

「全面性教育」  
( Comprehensive Sexuality Education , CSE )  
參考說明手冊

國家教育研究院 112 年 10 月

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## 緣起<sup>1</sup>

隨著時代的進步，人權與性平意識的提升，重要的國際組織亦不斷更新頒布相關文件以作為各國落實人權及性別平等理念的公約或指引。

十二年國民基本教育健康與體育領域課程綱要於 2018 年發布，若干國際上有關性教育重要的文件之精神與內涵未及適切的納入或體現在課綱。例如：聯合國於 2016 年發布《經濟社會文化權利國際公約》(International Covenant on Economic, Social and Cultural Rights)(以下簡稱《公約》)第 22 號一般性意見「關於性健康與生育健康權利」第 9 點中指出，國家「需要確保全面、不歧視、有證據的、科學上準確和適合年齡的關於性健康和生育健康的受教育權」(法務部編印，2018，頁 345)。性健康和生育健康權係人權的一部分，須受到國家的保障。聯合國教科文組織於 2018 年發布《國際性教育技術指導綱要》(International Technical Guidance on Sexuality Education: An Evidence-informed Approach) 修訂版(以下簡稱《綱要》)，以「全面性教育」(comprehensive sexuality education)作為指稱性教育之範疇與內涵，並以「權利」為基礎、關注「性別平等」之促進以及以「學習者為中心」，對各國性教育之觀念與推動有整全的論述與引導作用。此兩份文件對性教育及性別平等教育均提出重要觀點與指引。基於教育應與時俱進，有關課綱中性教育及性別平等教育之相關內容與名詞，於未來課綱修訂時，亦須符合國際最新趨勢及政府法令與政策，進行調整與精進，以求其適切性與時代的合宜性。

故 2020 年 12 月教育部「第 9 屆性別平等教育委員會第 4 次委員大會」就健康與體育課程綱要，有關性教育部分未及參考《公約》及《綱要》最新資料，決議在「健體課綱修訂前，進行健康與體育領域課程手冊的文字補充說明」。

基於前述背景，本補充說明文件首先分別扼要說明《公約》及《綱要》有關性教育部分的主要內涵；其次就此國際上人權及性平觀念的演進，歸結在性教育方面的重要價值及課程教學上的趨向；最後，則提出教學實務上進行「全面性教育」的作法，以供學校、教師及教科書出版社作為課程設計、教材編選及教學實施之參考。

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<sup>1</sup> 文字取自 [《健康與體育領域課程手冊》\(111 年更新-定稿版\)](#) 第 5 頁有關「性教育」之補充說明-「全面性教育的意涵及教學實踐」。

## 「全面性教育」的 8 個核心概念及其主題

1. 關係 (Relationships)
2. 價值觀、權利、文化與性 (Values, Rights, Culture and Sexuality)
3. 理解社會性別 (Understanding Gender)
4. 暴力與安全保障 (Violence and Staying Safe)
5. 健康與福祉技能 (Skills for Health and Well-being)
6. 人體與發展 (The Human Body and Development)
7. 性與性行為 (Sexuality and Sexual Behaviour)
8. 性與生殖健康 (Sexual and Reproductive Health)

全面性教育 (Comprehensive Sexuality Education, CSE) 是一項以課程為本，探討有關性的認知、情感、身體和社會層面意義的教與學歷程。其目的是使兒童及青少年具備一定的知識、技能、態度與價值觀，進而確保其健康、福祉與尊嚴。

「全面」係指主題的廣度與深度，以及內容的連貫性，這些主題與內容需透過長期的教與學歷程而得以培養。「全面性教育」培養相互尊重的社會關係與性關係，協助兒童及青少年思考他們的選擇如何影響自身和他人的福祉，並終其一生理解及確保其自身權利的維護<sup>2</sup>。

「全面性教育」的重要精神有以下 3 點：

1. 以「權利為基礎」(rights-based approach)，強調包容、尊重、平等、同理心、責任與互惠等價值觀，並強調這些價值觀與人權密不可分。
2. 強調「性別平等」(gender equality) 之促進，對於年輕人性健康與福祉的重要性。
3. 強調以「學習者為中心」(learner-centered approach) 的教育方法，將教學的重點放在學生身上。

### 適齡說明<sup>3</sup>

前述 8 項主要的核心觀念的具體內涵，每一項又會再區分成 4 個不同的年齡

<sup>2</sup> 由於「全面」一詞在中文容易產生不同的意涵，Comprehensive Sexuality Education, CSE 除了譯作「全面性教育」之外，亦有「綜合的性教育」或「共融的性教育」等譯名。

<sup>3</sup> 本文件第 3 至 126 頁譯自聯合國教育、科學及文化組織發布之《國際性教育技術指導綱要》(International Technical Guidance on Sexuality Education: An Evidence-informed Approach) 第 33 至 80 頁。

