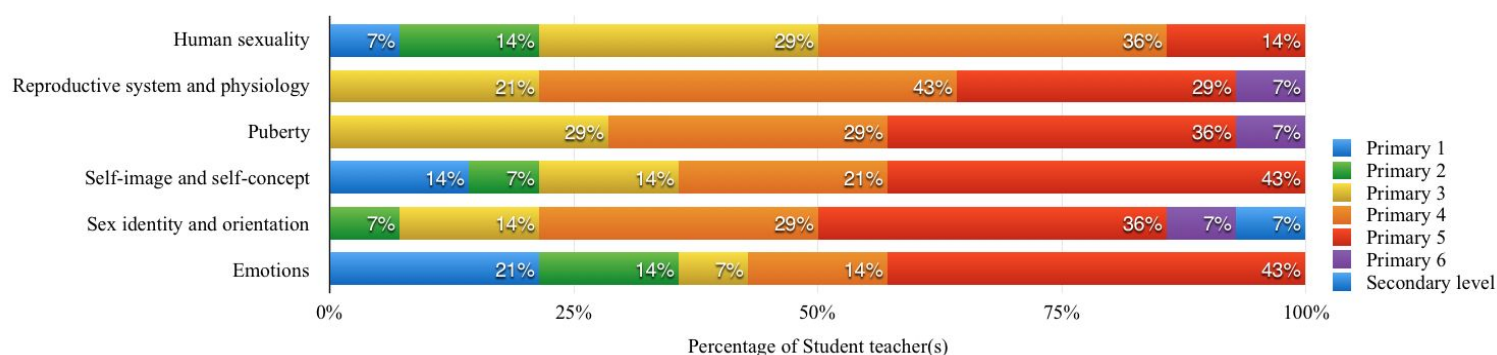


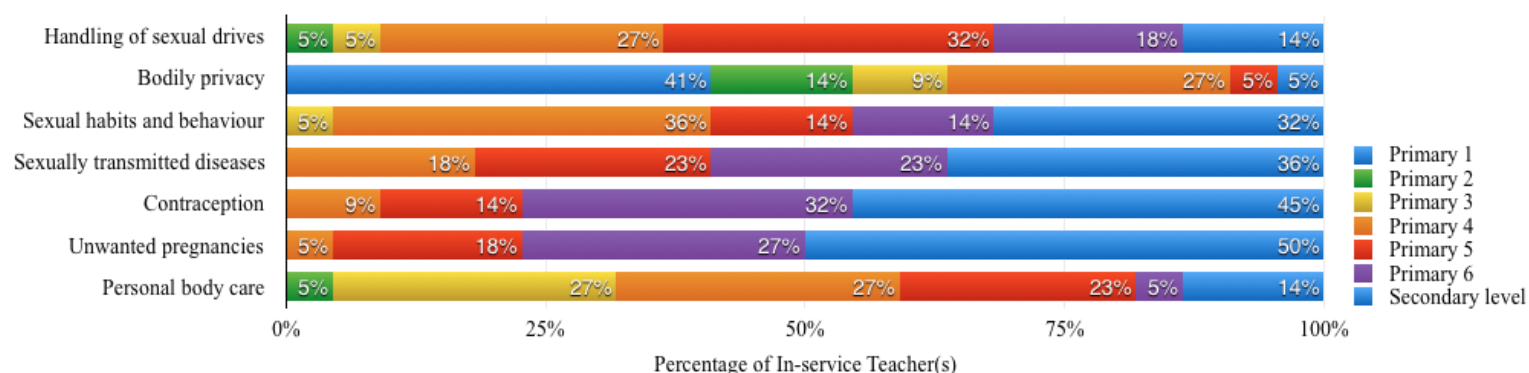
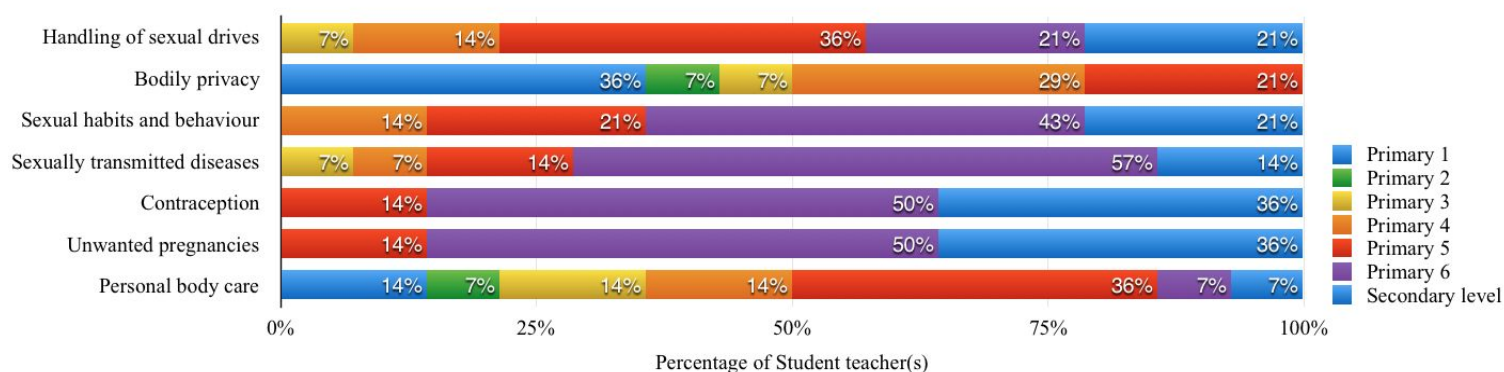
Fig. 3.2.4-5) Question 6-7. Suggestion for some secondary topics can be advanced to the primary school level



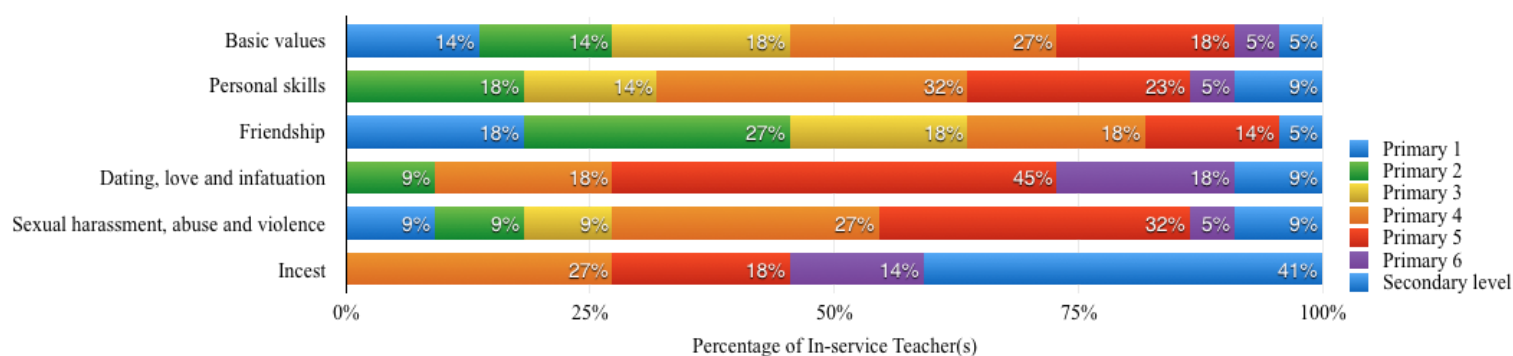
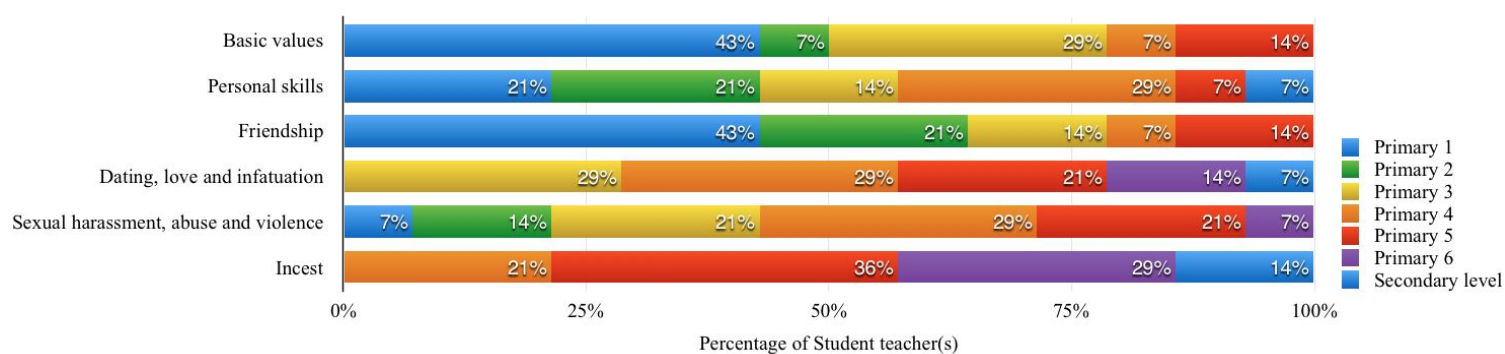
**Q8) What is the earliest stage do you think schools can teach for each of the following learning topics of 'HUMAN DEVELOPMENT' (suggested from The 1997 guidelines)?**



