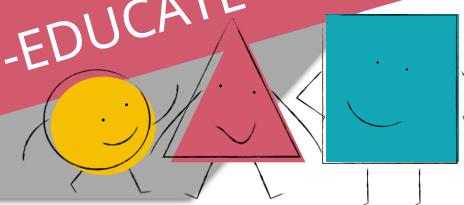


Affective-sexual education itinerary

CO-EDUCATE YOURSELF



Early childhood education	Primary education initial cycle	Primary education medium cycle	Primary education upper secondary school	Secondary education first and second year	Secondary education third and fourth year
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AXIS 1 - Societies, sexual and reproductive rights

Values, societies and sexuality

- ▶ Identify your own values, family values and group values.
- ▶ Know social norms and values and standards of behavior.
- ▶ Recognizing that gender, age, culture and religion condition different values.
- ▶ Understanding difference and diversity from a collective enrichment, respect and mutual recognition.
- ▶ Work on safety and distance depending on the bond and promote the adequacy of one's own safety in relation to the public and private spheres.

- ▶ Explore the concept of values based on your own experiences and desires as well as the different cultural norms that affect children.
- ▶ Identify how the cultural context conditions the form and content of these values and how they are reproduced in different sources of information about one's own life, emotions and bodies.
- ▶ Stimulate the recognition of moral values as the basis of just relationships (equality, recognition, respect and empathy).
- ▶ Understand the adult imperative to care for children, and **recognize trusted adults as reference figures.**

- ▶ Introduce the set of norms and values as a moral framework for diverse families and communities where sexuality and sexual-affective relationships take place; a framework influenced by the social determinants that are reproduced in the different sources of information.
- ▶ Identify ICT as one of these sources and the correspondence of these in the reproduction and dissemination of the social norm or dissent from the norm.
- ▶ Become aware of the existence of a technological gap that conditions access to ICTs and social networks for millions of people, a fact that positions those who have normal access to them in a privileged situation.

- ▶ Analyze the first-person experience of the values and norms that frame one's own sexuality and identify the wills and conflicts that arise from them and knowing how to manage them, highlighting the differences between sociocultural realities and addressing them from their perspective.
- ▶ Understand the sociocultural framework as a changing entity that transforms throughout history and explore the possibility of personal agency and protest against inequalities structural factors as drivers of transformation, from all channels, including ICT.

- ▶ Understand that the social, historical and cultural context and the different oppressions that derive from it (heteropatriarchy, racism, classism, ableism, etc.) shape a certain normative conception of sexuality and attitudes and practices.
- ▶ Review one's own sociocultural beliefs and the impact they have on guaranteeing the rights of all people in the community. Address the possible conflict between personal beliefs and social and/or family norms and values (or of the basic unit of coexistence).
- ▶ Encourage your own and critical sexuality.

- ▶ Promote an understanding and experience of the sexuality while understanding the strong political aspect associated with it and **developing it critically based on the DSiR paradigm.**
- ▶ Understand the historical path of achieving rights and the needs of structural and sociocultural transformations to guarantee them, providing strategies for **advance its full guarantee.**
- ▶ Understand the concept of cultural counter-hegemony and work on protest and its different areas in the face of hegemony cultural that creates the pillars of multiple rights violations.

Human rights, DSiR

- ▶ Introduce the DSiR and reinforce the idea of equal rights for all people from the recognition of differences and diversities.
- ▶ Know, assimilate and defend with self-confidence the main rights: information, security, protection, intimacy, privacy, participation and responsibility.
- ▶ Present the duty and task of adults as guarantors of these rights and explore the violations, shortcomings and neglect that may occur in the home and/or basic unit of coexistence.

- ▶ Introduce the concept of human rights and structural inequalities that entail different statuses of privilege and power and of oppression and exploitation.
- ▶ Understanding respect and committing to the defense of rights human rights of all people as well as consolidating children's rights and reinforcing children's sexual rights in relation to information, sexuality and free affective-sexual development, education and physical integrity.

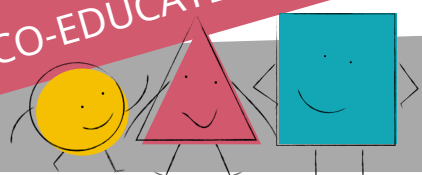
- ▶ Learn about the Declaration of Sexual and Reproductive Rights, the Yogyakarta Principles, the Declaration on Sexual Orientation and Gender Identity and the Declaration of Human Rights, their history, construction and current status.
- ▶ To delve deeper into the notion of rights and place them at the basis of all relationships, emphasizing their guarantee on a social and relational level.

- ▶ Learn about the history of the social and collective movements and struggles that have introduced sexual and reproductive rights from the premise "That the personal is political", breaking with the public-private dichotomy and at the same time highlighting the gender bias of the Declaration Universal of Human Rights.
- ▶ Critically analyze human rights and the DSiR from their legal dimension, at the national and international level, knowing the laws and regulations regarding your recognition, protection and guarantee.
- ▶ Identify the conditions of legal vulnerability of different groups populations (for example in migrants) that lead to lack of protection and violations of rights as well as the social actors who stop and fight against development of DSiR.