層：5～8 歲、9～12 歲、12～15 歲、15～18 歲及以上。

低齡學生所學到的觀念通常會在內容上比較基本、認知課題上比較低階，也比較不會有複雜的活動。

第二個和第三個年齡層（9～12 歲和 12～15 歲）刻意設計了一段重疊期，這是為了因應同一班級裡學生年齡不同的情況。

最後一個年齡層設定在 15 歲～18 歲或以上，這是考慮到有些中學的學生可能已經超過 18 歲，不過這些主題與學習目標對他們依然適用，甚至大學以上機構裡更高齡的學生也可以採用。

由於很多青少年在小學或中學階段並沒有接受過任何性教育，因此就算大學生的年紀較長，依然可以從這份綱要中獲益。對於沒有接受學校教育的兒童或青少年，即使他們未曾接受過學校性教育的教導，依然可適用於本綱要。

凡與上述年齡層的學習者討論到任何資訊時，都應該要符合他們的認知能力，也要考量到有智力或學習障礙的兒童與青少年。

## 適性說明

在某些社群環境裡，老師的課堂上常有可能會聚集不同年齡的學生，有的學生可能比較晚入學，因而還處在不同的發展階段，其現有知識、態度與能力也與他人的水平不同，這類情況也應該要納入考量。

兒童和青少年在性健康與生殖健康方面的需求與顧慮，以及其第一次性行為的年齡，不但在各個地區之間會有相當大的差異，在不同的國家或社群之間也是如此。在開發設計課程、材料與教案時，上述因素很有可能會影響到外界對於某個學習目標是否適齡的觀感，也會影響到老師怎麼看待一個班級裡的學生有各式各樣不同的性經驗這件事。

## 學習目標設計和關懷焦點

學習目標應該要根據學習者的實際情況來進行調整，必須要以當前的資料與證據為基礎，不能僅憑一己之好惡，或是怕外界反對跟兒童或青少年談論性話題就作罷。

從性教育的文獻與研究中可以明顯看出，雖然去解決敏感議題會碰到很多困難，但這樣做依然有其必要，就算性教育跟學校裡其他的學科都不一樣，還可能會惹來強烈的情緒反應（UNESCO, 2016b），但真正重要的還是要讓孩子們從小就學會相應的語言與能力，讓他們能夠談論與了解自己的身體、感受與親密關係。

# 核心概念 1：關係 (Relationships)

- 1.1 家庭 (Families)
- 1.2 友誼、愛及親密關係 (Friendship, Love and Romantic Relationships)
- 1.3 寬容、包容及尊重 (Tolerance, Inclusion and Respect)
- 1.4 長期承諾及親職 (Long-term Commitments and Parenting)

建議融入領域：

健康與體育領域、綜合活動領域、社會領域、生活課程，或相關適合之領域與群科。

## 1.1 家庭

年齡層：5~8 歲

### 要旨

世界上有許多不同類型的家庭存在

### 學習表現

- 描述不同類型的家庭（例如：雙親家庭、單親家庭、兒童自立家庭、監護人為主的家庭、大家庭、核心家庭、非傳統家庭）（知識）；
- 表達對不同類型家庭的尊重（態度）；
- 闡述如何對不同類型的家庭表示尊重（技能）。

### Key idea:

There are many different kinds of families that exist around the world

### Learners will be able to:

- describe different kinds of families (e.g. two-parent, single-parent, child-headed; guardian-headed, extended, nuclear, and non-traditional families) (knowledge);
- express respect for different kinds of families (attitudinal);
- demonstrate ways to show respect for different kinds of families (skill).

### 要旨

家庭成員各有不同的需求與角色

### 學習表現

- 辨別家庭成員的不同需求與角色（知識）；
- 了解家庭成員會怎樣以各種不同方式來照顧彼此，即便有時他們並不想或沒有能力這樣做（態度）；
- 對於自己在家中的需求和角色進行溝通（技能）。

**Key idea:**

Family members have different needs and roles

**Learners will be able to:**

- identify the different needs and roles of family members (knowledge);
- appreciate how family members take care of each other in many ways, although sometimes they may not want to or be able to (attitudinal);
- communicate their needs and role within the family (skill).

**要旨**

性別不平等往往會反映在家庭成員的角色與責任之中

**學習表現**

- 列出男性和女性在家中的角色與責任之差異（知識）；
- 敘述這些差異如何影響到每個人所能做和不能做的事（知識）；
- 認識到性別不平等會嚴重影響到家中的角色和責任（態度）；
- 反思自己的家庭角色，以及對於男女在家中的角色與責任的感受（技能）。

**Key idea:**

Gender inequality is often reflected in the roles and responsibilities of family members

**Learners will be able to:**

- list differences in roles and responsibilities of men and women within the family (knowledge);
- describe ways that these differences can affect what each can and cannot do (knowledge);
- perceive that gender inequality impacts the roles and responsibilities within the family (attitudinal);
- reflect on their own role and their feelings about men's and women's roles and responsibilities within the family (skill).