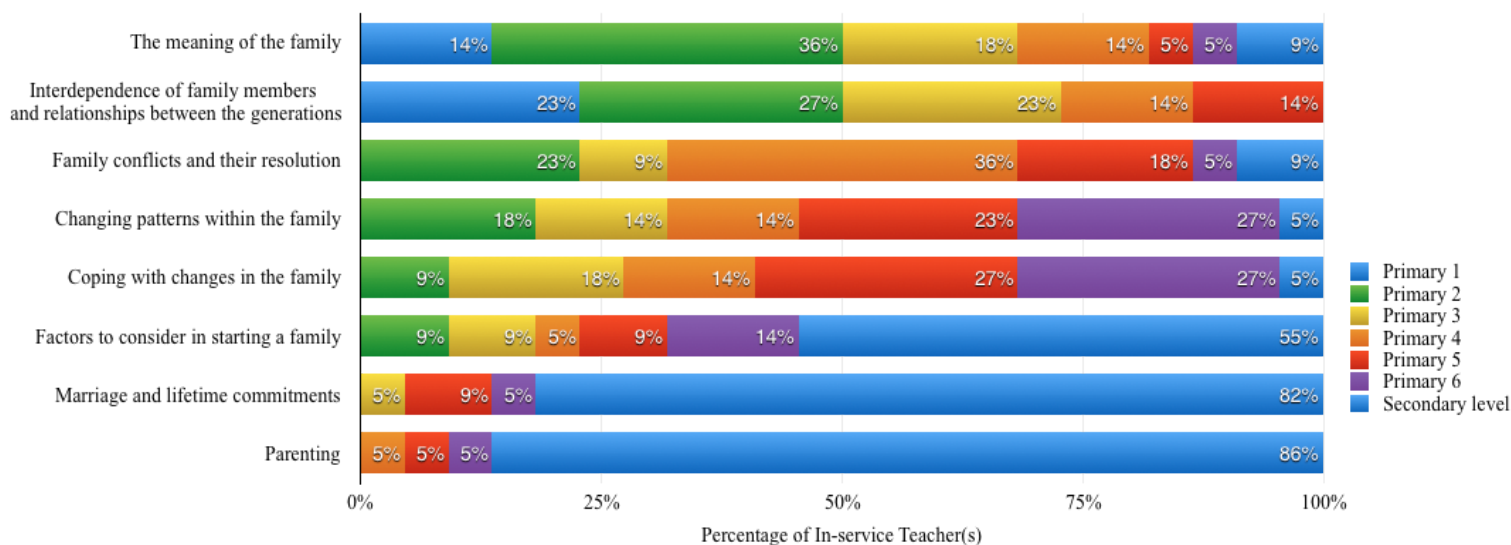
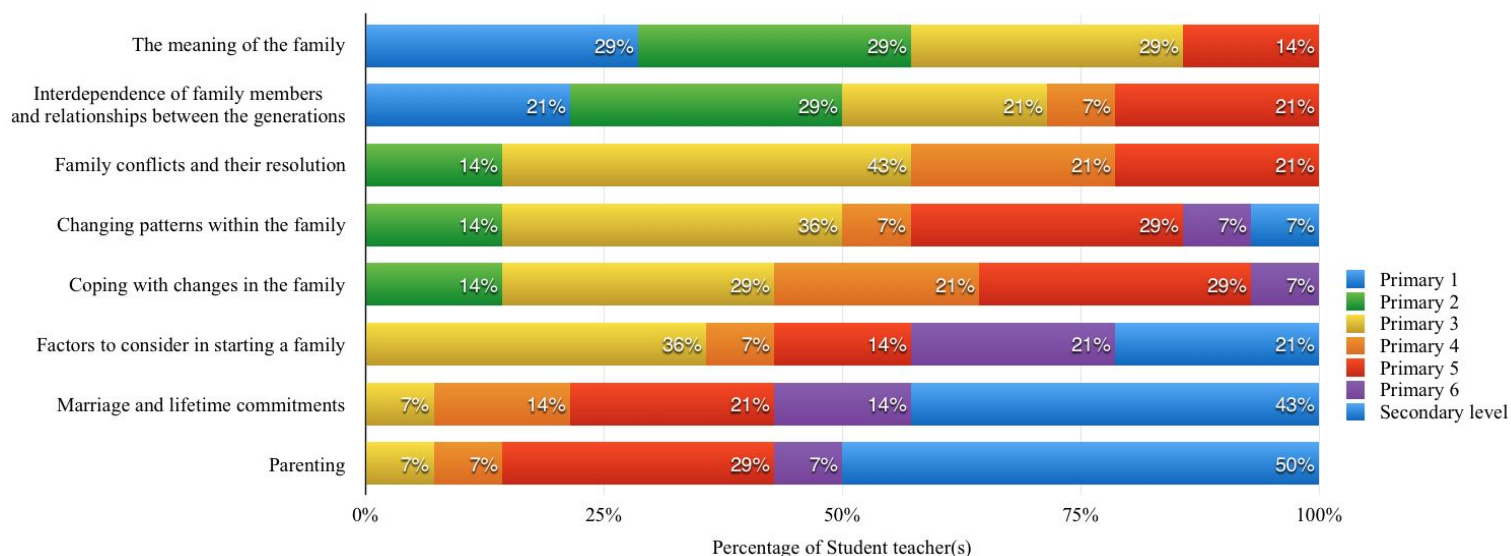
**Q9) What is the earliest stage do you think schools can teach for each of the following learning topics of 'HEALTH AND BEHAVIOUR' (suggested from The 1997 guidelines)?**



**Q10) What is the earliest stage do you think schools can teach for each of the following learning topics of 'INTERPERSONAL RELATIONSHIPS' (suggested from The 1997 guidelines)?**



**Q11) What is the earliest stage do you think schools can teach for each of the following learning topics of 'MARRIAGE AND FAMILY' (suggested from The 1997 guidelines)?**