- ▶ Understand that DSiR violations involve serious violations of human rights.
- ▶ Get to know institutions, entities and activist spaces at the level national and international organizations that ensure the defense of DSiR and that have worked **historically in its construction.**
- ▶ Analyze national regulations and laws in relation to recognition, protection and guarantee of DSiR, and identify their shortcomings for real defense.
- ▶ Promote proposals collective actions that specifically amend national laws and regulations that involve human rights violations applied to DSiR.

- ▶ Propose a critical rereading of human rights and the DSiR and propose possible improvements in relation to the desire to overcome the different systems of oppression and **discrimination as heteropatriarchy, racism, ableism and the model economic exploitation capitalist.**
- ▶ Understand the responsibility and duty to fight politically and collectively in defense of rights and know the resources available to report violations. **violations.**

CO-EDUCATE YOURSELF



AXIS 2 - Relationships

Life in community

- ▶ Work on assertiveness in communication in order to promote respect as the basis of all relationships. Recognize that violence is unacceptable.

- ▶ Working on communication in relationships, from negotiation, to recognition of difference, commitment and empathy.
- ▶ Work on listening to the different desires and limits, one's own and those of other people. Promote attention to the dynamics of mockery and conflict, focusing on the challenges of the principle of respect and identifying unhealthy relationships.
- ▶ To deepen the critical conception of physical and verbal violence between peers, consolidating and working on the rejection of violence, both those experienced in the first person and those testified.

- ▶ To raise the implications of choice and election in relationships, in order to promote commitment, honesty and responsibility to sustain and maintain them over time as long as they bring well-being.
- ▶ Identify and respond to harassment, discrimination and stigmatization within the group and in society, as well as the different expressions of violence, the actors who produce them and the areas where they take place.

- ▶ Integrate and value diversity, from the premises of equality and respect, understanding the richness it brings to the group.
- ▶ Identify the impact of social determinants on relationships and take responsibility for reversing them by promoting equality and relational justice.
- ▶ From here, understand the peer group as a protective factor against violence, analyze and propose strategies and collective responses.
- ▶ Identification and responsibility.

- ▶ Work on communication, improvement strategies and communication processes.
- ▶ Face the challenges of the self-esteem of the people who make up the group.
- ▶ Work on proposals to tackle stigma and discrimination and promote inclusion, both at the collective and group level and at a social level.
- ▶ Analyze successful measures and proposals in reducing different forms of structural violence.

- ▶ To delve deeper into the detection of the reproductions of different social roles of power in realities of relational conflict, encouraging proposals to work towards relational justice.
- ▶ Promote the overcoming of social inequalities as a common responsibility, through mutual support and commitment to society.
- ▶ Advocate for safe spaces that promote dignified and respectful treatment of all people.

Homes, families and parenting

- ▶ Identify the families and basic units of coexistence as centers of emotional bonds, as creators and reproducers of values.
- ▶ Value proximity and trust in the family unit and the different spaces of coexistence.

- ▶ Getting to know families and living units as structure, diverse realities and diverse forms (marriages, divorces, foster homes, adoptions, etc.), working on the notion of the formal framework of coexistence.

- ▶ Identify the acquisition of values at home and in the family space: work on support and influence on their own decision-making.
- ▶ Recognizing the responsibility of the different actors in coexistence of the child in the reproduction of certain roles.

- ▶ Understanding the impact of social determinants intersectional (gender, class, culture, religion, etc.) in family types and forms, linking social structure with different lifestyles.
- ▶ Analyze communication, expression and health in the family environment, their influences and the transformations associated with them.

- ▶ Identify and understand the changes in relationships in the domestic sphere that personal growth entails, new dynamics, roles and conflicts that occur there.
- ▶ Understand the imposition of family forms and structures (marriages, maternity) as a violation of the DSiR and human rights.

- ▶ Promote the repositioning of the idea of home and family, how to sustain new roles and bonds through understanding and mutual respect.
- ▶ To delve deeper into the analysis of paternity, maternity and care, from the concept of social interdependence and a critical and diverse conception of family models and parenting possibilities.
- ▶ Critically analyze institutional violence in child care and custody policies, and what parameters govern them and what implications they have.

Bonds, emotional and sexual relationships

- ▶ Normalize diversity and promote understanding from a wealth perspective, with knowledge of different families and different relational models.
- ▶ Promote recognition of one's own emotions, desires and needs.
- ▶ Identify and learn to manage different emotions such as jealousy, anger, aggression, sadness, frustration and disappointment.