**要旨**

家庭成員對教導兒童的價值觀極為重要

**學習表現**

- 定義什麼是價值觀（知識）；
- 列出自己和家人關心的價值觀（知識）；
- 認識到家庭成員的價值觀會影響到孩子的價值觀（態度）；
- 表達出個人的價值觀（技能）。

**Key idea:**

Family members are important in teaching values to children

**Learners will be able to:**

- define what values are (knowledge);
- list values that they and their families care about (knowledge);
- acknowledge that family members' values affect children's values (attitudinal);
- express a personal value (skill).

年齡層：9~12 歲

**要旨**

家長／監護人及其他家庭成員要幫助孩子建立價值觀，並引導及支持孩子的決定

**學習表現**

- 敘述家長／監護人及其他家庭成員要如何支持孩子的決定（知識）；
- 認識到自己的決定會受到家長／監護人及其他家庭成員的影響（態度）；
- 反思家庭價值觀會如何引導自己所做出的決定（技能）。

**Key idea:**

Parents/guardians and other family members help children acquire values and guide and support their children's decisions

**Learners will be able to:**

- describe ways that parents/guardians and other family members support their children's decisions (knowledge);
- acknowledge that parents/guardians and family members influence their decisions (attitudinal);
- reflect on how a family value guided a decision that they made (skill).

**要旨**

家庭可以透過其角色與責任促進性別平等

**學習表現**

- 辨別不同家庭成員的角色、權利與責任（知識）；
- 列舉說明各種家庭要怎麼透過其角色與責任來支持性別平等（知識）；
- 認識到所有的家庭成員都可以促進家中的性別平等（態度）；
- 對家中角色與責任的平權表達出自己的支持（技能）。

**Key idea:**

Families can promote gender equality through their roles and responsibilities

**Learners will be able to:**

- identify the roles, rights and responsibilities of different family members (knowledge);



- list ways that families can support gender equality through their roles and responsibilities (knowledge);
- recognize that all family members can promote gender equality within the family (attitudinal);
- express support for equitable roles and responsibilities within the family (skill).

#### **要旨**

健康與疾病會影響到家庭的結構、能力與責任

#### **學習表現**

- 敘述健康和疾病會如何影響家庭成員的角色和責任（知識）；
- 認識到健康和疾病會影響到家庭的運作方式（態度）；
- 表現對於受疾病影響之家庭的同理心態（能力）。

#### **Key idea:**

Health and illness can affect families in terms of their structure, capacities and responsibilities

#### **Learners will be able to:**

- describe ways that health and illness can affect family members' roles and responsibilities (knowledge);
- recognize that health and illness can affect how a family functions (attitudinal);
- demonstrate empathy for families affected by illness (skill).

年齡層：12~15 歲

#### **要旨**

長大就意味著要對自己和他人負責

#### **學習表現**

- 辨別與審視自己在成長過程中對自己和他人所承擔的新責任（知識）；
- 認識到在成長的過程裡，自己的世界和情感已經延伸到家庭之外，朋友與同儕變得特別重要（態度）；
- 對新的責任和人際關係加以評估與承擔（技能）。

#### **Key idea:**

Growing up means taking responsibility for oneself and others

#### **Learners will be able to:**

- identify and examine new responsibilities that they have for themselves and others as they grow up (knowledge);
- acknowledge that as they grow up their worlds and affections expand beyond the family, and friends and peers become particularly important (attitudinal);

<ul style="list-style-type: none"> <li>● assess and take on new responsibilities and relationships (skill).</li> </ul>
<p><b>要旨</b></p> <p>家長／監護人與孩子之間的衝突與誤解很常見，尤其是在青春期的時候，但這大多是可以解決的</p> <p><b>學習表現</b></p> <ul style="list-style-type: none"> <li>● 列出家長／監護人和孩子之間常見的衝突與誤解（知識）；</li> <li>● 敘述家長／監護人和孩子的衝突或誤解的解決之道（知識）；</li> <li>● 認識到家長／監護人和孩子的衝突與誤解很常見，尤其是在青春期的時候，而且大多是可以解決的（態度）；</li> <li>● 利用策略來解決家長／監護人和孩子的衝突與誤解（技能）。</li> </ul> <p><b>Key idea:</b></p> <p>Conflict and misunderstandings between parents/guardians and children are common, especially during adolescence, and are usually resolvable</p> <p><b>Learners will be able to:</b></p> <ul style="list-style-type: none"> <li>● list conflicts and misunderstandings that commonly happen between parents/guardians and children (knowledge);</li> <li>● describe ways to resolve conflict or misunderstandings with parents/guardians (knowledge);</li> <li>● acknowledge that conflict and misunderstandings with parents/guardians are common during adolescence and can usually be resolved (attitudinal);</li> <li>● apply strategies for resolving conflict and misunderstandings with parents/guardians (skill).</li> </ul>
<p><b>要旨</b></p> <p>愛、合作、性別平等、相互關心、相互尊重，這些對家庭功能與家庭關係的健全非常重要</p> <p><b>學習表現</b></p> <ul style="list-style-type: none"> <li>● 指出健全的家庭功能有什麼特徵（知識）；</li> <li>● 說明為什麼這些特徵對健全的家庭功能很重要（態度）；</li> <li>● 評估自己對於家庭功能的健全有什麼貢獻（技能）。</li> </ul> <p><b>Key idea:</b></p> <p>Love, cooperation, gender equality, mutual caring and mutual respect are important for healthy family functioning and relationships</p> <p><b>Learners will be able to:</b></p> <ul style="list-style-type: none"> <li>● identify characteristics of healthy family functioning (knowledge);</li> <li>● justify why these characteristics are important to healthy family functioning (attitudinal);</li> </ul>