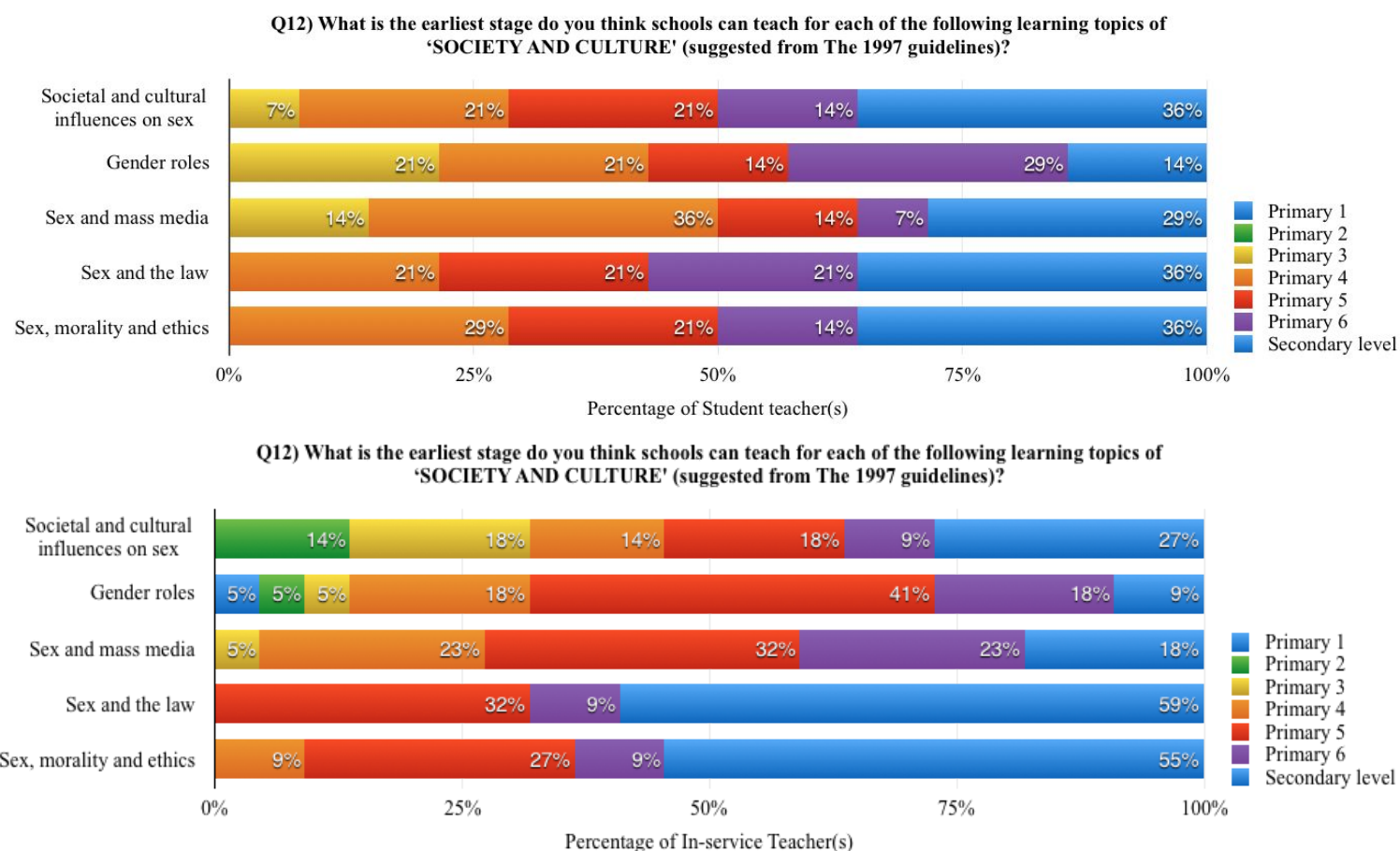
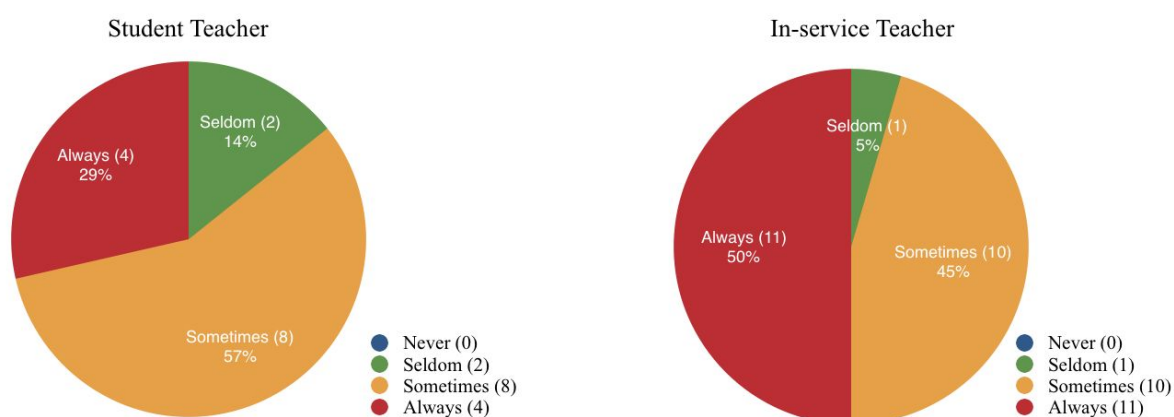


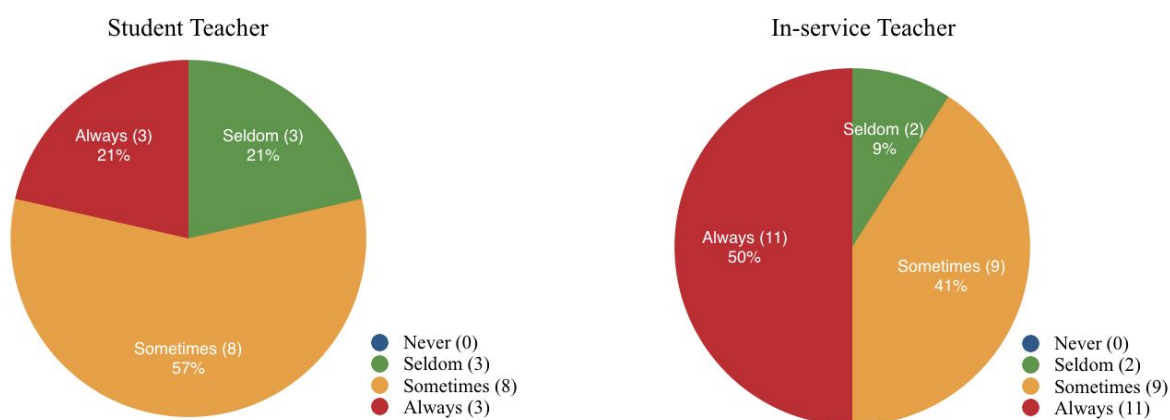
Fig. 3.2.6-15) Question 8-12. Earliest stage that schools can teach for each learning topics

### 5.3.3 Research Question 3

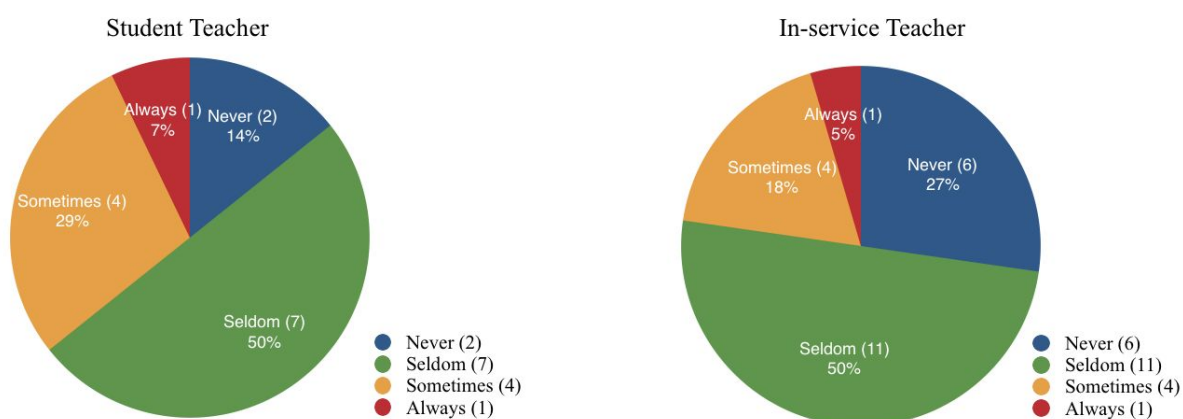
**Q13a) Use the right vocabulary so that students know it is appropriate to talk about sex.**