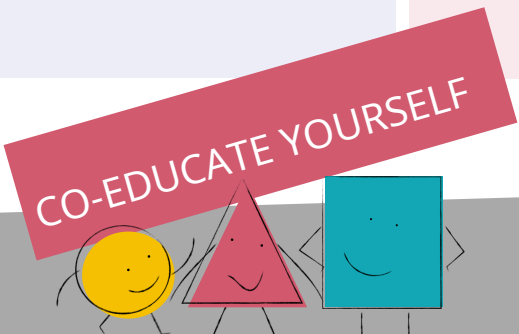
- ▶ Understanding friendship and love as a continuum of diverse emotions, from the sex-gender diversity of the actors who relate.
- ▶ Work on the child's relationship with the environment and society, new friendships and affections.

- ▶ Identify and work on inequalities in relationships, recognizing pleasant and unpleasant relationships based on the notion of well-being and discomfort.
- ▶ Delve deeper into the complexity of emotions and promote self-knowledge based on one's own needs and limits.
- ▶ Work on communicating these with assertiveness and respect.

- ▶ Identify and value the benefits of healthy relationships, personal and relational well-being.
- ▶ Analyze the ideal of romantic relationships from a social critique and knowledge of the myth of romantic love.
- ▶ Dealing with discrepancy and frustration in different boundaries, needs and expectations in relationships.

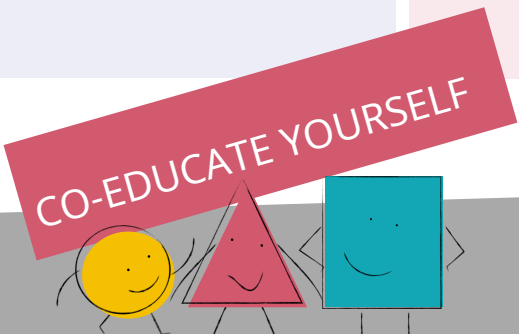
- ▶ Work on learning about bonds and loving and sexual relationships, recognizing emotional changes and desires in adolescence.
- ▶ To delve deeper into the management of expectations, needs and limits from a relational perspective, as well as the conflicts that may arise from them, from a reflective effort in understanding and self-knowledge.
- ▶ To delve deeper into the critical conception of adoption and reception: imaginaries, roles of power in which it can be placed, stigmas and prejudices that arise from it.

- ▶ To raise the symbolic dimension of the family and the impact of the bonds that are chosen, of strong relationships, as symbolic representations of familiarity, proximity and trust.
- ▶ Develop tools and strategies to deal with emotional chaos, confusion, disputes and conflicts between rational and emotional, contradictions and insecurities.