- assess their contributions toward healthy family functioning (skill).

年齡層：15～18 歲及以上

### 要旨

性關係和健康問題會影響到家庭關係

### 學習表現

- 評估如果有家庭成員公布了敏感資訊（例如：感染 HIV、懷孕、結婚、抗拒被安排的婚姻（arranged marriage）、曾遭受性虐待，或是目前有快樂的性關係），會如何影響所有家庭成員的角色與關係（知識）；
- 反思如果自己公布或分享了跟性關係或健康有關的訊息，自己的角色和關係會發生什麼變化（技能）。

### Key idea:

Sexual relationships and health issues can affect family relationships

### Learners will be able to:

- assess how family members' roles and relationships may change when a family member discloses sensitive information (eg. HIV-positive status; HIV-positive status; becomes pregnant; gets married; refuses an arranged marriage; has experienced sexual abuse; or is in a happy sexual relationship) (knowledge);
- reflect on how their roles and relationships may change when they disclose or share information related to sexual relationships or health (skill).

### 要旨

對於分享或公布性關係及健康問題這方面的資訊，如果青少年和家庭成員遇到困難，可以求助某些支援系統

### 學習表現

- 敘述如果有青少年公布或分享自己跟性關係或健康有關的訊息時，其兄弟姊妹、家長／監護人或其他家族成員可以怎麼提供支持（知識）；
- 認識到家庭如果能以相互尊重來支持彼此的話，就可以克服挑戰（態度）；
- 評估有哪些有效而可靠的社群資源可以用來支援自己或需要協助的家庭成員（技能）。

### Key idea:

There are support systems that young people and family members can turn to when faced with challenges related to sharing or disclosure of information related to sexual relationships and health issues

### Learners will be able to:

- describe how siblings, parents/guardians or extended family can provide support

to a young person who discloses or shares information related to sexual relationships or health (knowledge);

- acknowledge that families can overcome challenges when they support one another with mutual respect (attitudinal);
- access valid and reliable community resources to support themselves or a family member needing assistance (skill).

## 1.2 友誼、愛與親密關係

年齡層：5～8 歲

### 要旨

友誼有很多不同的類型

### 學習表現

- 定義何謂朋友（知識）；
- 重視友誼的價值（態度）；
- 認識到性別、失能、或個人的健康，都無礙於與此人成為朋友（態度）；
- 發展各式各樣的友誼（技能）。

### Key idea:

There are different kinds of friendships

### Learners will be able to:

- define a friend (knowledge);
- value friendships (attitudinal);
- Recognize that gender, disability or someone's health does not get in the way of becoming friends (attitudinal);
- develop a diversity of friendships (skill).

### 要旨

友誼的基礎在於信任、分享、尊重、同理心與團結

### 學習表現

- 敘述友誼有哪些核心要素（例如：信任、分享、尊重、支持、同理心與團結）（知識）；
- 按照友誼的核心要素來主動建立友誼（態度）；
- 闡述要怎麼對朋友展現信任、尊重、理解，以及要怎麼與朋友分享（技能）。

### Key idea:

Friendships are based on trust, sharing, respect, empathy and solidarity

### Learners will be able to:

- describe key components of friendships (e.g. trust, sharing, respect, support, empathy and solidarity) (knowledge);
- propose to build friendships based on key components of friendships (attitudinal);
- demonstrate ways to show trust, respect, understanding, and to share with a friend (skill).

#### **要旨**

人際關係包含了多種不同的愛（例如：友愛、親子之愛、親密伴侶之愛），而且愛有許多不同的表達方式

#### **學習表現**

- 辨別不同類型的愛，以及愛可以用什麼方式來表達（知識）；
- 了解愛有不同的表達方式（態度）；
- 在友誼中表達出自己的愛（技能）。

#### **Key idea:**

Relationships involve different kinds of love (e.g. love between friends, love between parents, love between romantic partners) and love can be expressed in many different ways

#### **Learners will be able to:**

- identify different kinds of love and ways that love can be expressed (knowledge);
- acknowledge that love can be expressed in different ways (attitudinal);
- express love within a friendship (skill).