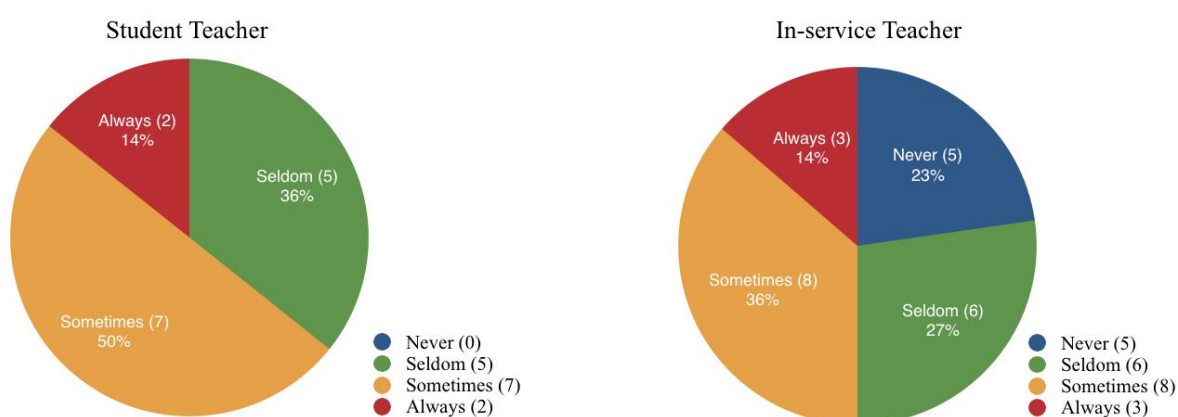
**Q13b) Students are welcome to ask questions to enhance their learning interest.**



**Q13c) Provide learning opportunities for direct observation.**

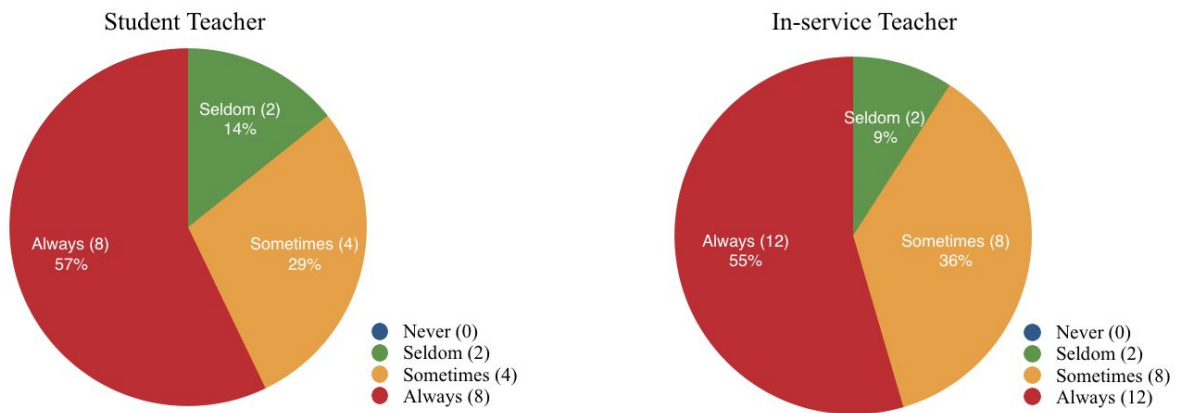


**Q13d) Provide a variety of learning resources to satisfy their curiosity.**

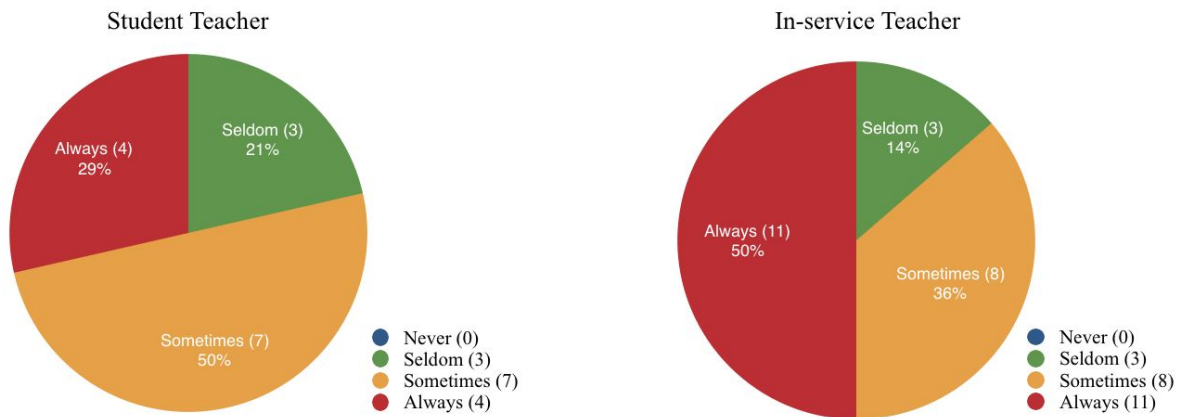




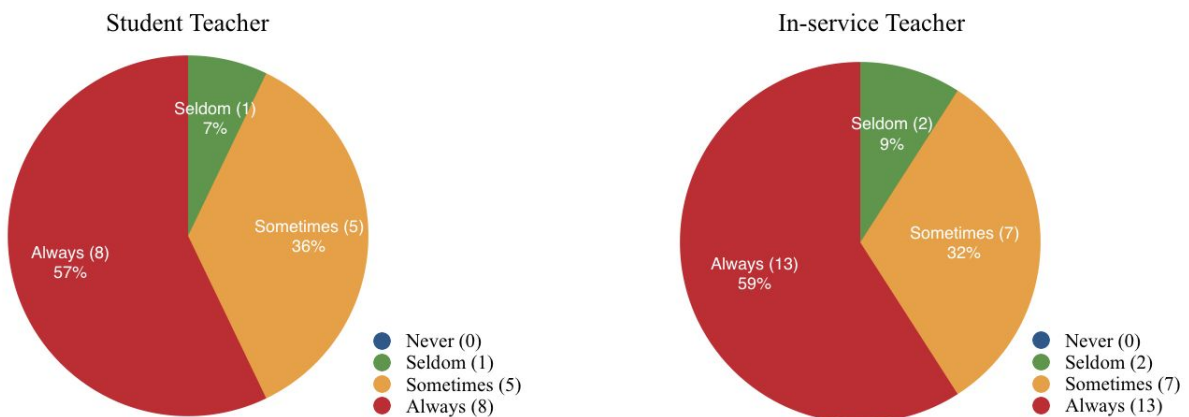
**Q13e) Do not use stereotyped or discriminatory language.**



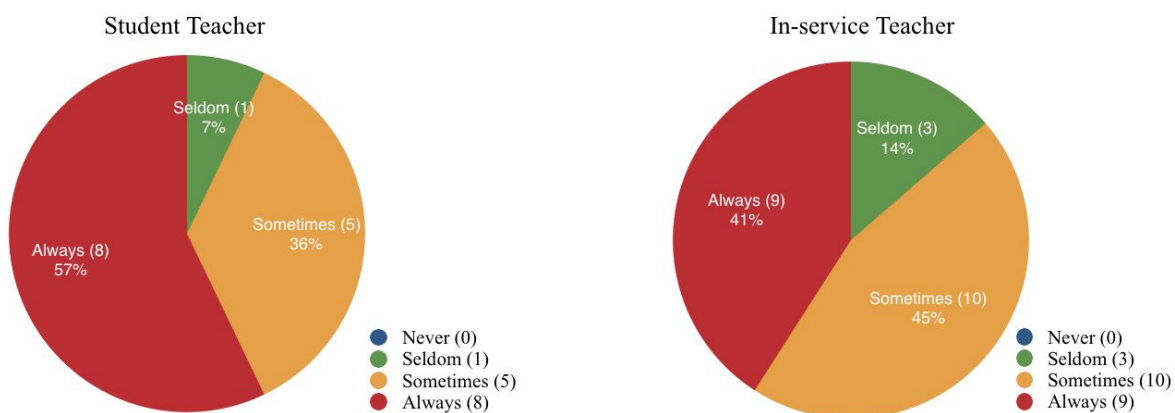
**Q13f) Tell students directly and clearly what is appropriate and inappropriate behavior without making them feel guilty.**