AXIS 3 - The social construction of gender

Critical analysis of gender	<ul style="list-style-type: none"> Explore different genders and bodies. Pay attention to and emotionally work on the assignment of sexual and gender identity, which precedes the decision personal and aware of the child. 	<ul style="list-style-type: none"> Identify and counteract the role of coexistence spaces, families and communities in the reproduction of sexual and gender identity, promoting the free expression of gender from the notion of its mutable and variable character. Observe and welcome the tensions, discomforts and curiosities that arise from the diversity of bodies, sexes and genders. 	<ul style="list-style-type: none"> Introduce the concept of gender roles and the normative sexual preferences that are associated with them and with which they identify themselves. Work and promote equality in relationships at home, school and community in relation to gender roles. Promote freedom of sexual preferences based on knowledge of the DSiR and the right to choose one's own sexuality. 	<ul style="list-style-type: none"> Reflect critically on the correspondences and divergences that can occur and/or be performed between gender role and gender expression. To address the social and individual experience of the construction of gender and the heteronorm and to reflect on the implications of the concept of normativity and normality and its meaning. 	<ul style="list-style-type: none"> Analyze the influence of gender and heteronorm in sexual and emotional relationships. Dismantle the romantic ideal and seek other ways of loving and being loved, other relational models. Promote freedom of sexual preferences and understand that they can vary throughout life. 	<ul style="list-style-type: none"> Work on individual and collective responsibility in the search for tools to create safe spaces free from the mandates of heteropatriarchy. Identify and recognize role models and activists who promote the diversity of bodies and sexual and gender identities and healthy sexual and emotional relationships.
Sexist and LGBTIphobic violence	<ul style="list-style-type: none"> Observe whether there are sex differences that affect the behavior and peer relationships. Identify the emotions that generate these differences and whether they translate into inequalities. 	<ul style="list-style-type: none"> Listen and identify the discomforts that may arise from the non-acceptance of gender mandates (in games, attitudes, etc.) and the mandates associated with gender expression (dress, tastes, speech...). Work on resolving conflicts arising from gender differences (<i>a boy who wears a skirt, a girl who likes girls, a teacher who makes unequal distinction between boys and girls...</i>) Understand that gender inequality is sexist violence and that it generates injustices and discriminations. 	<ul style="list-style-type: none"> Work, based on examples, on the iceberg image of the sexist and LGBTIphobic violence and understanding its systemic structure. Recognizing and identifying everyday violence that perpetuates gender inequalities and mandates. Understand that violence exercised from roles of power can also occur at home, among friends, or in spaces such as recreation and school. 	<ul style="list-style-type: none"> Addressing sexist violence in sexual and emotional relationships. Analyzing how the roles of power and control inherent to sexism are also reproduced in non-heteronormative relationships. Identify support resources within the group (mutual support) and external services. Find role models, influencers and activists who promote attitudes and forms of healthy relationships, and identities and masculinities not subject to power or control. 	<ul style="list-style-type: none"> Promote group and community responsibility in the face of gender-based violence and as guarantors of support. Identify forms of violence and sexual harassment in virtual space. Reflect, evaluate and critically question beauty standards, hypersexualization and objectification based on gender, sexual preference and/or identity and racialization. 	<ul style="list-style-type: none"> Analyze sociocultural stories and values as possible tools of power for gender violence. Understand the bases that allow rape culture, review and rethink history and culture (legends, art, architecture...). Build collective strategies and practices (self-defense and criticism of masculinities), in favor of the eradication of sexist violence. Inspiration from role models and activists. Point out and subvert social norms and discourses of power (media, institutions...) that contribute to stigmas and phobias towards non-binary sexual preferences and identities regulations.
Sexual violence in childhood and adolescence	<ul style="list-style-type: none"> Encourage situations of personal well-being by working on negativity in the face of uncomfortable situations. Work on the response to the invasion of privacy and the denial of the imposition or coercion of a contact towards one's own body from the promotion of the right to one's own body. 	<ul style="list-style-type: none"> Learn that adults have a duty to protect children. Work on communicating abuse and violation of rights with a trusted adult. Learn how to ask for help and receive a request for help. Identify risky situations and learn the three-step model: say NO, run away and talk to someone you trust. 	<ul style="list-style-type: none"> Working on and identifying unwanted sexual attention, defending privacy as you grow up. Reinforce the action of asking for help as well as the reception of demands from the environment. Consolidate the identification of risk situations and the three-step model: say NO, run away and talk to someone you trust. 	<ul style="list-style-type: none"> Understand that sexuality in this stage of life (childhood, adolescence) is protected by the rights of children and minors, and any adult has the duty to guarantee them. Recognizing that adult sexual action on adolescent sexuality represents a serious violation of rights and criminal offense. 	<ul style="list-style-type: none"> Reflect on the implications and why of the age of sexual consent. Learn about the different legislative frameworks and develop a critical reading of them. Understanding the sociocultural differences of communities and work towards critical understanding. 	<ul style="list-style-type: none"> Debate and reflect on sexual violence against children. Analyze the incidence of this violence and the silence and stigma that derive from it. Promote responsibility in guaranteeing children's rights and work on the situation of how to act as a trusted adult.



AXIS 4 - Bodies, self-knowledge and development

Body awareness and image

- ▶ Promote free expression of the body and explore the perception of other people's bodies.
- ▶ Work on feeling good about your own body, accepting that each body is unique and diverse.
- ▶ Recognizing that feeling curious about one's own body is common and normalizing it, including the exploration of genitality and its diversity.

- ▶ Promote body care and well-being.
- ▶ Explore from experience the changes in one's own body, the tempos and differences within the group.
- ▶ Be aware of the diversities of bodies and bodies various.

- ▶ Explore and understand transformation through the body, from childhood to adulthood, external representations, fears and expectations.
- ▶ Analyze the representations of bodies in society, identify the embodiment of social reality on the body in the construction of individual and collective identity.
- ▶ Critically analyze the importance of body image in society and its relationship with health, self-concept and well-being.

- ▶ Explore interaction and communication through bodies and sexuality, the relationship with one's own body and with the bodies of other people.
- ▶ To delve deeper into the experience of body changes, the shame, embarrassment, fears, discomfort and myths that arise from them and the reactions they generate in the environment. Identify inequality and discrimination in the visibility of racialized bodies and their connotation as well as the invisibility of bodies with functional diversity.
- ▶ Analyze the variability of beauty and aesthetic canons according to historical period and culture and reflect on bodily diversity and the construction of desire.

- ▶ Promote self-exploration and self-knowledge of the body from a sexual perspective, breaking taboos and myths.
- ▶ Critically evaluate gender-based beauty standards and how they can affect us.
- ▶ Understand how the social structure points to non-normative bodies and reproduces structures of discrimination and inequalities on bodies.
- ▶ Identify and combat body image associated with racialization.
- ▶ Introduce the concept of the body as a battlefield, recognizing the violation of rights in bodily experience.

- ▶ Promote body awareness and image integrated with health, self-concept, sexuality and well-being and combat the impact of the social structure on the perception of people's bodies.
- ▶ Encourage listening and decision-making from one's own body in the sexuality.
- ▶ Explore the bodily experience of decisions in sexuality and socio-health interventions (contraceptive methods, IVE, control tests and/or diagnostics, etc.) and the fears and expectations related to the bodily experience of reproduction, pregnancy and parenting.