#### **要旨**

人際關係有健康與不健康之分

#### **學習表現**

- 列出健康與不健康的人際關係的特徵（知識）；
- 定義何為恰當的身體接觸，何者為不恰當的身體接觸（知識）；
- 認知到友誼有健康與不健康之分（態度）；
- 發展與維持健康的友誼（技能）。

#### **Key idea:**

There are healthy and unhealthy relationships

#### **Learners will be able to:**

- list characteristics of healthy and unhealthy relationships (knowledge);
- define good touch and bad touch (knowledge);
- perceive that there are healthy and unhealthy friendships (attitudinal);
- develop and maintain healthy friendships (skill).

年齡層：9～12 歲

**要旨**

友誼和愛有助於讓人正面看待自己

**學習表現**

- 列出友誼和愛會帶來哪些好處（知識）；
- 認識到友誼和愛有助於讓人對自己有好感（態度）；
- 用一種會讓人對喜歡自己的方式來表達友誼與愛（技能）。

**Key idea:**

Friendship and love help people feel positive about themselves

**Learners will be able to:**

- list the benefits of friendships and love (knowledge);
- acknowledge that friendships and love can help them feel good (attitudinal);
- express friendship and love in a way that makes someone feel good about themselves (skill).

**要旨**

當兒童長成了青少年，對友誼與愛的表達方式也可能會改變

**學習表現**

- 敘述在自己的成長過程中，向他人表達友誼與愛的方式有何不同（知識）；
- 體認到對他人表達友誼與愛的方式有很多種（態度）；
- 反思自己在年紀較長之後，對他人表達友誼與愛的方式有了什麼改變（技能）。

**Key idea:**

Friendship and love can be expressed differently as children become adolescents

**Learners will be able to:**

- describe different ways friendship and love are expressed to another person as they are growing up (knowledge);
- recognize that there are many ways to express friendship and love to another person (attitudinal);
- reflect on the way in which they express friendship and love to another person changes as they grow older (skill).

**要旨**

人際關係中的不平等會對自己人際關係帶來負面影響

**學習表現**

- 探究人際關係中的不平等（例如：在性別、年齡、經濟狀況或權力地位的差異）會如何影響到自己的人際關係（知識）；

- 分析何以人與人之間的角色比較公平的話會有助於此一關係的健康（知識）；
- 體認到人際關係中的平等乃是健康關係的一部份（態度）；
- 在人際關係中扮演公平的角色（技能）。

**Key idea:**

Inequality within relationships negatively affects personal relationships

**Learners will be able to:**

- explore ways that inequality within relationships affects personal relationships (e.g. due to gender, age, economic status or differences in power) (knowledge);
- analyze how more equitable roles between people can contribute to a healthy relationship (knowledge);
- recognize how equality within relationships is a part of healthy relationships (attitudinal);
- adopt equitable roles within relationships (skill).

年齡層：12～15 歲

**要旨**

朋友可以為彼此帶來正面影響，也可以帶來負面影響

**學習表現**

- 比較一下，朋友要怎樣才會為彼此帶來正面與負面的影響（知識）；
- 認識到朋友間會如何影響彼此？並比較正面與負面的影響（態度）；
- 闡述要怎麼避免受到朋友的負面影響（技能）。

**Key idea:**

Friends can influence one another positively and negatively

**Learners will be able to:**

- compare how friends can influence one another positively and negatively (knowledge);
- acknowledge that friends can positively and negatively influence their behaviour (attitudinal);
- demonstrate ways to avoid being negatively influenced by a friend (skill).

**要旨**

人際關係有很多不同的類型

**學習表現**

- 辨別不同類型的人際關係（知識）；
- 區分跟愛、友誼、迷戀和性吸引力有關的不同情感（知識）；

- 討論為什麼有時候親近的人際關係會發展成性關係（技能）；
- 闡述要如何管理不同類型的人際關係的相關情感（技能）。

**Key idea:**

There are different kinds of relationships

**Learners will be able to:**

- identify different kinds of relationships (knowledge);
- distinguish between emotions associated with love, friendship, infatuation and sexual attraction (knowledge);
- discuss how close relationships can sometimes become sexual (skill);
- demonstrate ways to manage emotions associated with different kinds of relationships (skill).

**要旨**

不平等及權力差異（例如：在性別、年齡、經濟、社會或健康的地位差異）會對親密關係產生嚴重影響

**學習表現**

- 分析不平等與權力差異會對親密關係如何產生負面影響（知識）；
- 記住性別規範與性別刻板印象會如何影響到親密關係（知識）；
- 體認到人際關係中的不平等和權力差異可能會造成傷害（態度）；
- 對於人際關係中的權力平等與平衡狀態提出質疑（技能）。

**Key idea:**

Romantic relationships can be strongly affected by inequality and differences in power (e.g. due to gender, age, economic, social or health status)

**Learners will be able to:**

- analyze how inequality and differences in power can negatively affect romantic relationships (knowledge);
- recall how gender norms and gender stereotypes can impact romantic relationships (knowledge);
- recognize that inequality and differences in power within relationships can be harmful (attitudinal);
- question equality and balance of power within relationships (skill).