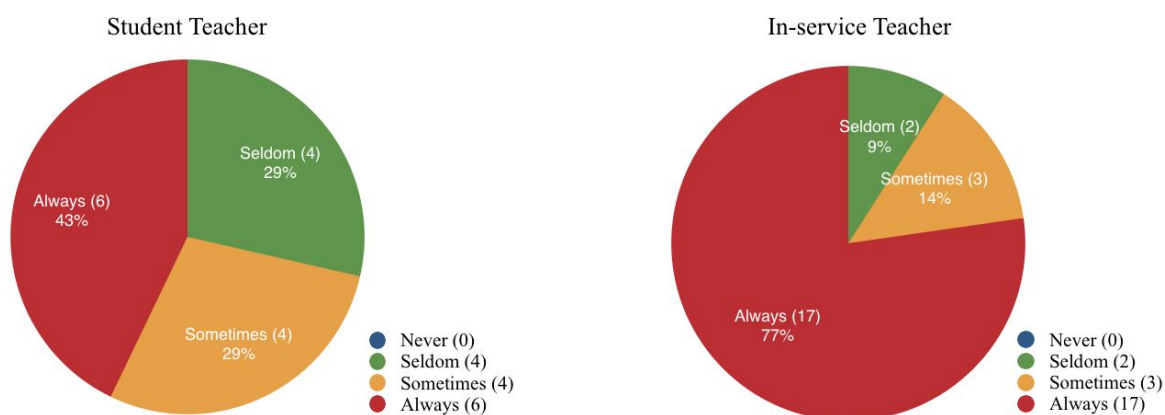
**Q13g) Encourage students to express their feelings and ideas.**



**Q13h) Help students understand the impact of their actions on others.**



**Q13i) Teach students that their bodies belong to them and have the right to decide who can touch them.**



**Q13j) Be a role model to show how to respect and care for others.**

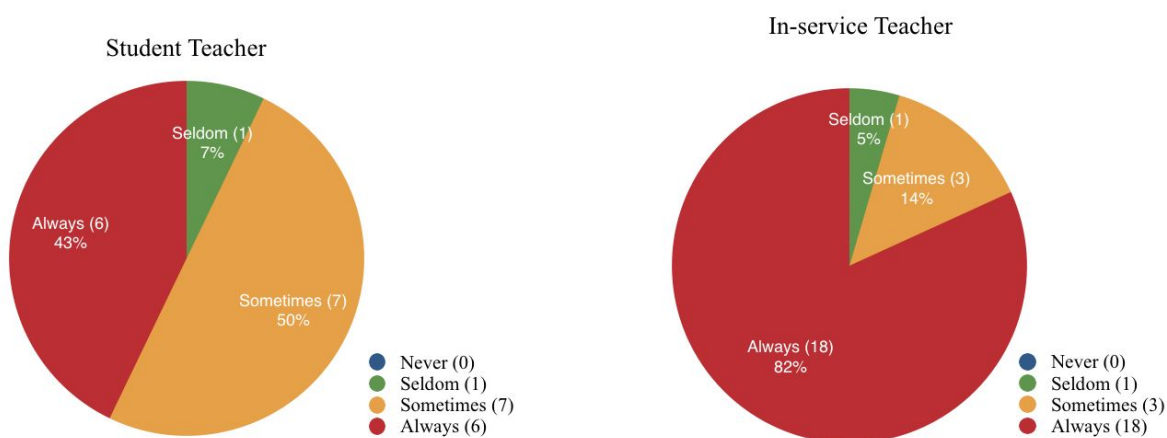


Fig. 3.3.1-20) Question 13a-j. The use of some matters should be noted when teaching sexuality education

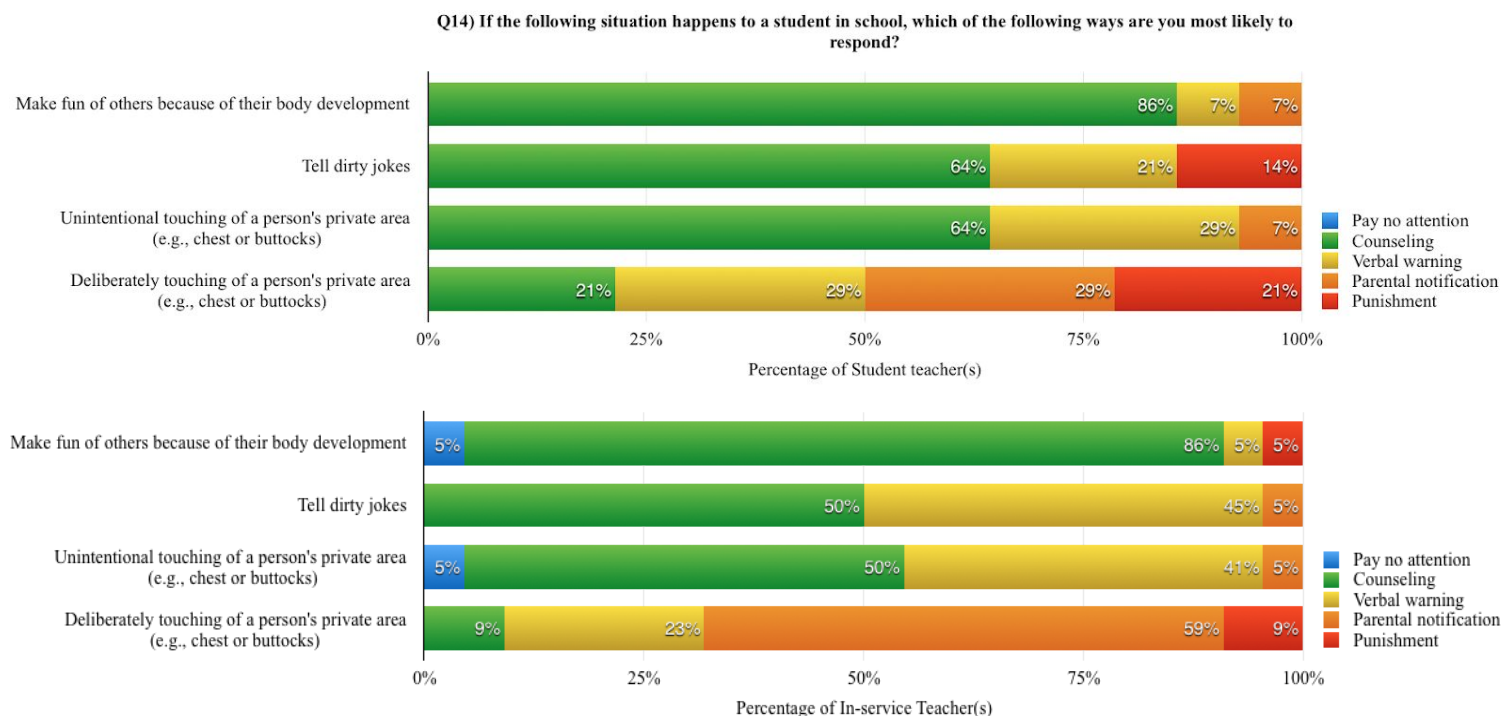
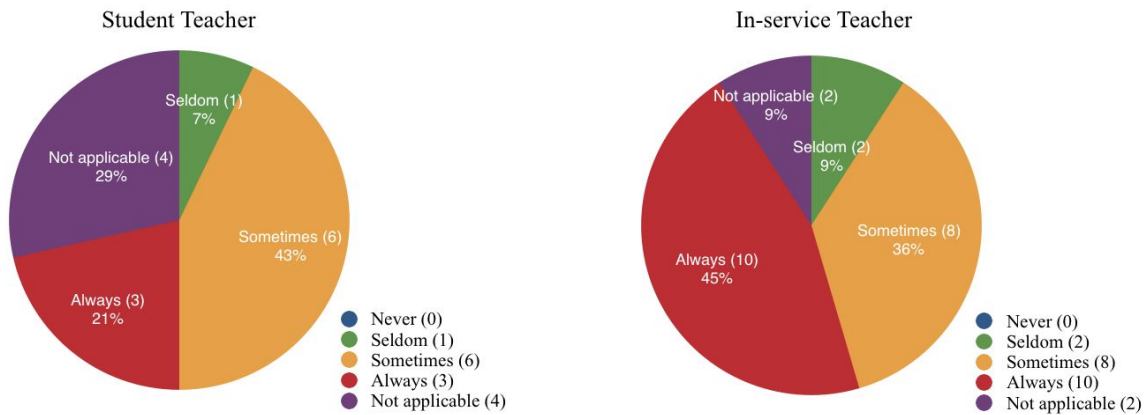