Sexual anatomy and physiology and reproductive

- ▶ Know all the parts of the body and their functions, different bodies and different genitals.
- ▶ Work on the importance of body hygiene.
- ▶ Recognize that all bodies are equal and at the same time different. Identify and see that the body changes over the years.

- ▶ Learn about the parts of the body involved in sexuality, sexual health and reproduction, and changes in the genitals and their development.
- ▶ Introducing the menstrual cycle: knowledge of the phases and understanding of their operation.

- ▶ Understand that each body is unique and that there are variations in size, shape, functions and characteristics. Introduce the key body functions that contribute to reproduction (menstrual cycle, sperm production and semen ejaculation), menarche and the spermarchy.

- ▶ Explore the physiology of sexuality, genitalia (erection, dilation, lubrication...) and arousal and pleasure in the body's reactions.
- ▶ Describe and recognize the role that hormones play in the growth, development and regulation of organs reproductive and sexual functions.

- ▶ To delve deeper into bodily changes over time, including reproductive and sexual capacities and functions.
- ▶ Recognize and analyze the role that hormones play in the emotional and physical changes experienced throughout life.

- ▶ Understand the impact and modulation of reproductive physiology in the use of hormonal contraceptive methods.
- ▶ Identify and analyze sociocultural influences when understanding the body in terms of sex, gender, sexuality and reproduction.

Puberty

- ▶ Understand that growing up involves physical and emotional changes.

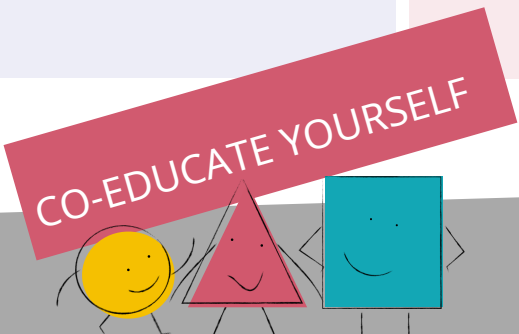
- ▶ Define what puberty is.
- ▶ Know the main physical and emotional changes that occur during puberty and their variability.

- ▶ Working on the menstrual cycle: identifying the different physical symptoms, the phases as well as the sensations that can be experienced during the cycle.
- ▶ Learn about menstrual collection options beyond those that receive media coverage.

- ▶ To analyze the invisibility and social taboo of menstruation, to highlight how gender inequality can contribute to the negative view of menstruation and work to reverse it.
- ▶ Explore the variety of physical responses during puberty (erections and wet dreams) and normalize them.

- ▶ Work on the experience of physical, emotional, social and cognitive changes during puberty and adolescence.
- ▶ Reflect on the discomforts and social and group discrimination that can be experienced during puberty and adolescence.

- ▶ Promote the formulation of responses to biological theories of identity in adolescence.
- ▶ Encourage a positive vision of this vital phase, explore references and possibilities.



AXIS 5 - Pleasures, sexualities and sexual desires

Pleasures, imaginaries and sexual desires

- ▶ Working on pleasure by listening to the body, sensations, well-being, stimuli pleasant and unpleasant, etc.
- ▶ Identify the brain as the main actor in management emotional and communicative nature of people, because it informs us of what we find pleasant and what we do not.

- ▶ Understand that pleasure and arousal are positive human feelings that can involve physical intimacy, both shared and individual.
- ▶ Identify contact and intimacy based on trust, security, willingness and respect, as a way of demonstrating affection, also identifying one's own limits and those of other people.
- ▶ Understanding pleasure in everyone and in all bodies beyond diversity. Identifying the brain as the key organ of our experience of pleasure, as it gives us information about what we find pleasant and what we do not and also signifies the social imaginary in which we move, since it is influenced by the society and culture in which we live.

- ▶ Recognizing human manifestations of pleasure with physical contact (kisses, caresses, touching) and the multiple expressions of sexuality.
- ▶ Understand the link between masturbation and the imagination and intimate space.
- ▶ Start talking about the pornography that can be found on social networks and the internet.

- ▶ Understand that feelings, fantasies and sexual desires are natural, changing and happen throughout life.
- ▶ Work critically and with an intersectional perspective on myths about sexuality by contrasting truthful information.
- ▶ Addressing the issue of sexual imaginaries, alternative pornography and making a gender-based critique of pornography *mainstream*.

- ▶ Talking about sexual pleasure, expressions of pleasure and bodily pleasure.
- ▶ Understand that the body, whatever it is, is sensitive and erogenous.
- ▶ Legitimize desires and practices. Break the invisibility, taboos and stigmas about the pleasure and sexual desire of non-binary bodies. regulations.
- ▶ Identifying the misleading messages of pornography *mainstream* and its contribution to the promotion of unrealistic representations of men and women, sexual practices and ways of relating.