年齡層：15～18 歲及以上

**要旨**

性關係也有健康與不健康之分

**學習表現**



- 比較出健康與不健康的性關係各有什麼特徵（知識）；
- 體認到性關係也有健康與不健康之分（態度）；
- 闡述要如何避免不健康的性關係（技能）；
- 找到可以信任的成年人，並闡述如果身處在一段不健康的關係中有哪些管道可以求助（技能）。

**Key idea:**

There are healthy and unhealthy sexual relationships

**Learners will be able to:**

- compare characteristics of healthy and unhealthy sexual relationships (knowledge);
- perceive that sexual relationships can be healthy and unhealthy (attitudinal);
- demonstrate ways to avoid unhealthy sexual relationships (skill);
- identify trusted adults and demonstrate how to access places to seek help if in an unhealthy relationship (skill).

**要旨**

人的心智成熟時會用不同的方法來表達感情和愛

**學習表現**

- 敘述幾種在健康的性關係中表達感情的方式（知識）；
- 認識到要表達愛不一定非得有性行為不可（態度）；
- 用恰當的方式來表達感情和愛（技能）。

**Key idea:**

There are different ways to express affection and love as one matures

**Learners will be able to:**

- describe a range of ways to express affection within healthy sexual relationships (knowledge);
- recognize that sexual behaviour is not a requirement for expressing love (attitudinal);
- express affection and love in appropriate ways (skill).

## 1.3 寬容、包容與尊重

年齡層：5～8 歲

**要旨**

每個人都是獨特的，都可以貢獻社會，也都有權受到尊重

**學習表現**

- 說明什麼叫做以公正、平等、尊嚴與尊重來對待他人（知識）；
- 找出例子，說明為什麼所有的人類不管有何差異依然都可以對社會有所貢獻（知識）；
- 列舉出取笑他人可能會造成哪些傷害（知識）；
- 體認到所有人都是獨特而寶貴的，都有權得到他人以尊嚴及尊重相待（態度）；
- 闡述要如何對他人展現寬容、包容與尊重（技能）。

**Key idea:**

Every human being is unique, can contribute to society and has a right to be respected

**Learners will be able to:**

- describe what it means to treat others with fairness, equality, dignity and respect (knowledge);
- identify examples of ways that all human beings can contribute to society regardless of their differences (knowledge);
- list ways that making fun of people is harmful (knowledge);
- recognize that all people are unique and valuable and have a right to be treated with dignity and respect (attitudinal);
- demonstrate ways to show tolerance, inclusion and respect for others (skill).

年齡層：9～12 歲

**要旨**

污名和歧視是有害的

**學習表現**

- 定義何為污名與歧視，並說出它們可能會造成哪些傷害（知識）；
- 解釋什麼是自陷污名，及其可能造成的後果（例如：沉默、自我否定與封閉自我）（知識）；
- 想想看目前通常有哪些支援機制可以幫助遭受污名與歧視的人（知識）；
- 認識到對他人展現寬容、包容及尊重的重要性（態度）；
- 對於遭到污名化或歧視的人表示支持（技能）。

**Key idea:**

Stigma and discrimination are harmful

**Learners will be able to:**

- define stigma and discrimination and identify ways that they are harmful (knowledge);
- describe self-inflicted stigma and its consequences (e.g. silence, denial and

secrecy) (knowledge);

- recall that there are typically support mechanisms that exist to assist people experiencing stigma and discrimination (knowledge);
- acknowledge that it is important to show tolerance, inclusion and respect for others (attitudinal);
- show support for people who are stigmatized or discriminated against (skill).

#### **要旨**

基於他人的社會、經濟或健康狀況，以及在血統、種族、出身、性傾向、性別認同等方面的差異而去騷擾或霸凌任何人，都是很不尊重和傷人的行為

#### **學習表現**

- 說明什麼是騷擾和霸凌（知識）；
- 說明為什麼騷擾或霸凌他人是很傷人且不尊重的行為（知識）；
- 認識到每個人都有責任要站出來反對霸凌和騷擾（態度）；
- 闡述反騷擾和反霸凌的方法（技能）。

#### **Key idea:**

It is disrespectful and hurtful to harass or bully anyone on the basis of their social, economic or health status, ethnicity, race, origin, sexual orientation, gender identity, or other differences

#### **Learners will be able to:**

- explain the meaning of harassment and bullying (knowledge);
- describe why harassing or bullying others is hurtful and disrespectful (knowledge);
- acknowledge that everyone has a responsibility to speak out against bullying and harassment (attitudinal);
- demonstrate ways to counter harassment or bullying (skill).