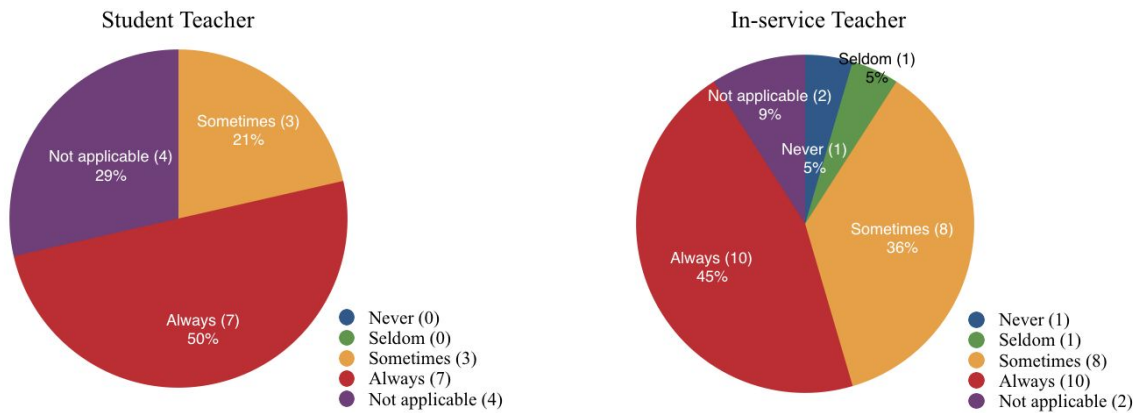
Fig. 3.3.21-22) Question 14. (Hypothetical question) Response to some situation happens to a student in school



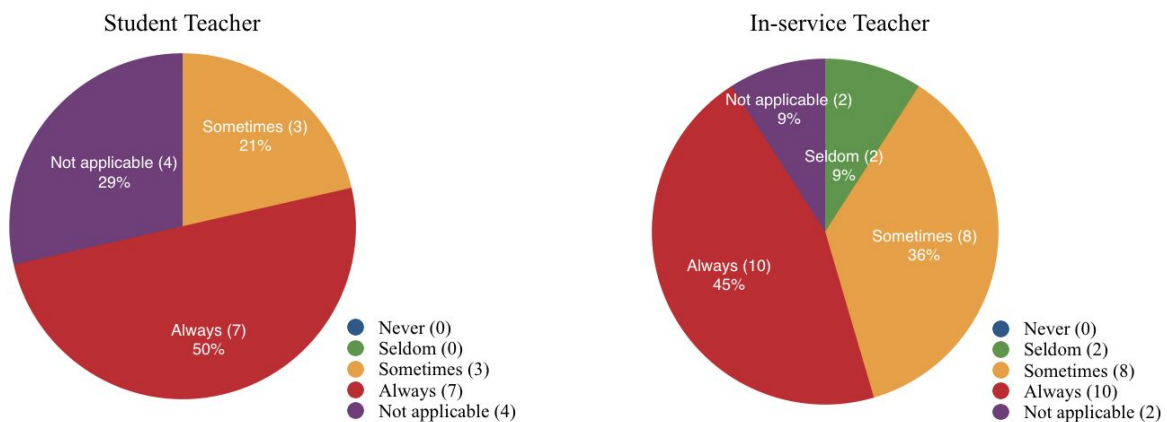
### Q15a) Insufficient teaching time



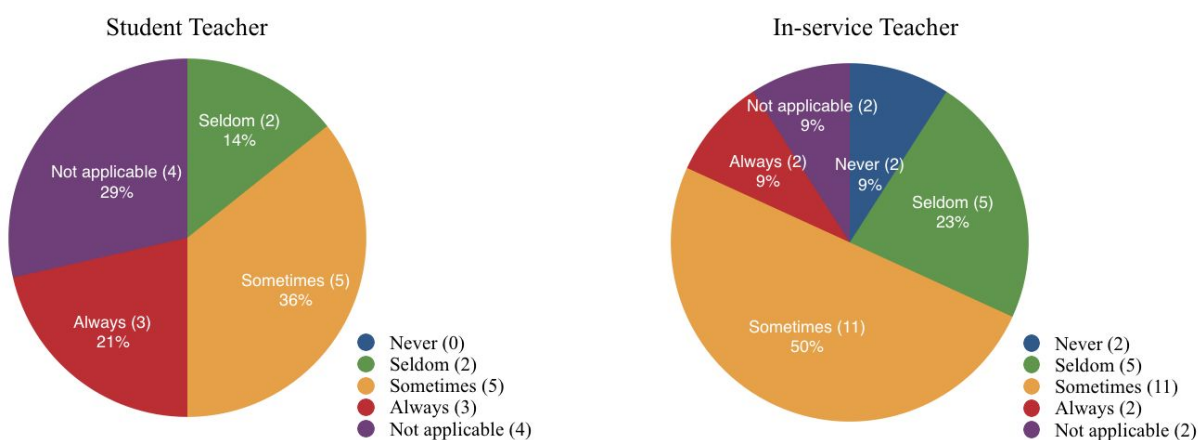
### Q15b) Inadequate training to teach sexuality education