- ▶ Reflect on one's own sexuality and the factors psychosocial and cultural factors that influence it.
- ▶ Understand the impact of sexuality on one's own identity and self-perception (fears, conflicts, tensions) individually and in relation to the group and other people.

Sexual relations, sexuality and sexual life cycle

- ▶ Teach how to adopt the attitude of "my body belongs to me".
- ▶ Learn to express sexuality with appropriate, non-offensive language, understanding it as part of human feelings.
- ▶ Approach masturbation in early childhood as an exercise in self-knowledge and exploration of joy and pleasure in contact with one's own body.

- ▶ Define what sexuality is and understand the positive influence it has on health and well-being.
- ▶ Work on your own limits and how to communicate them.
- ▶ Have a sense of responsibility for one's own health and well-being, and also for that of other people.
- ▶ Understand that everyone has their own path **development of the sexuality** and that must be respected by the group and the environment.

- ▶ Recognizing that it is natural to feel curious about sexuality and the right to ask questions about it, normalizing the desire for self-knowledge.
- ▶ **Identify physical responses to sexual stimulation.**
- ▶ Understand pleasure and self-knowledge from the practice of masturbation, identify the influence of gender mandates on this and the importance of **destigmatize it.**

- ▶ Promote conscious decision-making about whether or not to have sexual relations, understanding their importance for one's own health and well-being.
- ▶ Explore the emotions and feelings generated by the projection of the first sexual experience.
- ▶ Questioning dominant masculinity as a privileged sexuality to offer other options to adolescent boys who do not identify with it, as well as raising awareness of gender violence in those who feel very comfortable with it, so that they understand the violence it entails for other sexualities.
- ▶ Distinguish between **sexuality in real life and in the media.**
- ▶ Provide tools to identify risky behaviors or unwanted sexual attention within networks.

- ▶ Know and respect the different expressions of sexuality.
- ▶ Understand that sexuality is a learning process and everyone has their own rhythm.
- ▶ Identify how gender bias influences the treatment and meaning of bodies, and sexual expectations and experiences linked to sex and gender roles.

- ▶ Understand that interest in sexual relations can change with age and can be expressed throughout life.
- ▶ Understanding sexuality as a multidimensional fact that includes biological, social, psychological, spiritual, ethical and cultural components.
- ▶ Integrate the right to one's own body and the intimacy and privacy of the sexuality.

Desire and consent

- ▶ Work on expressing your own needs and desires and differentiating "good secrets from bad ones."
- ▶ Identify the needs for privacy and intimacy in relation to one's own body.
- ▶ Know the right to one's own body in relation to deciding who can touch it, where and in what way.

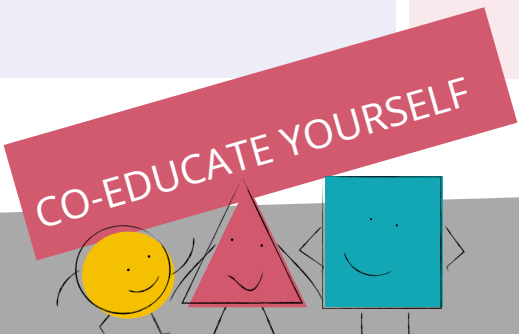
- ▶ Learn to identify and communicate desire.
- ▶ Observe and explore consent as social interactive boundaries.
- ▶ Work on non-verbal communication, understand the limits and consents expressed through non-verbal communication.

- ▶ **Define what consent is.**
- ▶ Work on the importance of self-esteem and pleasure when giving and receiving consent in relation to desire or lack thereof.
- ▶ Identify and talk about unwanted sexual attention.

- ▶ Analyze desire as a social construct.
- ▶ **Understanding consent as an essential basis for social relationships healthy.**
- ▶ Understand the limits and the difference between harassing, flirting and seducing.
- ▶ Work on body and verbal communication in seducing and flirting.

- ▶ Recognize the importance of giving and receiving sexual consent in relation to desire or lack of desire.
- ▶ Analyze the factors that may affect the ability to **acknowledge or give consent.**
- ▶ See how gender mandates and other social and power factors can lead to talk about consent instead of desire.

- ▶ To delve deeper into the importance of self-esteem and pleasure when giving and receiving sexual consent in relation to desire or lack of desire.
- ▶ Working on the right to intimacy and privacy also in the world of ICT and social networks.
- ▶ Addressing the difficulties of consent and consent linked to desire.
- ▶ Critically analyze the paradigm of consent in sexual interaction: where is the desire of the person giving consent?