年齡層：12～15 歲

#### **要旨**

出於差異（例如：HIV、懷孕或健康狀況、經濟地位、血統、種族、出身、性別、性傾向、性別認同等方面的差異）而加諸他人的污名與歧視，不僅是不尊重人、傷害他人福祉，同時也侵犯人權

#### **學習表現**

- 檢視以下這些觀念：污名、歧視、偏見、成見、不寬容、排外（知識）；
- 審視污名與歧視對人在性與生殖方面的健康與權利所造成的影響（知識）；
- 體認到每個人都有責任捍衛那些正在遭受污名化與歧視的人（態度）；
- 體察到包容、不歧視、與多元性的重要性（態度）；

- 在遭遇到污名與歧視時尋求幫助（技能）；
- 練習站出來，為包容、不歧視，以及尊重多元性發聲（技能）。

**Key idea:**

Stigma and discrimination on the grounds of differences (e.g. HIV, pregnancy or health status, economic status, ethnicity, race, origin, gender, sexual orientation, gender identity, or other differences) are disrespectful, harmful to well-being, and a violation of human rights

**Learners will be able to:**

- recall the concepts of stigma, discrimination, bias, prejudice, intolerance and exclusion (knowledge);
- examine consequences of stigma and discrimination on people's sexual and reproductive health and rights (knowledge);
- acknowledge that everyone has a responsibility to defend people who are being stigmatized or discriminated against (attitudinal);
- appreciate the importance of inclusion, nondiscrimination and diversity (attitudinal);
- seek support if experiencing stigma and discrimination (skill);
- practise speaking out for inclusion, non-discrimination and respect for diversity (skill).

年齡層：15～18 歲及以上

**要旨**

挑戰污名與歧視，促進包容、不歧視與多元性，這件事非常重要

**學習表現**

- 分析污名和歧視會如何對個人、社群與社會造成負面影響（知識）；
- 歸納有哪些現行法律可以懲治污名與歧視（知識）；
- 體認到被視為「不一樣」的人所背負的歧視，以及為此提出挑戰的重要性（態度）；
- 對於遭到排斥的人表達支持（技能）；
- 提倡反污名和反歧視運動，鼓吹包容、不歧視及尊重多元化（技能）。

**Key idea:**

It is important to challenge stigma and discrimination and promote inclusion, nondiscrimination and diversity

**Learners will be able to:**

- analyze how stigma and discrimination impact negatively upon individuals,

communities and societies (knowledge);

- summarize existing laws against stigma and discrimination (knowledge);
- acknowledge that it is important to challenge discrimination against those perceived to be ‘different’ (attitudinal);
- express support for someone being excluded (skill);
- advocate against stigma and discrimination and for inclusion, non-discrimination, and respect for diversity (skill).

## 1.4 長期承諾與親職

年齡層：5～8 歲

### 要旨

有很多種不同的家庭結構，也有很多種不同的婚姻觀念

### 學習表現

- 解釋「家庭」和「婚姻」的這兩個觀念（知識）；
- 列出人們不同的結婚方式（例如：自己選擇婚姻伴侶或接受被安排的婚姻（arranged marriage））（知識）；
- 明白有些婚姻可能會以分居、離婚或喪偶告終（知識）；
- 認識到人們的家庭結構和結婚方式儘管會有不同，但都是很可貴的（態度）。

### Key idea:

There are different family structures and concepts of marriage

### Learners will be able to:

- describe the concepts of ‘family’ and ‘marriage’ (knowledge);
- list different ways that people might get married (e.g. choose their marriage partners or have arranged marriages) (knowledge);
- recall that some marriages end in separation, divorce and/or death (knowledge);
- acknowledge that even though family structures and ways that people might get married might differ, they are all valuable (attitudinal).

年齡層：9～12 歲

### 要旨

童婚、早婚與強迫婚姻（合稱 CEFM）不僅有害，在大多數國家也是非法的

### 學習表現

- 定義何為 CEFM（知識）；

- 列出 CEFM 對兒童、家庭與社會造成的負面影響（知識）；
- 認識到 CEFM 的危害（態度）；
- 確認當自己面臨 CEFM 的危險時，可以通報給哪位家長／監護人或信賴的大人（技能）。

**Key idea:**

Child, early and forced marriages (CEFM) are harmful and illegal in the majority of countries

**Learners will be able to:**

- define CEFM (knowledge);
- list negative consequences of CEFM on the child, the family and society (knowledge);
- acknowledge that CEFM is harmful (attitudinal);
- identify a parent/guardian or trusted adult to speak to if at risk of CEFM (skill).

**要旨**

長期承諾、婚姻和親職的情況會受到社會、宗教、文化與法律的塑造，會因各地民情而有所不同

**學習表現**

- 列出長期承諾、婚姻和親職的主要特點（知識）；
- 說明文化、宗教、社會和法律會對長期承諾、婚姻與親職造成哪些影響（知識）；
- 認識到所有的人都應該能夠自己決定是否要結婚、何時要結婚、要跟誰結婚（態度）；
- 說出自己對長期承諾、婚姻和親職的看法（技能）。

**Key idea:**

Long-term commitments, marriage and parenting vary and are shaped by society, religion, culture and laws.