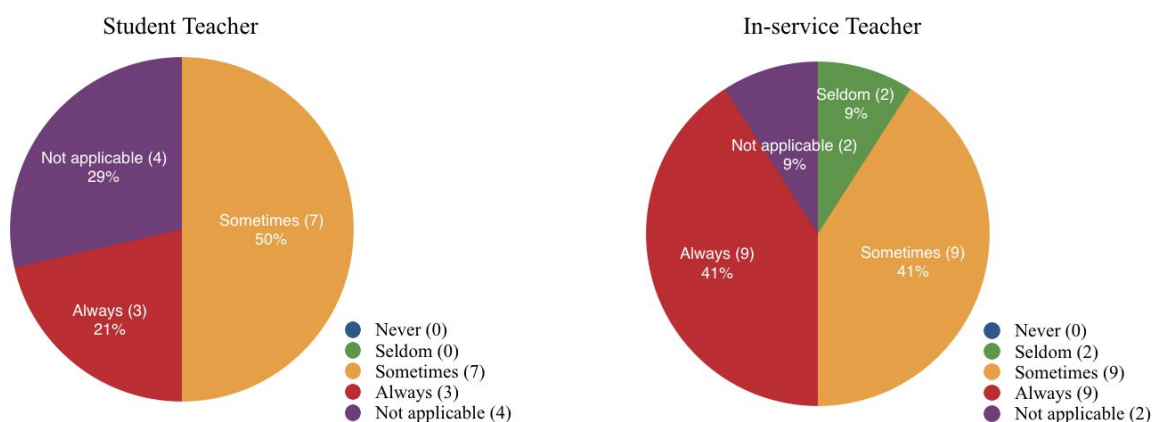
### Q15c) Lack of professional advice



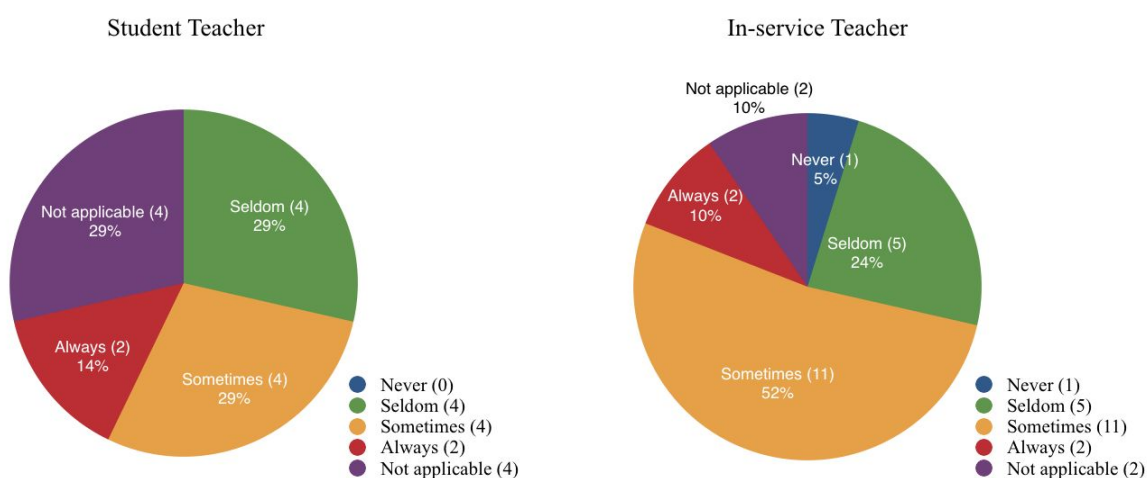
### Q15d) Feeling embarrassed



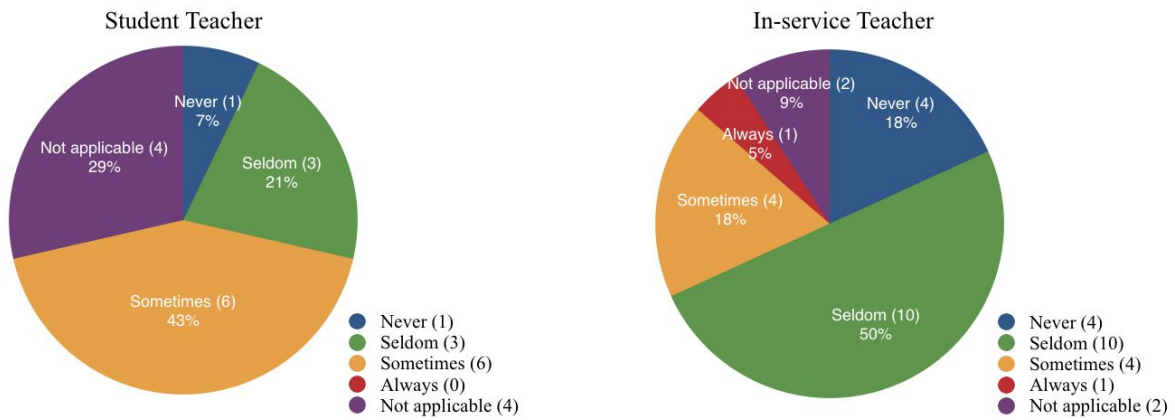
### Q15e) Inadequate teaching resources and materials



### Q15f) Other teachers are reluctant to participate



**Q15g) Distrust and objections from parents**



**Q15h) The openness and acceptance of schools are low**

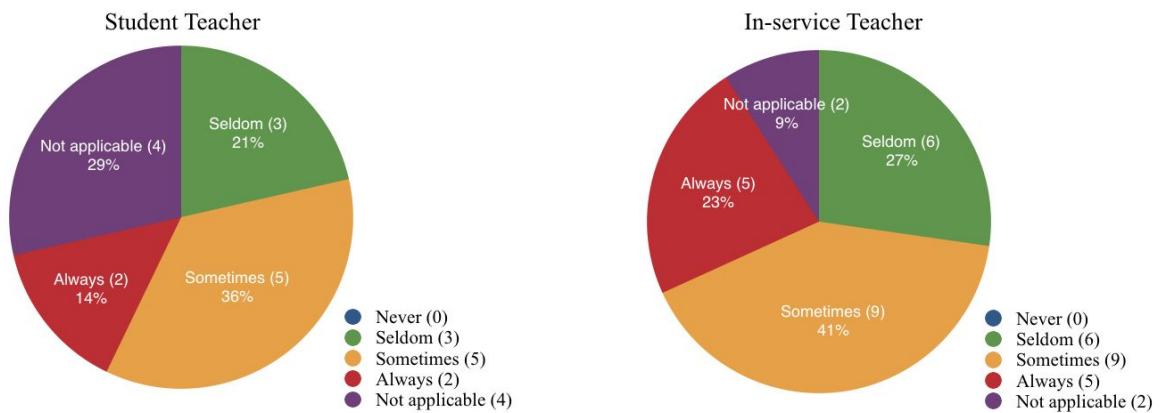


Fig. 3.3.23-38) Question 15a-h. Difficulties in teaching sexuality education

## Appendix 10 Semi-structured Interview Transcription (in Chinese)

Note that the sentences in bold and underlined are used to analyze in the discussion.

RQ1：學校現行性教育課程推行成效

### 1. 校內性教育課堂安排在甚麼課節教授？

本身有一個特定嘅課節/學科教性教育，但係會喺德育及公民科，每星期都會上堂，全年計劃裏面每一級都會有一至兩節做同有性教育有關嘅課程。除咗德公外，常識科課程框架入面都有，所以就會喺德公同埋常識科嘅課堂進行性教育。咁係德公入面除咗既定嘅課程之外，亦都會有一啲機構嚟做嘅，每年佢哋都會寄一啲資料過嚟，我會睇返有邊啲課程係合適嘅，如果時間配合到就會邀請佢哋嚟學校。因為德公課同常識課係課程以內嘅，所以每一年都一定要進行。**另外我會盡量去安排同邀請一啲機構嚟學校，但係因為佢哋未必一定會來：一嚟大家時間未必配合到，二嚟有啲機構希望受眾可以多啲，例如今年個機構嚟咗，我覺得效果好好，但我下年繼續申請嘅時候佢就唔接受啦，因為可能佢哋想比呢個機會比其他學校或者時間配合唔到(T4)。**

### 2. 德公課是以甚麼形式教授（如講座）性教育？

校內嘅德公課係由班主任教授，課堂入面會有課堂討論、情境題、角色扮演，例如低年班會學習點樣保護自己身體，會有一啲情景去問如果有人去接觸你，咁你會點樣逃走、叫救命，角色扮演喺課堂上互動會比較多一啲。高年班始終比較大個，佢哋未必適合做角色扮演，會比一啲情景佢哋討論，分享佢哋嘅說法同感受。

3. 學生在課堂反應／情緒如何？

佢哋多數係好奇，其實每一年都係□啦，以低年班作為例子，會比一啲卡通嘅身體部位比佢哋睇，佢哋第一個反應就係會「咦」（覺得核突），再遮住雙眼(T5)，老師會講解翻比佢哋知道呢啲係好正常嘅身體部位。呢個要睇返老師功力，如果老師可以比到一個氣氛令學生知道呢啲係正常嘅嘢，咁之後就可以好順暢咁進行討論。例如高年班，佢哋表面上尷尷尬尬，但當繼續做落去你會發現佢哋心底裏係有好多問題想問、佢哋會勇於喺課堂上面問問題。咁當然課堂上總會有一兩個曳仔會問一啲奇怪嘅問題。