AXIS 6 - Skills for self-care of sexual and reproductive health

Promotion of sexual and reproductive health

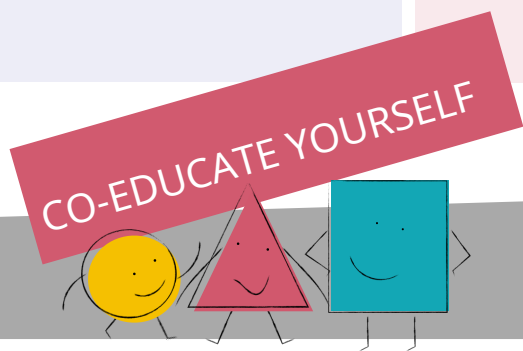
<ul style="list-style-type: none"> ▶ Introduce the concepts of health and illness and the associated implications. ▶ Know the protective factors of health. 	<ul style="list-style-type: none"> ▶ Advance the understanding of health and illness as alternating and/or simultaneous states in the lives of all people. ▶ Work on the concept of healthy habits and care in relation to the needs of each person, the characteristics of the social space and its values and external factors. 	<ul style="list-style-type: none"> ▶ Learn about different types of conditions and diseases related to sexual and reproductive health, from menstrual cycle disorders or alterations to STIs, general pathophysiology, warning signs and transmission routes in infectious diseases. ▶ Introduce and work on the concept of chronic illness or condition. 	<ul style="list-style-type: none"> ▶ Offer information and self-training resources related to barrier methods and contraceptives. ▶ Learn more about what is meant by healthy habits and what they depend on. ▶ Working on the social dimension of health. ▶ Work on the concept of risk and risky behaviors in general health and sexual health and reproductive. ▶ To delve deeper into the construction of healthy spaces and relationships, implications and responsibilities that arise from them. 	<ul style="list-style-type: none"> ▶ To delve deeper into the different types of conditions and diseases related to sexual and reproductive health, from disorders or alterations of the menstrual cycle to STIs, prevention and detection (historical and cultural perspective, social aspect) ▶ Learn about socio-health interventions (IVE, methods, etc.), treatments pharmacological and alternative therapeutic measures. ▶ Understand concepts and options in obstetric health and reproductive (spontaneous abortions, breastfeeding, birth plan, etc.). 	<ul style="list-style-type: none"> ▶ Work on stigma, shame and taboo in health and illness (STIs, HIV, etc.), in the socio-health interventions (contraceptive methods, IVF, etc.) and habits and lifestyles. ▶ Understand and delve deeper into community creation healthy, accepting and understanding individual behaviors in a collective framework, as well as preventive and health protectors.
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Peer group influence on sexual and reproductive health

<ul style="list-style-type: none"> ▶ Identify the importance of the group in one's own behavior, discerning when this is positive and when negative. ▶ Look for tools and strategies to deal with a negative influence from the group, such as challenging it or participating in its transformation. 	<ul style="list-style-type: none"> ▶ Identify and recognize that peer groups can influence decisions and behaviors related to sexual health, being able to face the group's character from the responsibility of one's own role in the group and reinforcing strategies of dissent in the group. 	<ul style="list-style-type: none"> ▶ Recognize that sexual decisions and behaviors can be influenced by gender norms and the other social determinants that intersect the peer group. ▶ Detect and combat at the same time the reproduction of social inequalities within the group. 	<ul style="list-style-type: none"> ▶ See and contrast positive and negative ways in which the peer group can influence decisions related to health promotion (habits), sexual and reproductive health and sexuality. ▶ Being able to challenge negative pressure and promote positive influence and the support of the peer group. ▶ Think of strategies for collective defense of mutual respect and support. 	<ul style="list-style-type: none"> ▶ Work on strategies to promote personal self-esteem and the positive influence of the group and to respond to negative peer pressure. ▶ Identify the pressure and negative influence on other people in relation to sexual health and sexuality, know how to intervene from the responsibility and care. 	<ul style="list-style-type: none"> ▶ Reflect on ways to counteract gender norms and other social inequalities that condition a negative influence of the peer group in relation to sexual behaviors. ▶ Recognizing the need to create non-mixed spaces between people who share the same type of discrimination in order to face it, understand and work on the concept of solidarity and commitment to all struggles.
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Decision-making, use of barrier and contraceptive methods and right to one's own body