4. 學生在性教育課堂中表現是否比一般學科更為好奇、勇於發問？

會，佢哋嘅好奇心會多嘅，但你話係咪全部人都會勇於發問問題又唔係嘅，始終佢哋都會比較尷尬，又或者有小朋友已經問咗大家心底裏面最想問嘅嗰個問題。

5. 你認為學校校內性教育課堂還是校外機構到校活動（如講座、嘉年華）成效較大？

我覺得係互補不足，例如我邀請過唔同嘅機構來做，曾經有幾年我都係搵劇場返嚟做話劇，學生會非常鍾意、投入，咁自然佢哋知識層面上就會吸收得比較多。另外，我曾經邀請過家計會來做講座，佢哋係男女分開，咁佢哋就會好深入咁樣講解男同女係青春期上嘅分別。反而係比我哋校內課堂更加深入，同埋佢哋係專業人士，佢哋講慣咗、預計到學生會問乜嘢問題，心入面已經好準確知道要點樣回答同解釋。再俾一個例子，上年我邀請左護苗基金，呢個機構好好，為我地準備咗性教育周，佢哋有一系列教件：網上資源、甚至教案俾我哋老師(T4)，我哋只需要安排時間同埋老師入去教學生點樣登入個網址、點樣去

玩果啲遊戲，同埋做一啲鞏固。呢一類型嘅活動比較多元化，都係課堂上未必做得到嘅野，所以我會覺得兩方面各有各好。

6. 校內性教育課堂及校外機構到校活動的教學內容有分別嗎？

坦白講，我認為兩種教學模式嘅內容係相類似，都係講身體部位、點樣保護自己、乜嘢為之性騷擾，其實來來去去都係啲啲嘢。但係主要係模式有分別，好似護苗基金咁佢有個網上平台，佢完全切合到小朋友嘅喜好，佢俾小朋友登入左之後設計一個公仔，可以揀性別、改名，跟住再揀衫，就好似佢哋鍾意玩嘅網上遊戲咁，一過關／答啱問題就可以比佢哋揀一件衫，咁佢哋就會越嚟越靚，令佢哋好投入喺遊戲裏面、同埋做埋鞏固。同埋呢類型嘅網上平台，因為可以係屋企玩，咁連屋企人都可以一齊學下原來小朋友係學緊呢一類型嘅性知識(T3)，但對比番課堂我哋只會得功課，因為唔會比家長入嚟上堂□嘛（家長唔會知我地教咗啲咩）。

RQ2：教師對《1997學校性教育指引》的課程設計看法

1. 你有看過《1997學校性教育指引》內容嗎？

我本身係冇嘅，咁學校嘅性教育係喺德公同埋常識堂進行嘅，而我又有教常識，所以我會睇返呢兩個科目嘅課程，其實老師係有任何一個途徑去睇呢一份指引。所以上次你同我講要做問卷同訪談，我就話需要一啲時間準備就係呢個原因。



2. 你們是因應常識書裡有關性教育部分來放進德公課作教學內容嗎？

唔係，常識本身有常識嘅課程，德公本身都有四個唔同嘅範疇，德育及公民教育，即係而家叫國民教育，佢本身都有課程指引，同埋呢個指引比性教育嗰個新一啲，咁我哋基本上都係跟個一個。

3. 你認為性教育應重點放在哪個年級／階段，或每年級教授時間相若？

每一年級都係差唔多，都係一兩節堂。我覺得性教育呢個課題好緊要，因為如果touchwood佢哋有乜嘢事或者被人性侵犯、或者將來做咗一啲犯法嘅嘢，咁後果會不堪設想(T2)。所以我認為呢啲課題唔應該獨立喺某一個年級出現，例如我哋德公會層層遞上嘅，每一年都會提一提，每一年都會提提相關嘅內容，作為一個提醒、再一路加深、發展落去。

### RQ3：教師在教授性教育課堂時遇到的困難及挑戰

1. 性教育課程一共由多少位教師教授？

我哋每一個年級都會有一兩個課節係德公課教嘅，咁就會由班主任負責。以今年為例，我哋有25個班主任，佢哋25個班主任教返佢哋自己嘅課節。咁就會出現咗啲問題：例如經驗不足、對呢方面嘅認知或者教學技巧未必純熟，而可能老一輩、年資長啲嘅亦會以講授式為主，未能夠撩起佢哋心底入面一啲真正感受或者好奇。而家啲小朋友好叻，佢哋知道老師想要嘅標準答案，所以就會迎合老師(T1)，例如我明知我問呢個問題會俾人笑、老師會話我錯，咁有一啲同學就會唔表達出嚟。但其實呢啲小朋友心底入面嘅認知可能係錯嘅，需要老師去糾正番，所以呢個位置好考班主任嘅功夫，而唔係單單因為課時不足、或者時間好趕，而係點樣令學生真正學到野。

2. 性教育課程一共由多少位教師負責編訂教程？

學校嘅課程咁多年來都係用緊同一個課程，都係德育及公民教育科嘅老師負責跟進，咁而家用緊嘅課程就係副校長編出嚟嘅。咁通常呢啲課程嘅編訂我哋都會參考返課程指引啦、教育局有咩要求、坊間其他機構會點樣做。

3. 你認為學校編配這幾位教師任教的原因為何（如曾接受專業訓練、常識科教師）？

同常識科老師無關，最初編配工作時係睇返老師意願，而我個人就希望係訓輔或德公方面發展、投入更多時間，我過去幾年都好積極喺呢個範疇進修，所以漸漸地我嘅定位就去咗德公呢邊。

4. 學生上性教育課時感到尷尬的情況如何？你當時如何應對？

其實都唔太多，佢哋一開始會尷尬，之後我會同佢講呢啲係一啲正常嘅現象。講個例子，我呢幾年都有做班主任所以冇教德公課□啦，但係我有教常識堂，高年級要學青春期的，咁就會有個身體模型，有陰莖、陰道。佢哋可能會覺得尷尬，咁我就會用幽默嘅方式去反問佢哋：「你有咩？」或者「你爸爸媽媽有咩？」又例如講到性行為嘅時候，我會話佢哋知性行為唔係一件好特別或者應該要收埋嘅事，因為爸爸媽媽有性行為先會有你哋嘅出現。將佢變返做一啲好正常嘅知識講返出嚟，有時候唔好避開。但有時有啲小朋友好天真問咗一啲好個人嘅問題，咁就要私底下喺課堂後再去跟進。



5. 學生之間的性騷擾情況在學校有發生過嗎？

其實多數係小朋友之間嘅一啲玩樂，佢哋玩得過火左。例如男仔之間互相拍打佢哋嘅下體，我相信好多學校都會有呢啲情況。我哋會交返畀訓輔組、班主任去處理，要提升到令佢哋知道呢件事係不能被接受。

6. 他們都是以玩樂心態進行嗎？還是會有投訴情況出現？

其實都會有，尤其低年班，啲一二年班嘅女仔話個男仔拍佢嘅胸部，間中都會收到呢一類型嘅投訴。始終佢哋係小朋友可能係唔小心，或者一時拍咗落去嗰一下就發生咗，但係如果知道個小朋友係特登嘅，咁老師就會嚴格處理，會聯絡家長同訓輔組，喺唔同嘅層面上面處理，唔單止係班主任做嘅，我哋會有呢一系列嘅跟進處理做嘅。所以其實投訴係拍打、拍到，但係都有出現過一啲好嚴重嘅情況。

7. 你在教授性教育時遇到最大的考驗或困難是甚麼？

我自己教嘅部份就有，而我作為負責人來講，我認為要keep去update個課程，呢個係一個考驗。因為始終隨着時代嘅改變，我永遠停留於點樣保護佢哋身體、咩叫性騷擾係唔夠嘅。尤其係而家五六年級可能講拍拖，咁呢樣野其實已經同性教育有關係，講到親密行為有啲乜嘢係可以做、唔可以做。呢啲位要小心處理，有啲嘢我唔可以一刀切咁樣係正確、咁樣係唔可以做嘅，你有可能話呢個年級就唔應該拖手，灰色地帶比較多。我唔可以拎個standard出嚟話乜嘢可以做同埋唔可以做(T6)。