<ul style="list-style-type: none"> ▶ Understand and encourage decision-making as a way of growing and asserting one's own individual and collective autonomy. ▶ Identify the action of the group and the environment in the decision-making process. ▶ decisions and seek active involvement when required. ▶ Strengthening bodily sovereignty as a concept, for the childhood and for all people. 	<ul style="list-style-type: none"> ▶ Apply pregnancy and parenting to different social, cultural and religious realities, to decision-making and the right to one's own body. ▶ Normalize choosing not to have children as an equally valid option. ▶ Identify the circumstances that promote and enrich decision-making about one's own body and health. ▶ Understanding information as a fundamental basic right for decision-making argument, as well as the right to ask for it. 	<ul style="list-style-type: none"> ▶ Understanding decision-making as a skill develop throughout life and the right to one's own body as a collective responsibility that guarantees the space for decision-making. ▶ Work on the importance of decision-making in the use of ICT and the information that is shared. ▶ Promote informed, conscious and informed involvement responsible for decisions regarding pregnancy prevention and planning from the environment and the people directly involved. 	<ul style="list-style-type: none"> ▶ Promote the right to decide about one's own sexual and reproductive health and defend decision-making as a fundamental aspect of taking care of one's own health and promoting the health of the community, offering all the information to guarantee informed decisions. ▶ Identify the limits of individual decisions on the impact of collective health, encourage anticipation and responsibility for the consequences of one's own decisions; work on forgiveness, rectification, repair and learning in decisions with negative consequences. 	<ul style="list-style-type: none"> ▶ Identify how different social determinants and some behaviors/emotional states (drug use, discomfort, gender mandates) condition decision-making through structures of power, coercion and violence. ▶ Understand what effects these conditions have on one's own sexual health and reproductive health and the use of barrier and contraceptive methods in the prevention of STIs and unwanted pregnancies. ▶ Understand intuition and feelings as legitimate information for decision-making and health prevention. 	<ul style="list-style-type: none"> ▶ Define and claim the guarantee of DSIR as a basis necessary for free decision-making about sexuality and one's own body. ▶ Participate in promoting decision-making and detection of coercion and/or violence that limit other people's decision-making about their own bodies, their own sexuality and their own sexual and reproductive health. ▶ Work on accompaniment in different circumstances from the respect of other people's decisions, as well as promoting understanding, debate and dialogue from differences of opinion.
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AXIS 6 - Skills for self-care of sexual and reproductive health

Communication, negotiation and rejection skills in sexuality and sexual health

- ▶ Promote the identification of what is wanted, what is liked, what is rejected or what is unknown.
- ▶ Encourage the expression of one's own opinion and respect for the opinion and free expression of it towards others.

- ▶ Identify and see different types of communication, work on the importance of body language.
- ▶ Differentiate between assertive and non-assertive communication and the benefits it brings us in healthy relationships.
- ▶ Recognize and identify the impact of gender roles on communication models and types.

- ▶ Learn to share and accept decision-making with the people involved, express personal desires, needs and limits and understand those of others, working on the communication of these.
- ▶ Identify the negative impact on health of not resolving conflicts and interests and work on tolerance to frustration.

- ▶ Understand communication skills from the perspective of responsibility for their improvement and not from the perspective of **guilt**.
- ▶ Identify personal and social barriers that can hinder and condition negotiation and communication in sexuality and the use of contraceptive methods and barrier methods.
- ▶ Promote communication based on mutual respect, cooperation and commitment in the fight against inequality and power derived from social determinants.

- ▶ Encourage the identification of one's own limits and verbal and non-verbal communication and comprehension skills for promote behaviors of seduction, sexualities and free, desired and safe sexual practices.
- ▶ Identify and counteract individually and collectively the difficulties in expressing one's own desires and limits in sexuality in relation to social and personal determinants.
- ▶ Work individually and collectively on the discomfort of frustration in negotiation and rejection from the identification of social and personal power, the impact on self-esteem, fears and expectations.

- ▶ Understand that universal accessibility and availability of barrier methods and Contraceptives and IVF are essential for making the decision to opt for them and communicating that decision.
- ▶ Develop a critical view of the shortcomings and limits of these resources, contributing to the demand for their improvement.
- ▶ Define collective strategies against the social determinants that condition the communication and negotiation in sexuality, as well as the legitimacy towards one's own limits and the defense of these in sexuality, the use of methods and IVF.

Mutual support and resources in sexual health and reproductive

- ▶ Understand and reinforce that all people have the right to be cared for and receive help.
- ▶ Promote the right to ask for help and the identification and knowledge of trusted adult figures, understanding that they have a duty to care for minors.

- ▶ Build a healthy and cooperative space in school.
- ▶ Learn to count on others and ask for help when needed, and focus on the importance of care and mutual support.

- ▶ Identify, recognize and accept the need for external help in certain situations.
- ▶ Promote the right to ask and express doubts about sexual and reproductive health, about one's own body and one's own feelings, emotions, both within the group and in external resources.
- ▶ Situate and face the shame of the question or exposure.

- ▶ Learn about external sources of help and support in relation to sexual and reproductive rights, both to promote them and to guarantee them in the face of **violations**.
- ▶ Identify criteria for reliability of resources and sources of information as well as good practices from a comprehensive view of health, **viewed from a** socio-relational, psycho-emotional and physical perspective.

- ▶ Understanding people's lives as an interdependent process that relates everyone's experiences together and requires collective awareness and mutual support.
- ▶ Work on the difficulties of asking for help and accepting requests for help, jointly and critically evaluating external sexual and reproductive health spaces and resources.

- ▶ Promote autonomy and the creation of collective resources to share information about external support services as well as enhance the group's support and active response in case of need.
- ▶ Consolidate an approach from the DSIR, discern the services that apply this perspective and develop strategies for advocacy and defense against spaces that belittle the importance of the DSIR.