**Learners will be able to:**

- list key features of long-term commitments, marriage and parenting (knowledge);
- describe ways that culture, religion, society and laws affect long-term commitments, marriage and parenting (knowledge);
- acknowledge that all people should be able to decide if, when and whom to marry (attitudinal);
- express their views on long-term commitments, marriage and parenting (skill).

**要旨**

文化和與性別角色會對親職產生很大的影響

**學習表現**

- 討論文化和性別角色會如何影響到親職（知識）；
- 反思自己的價值觀與信念，會覺得怎麼樣才算是好家長（技能）。

**Key idea:**

Culture and gender roles impact parenting

**Learners will be able to:**

- discuss ways that culture and gender roles impact upon parenting (knowledge);
- reflect on their own values and beliefs of what it means to be a good parent (skill).

年齡層：12～15 歲

**要旨**

婚姻與長期承諾會帶來許多責任

**學習表現**

- 概述婚姻和長期承諾有哪些主要責任（知識）；
- 記住成功的婚姻與長期承諾有哪些主要特徵（知識）；
- 認識到愛、寬容、平等和尊重在婚姻與長期承諾中的重要性（態度）。

**Key idea:**

There are many responsibilities that come with marriage and long-term commitments

**Learners will be able to:**

- summarize key responsibilities of marriage and longterm commitments (knowledge);
- recall key characteristics of successful marriages and long-term commitments (knowledge);
- acknowledge the importance of love, tolerance, equality and respect in marriage and long-term commitments (attitudinal).

**要旨**

人有很多方式可以成為家長，而當上家長就必須擔負起許多不同的責任

**學習表現**

- 列出家長有哪些責任（知識）；
- 探討成年人可以透過哪些不同方式來成為家長（例如：有意或意外懷孕、領養、寄養、透過醫學方式協助、代理孕母等）（知識）；
- 主張每個人都應該能夠自己決定要不要當家長、何時當家長，包括（但不限於）身心障礙人士以及 HIV 感染者（態度）。

**Key idea:**

People become parents in various ways and parenthood involves many different

responsibilities

**Learners will be able to:**

- list responsibilities of parents (knowledge);
- compare the different ways that adults can become parents (e.g. intended and unintended pregnancy, adoption, fostering, with medical assistance and surrogate parenting) (knowledge);
- assert that everyone should be able to decide whether or not and when to become a parent, including but not limited to people with disabilities, and people living with HIV (attitudinal).

**要旨**

童婚、早婚與強迫婚姻（合稱 CEFM）以及意外成為家長都可能會對社會和健康產生負面的影響

**學習表現**

- 敘述 CEFM 以及意外成為家長會對社會和健康產生的負面影響（知識）；
- 瞭解 CEFM 以及意外成為家長的害處（態度）；
- 如果擔心自己有 CEFM 以及意外成為家長之虞，務必要對外求助（技能）。

**Key idea:**

Child, early and forced marriage (CEFM) and unintended parenting can lead to negative social and health consequences

**Learners will be able to:**

- describe social and health consequences of CEFM and unintended parenting (knowledge);
- recognize that CEFM and unintended parenting are harmful (attitudinal);
- seek support if concerned about CEFM or unintended parenting (skill).

年齡層：15～18 歲及以上

**要旨**

婚姻和長期承諾既會帶來收穫，也會帶來挑戰

**學習表現**

- 評估婚姻和長期承諾會帶來哪些收穫與挑戰（技能）；
- 了解家長也有權繼續接受教育（態度）。

**Key idea:**

Marriage and long-term commitments can be rewarding and challenging

**Learners will be able to:**

- assess the rewards and challenges of marriage and long-term commitments (skill);



- acknowledge that parents have the right to continued education (attitudinal).

### 要旨

有很多因素都會影響到人們決定要不要、為何要、何時要有小孩

### 學習表現

- 說明人會決定要小孩和不要小孩的各種理由（知識）；
- 認識到每一個人，無論其性別、是否感染 HIV、性傾向及性別認同，都有資格成為家長（態度）；
- 明白有些人會想要當家長而有些人卻不想，並不是每個人都能夠當上家長的，但也有些人在不情願的情況下當了家長（態度）；
- 思考自己對於要不要、為何要、何時要有小孩的想法，並以批判式方法來評估自己的想法受到了哪些因素的影響（技能）。

### Key idea:

There are many factors that influence if, why, and when people decide to have children

### Learners will be able to:

- illustrate different reasons why people may decide to have or not have children;
- recognize that everyone is able to parent, regardless of gender, HIV status, sexual orientation, or gender identity (attitudinal);
- acknowledge that some people may want to become parents; some people may not want to; not everyone is able to become a parent; and some people may have become a parent without wanting to (attitudinal);
- critically assess factors that impact their own opinion about if, why, and when to have children (skill).

### 要旨

孩子有很多需求是父母／監護人有責任要滿足的

### 學習表現

- 對孩子在生理、情感、經濟、健康及教育的主要需求，以及家長所應負的相關責任進行分類說明（知識）；
- 敘述家中的關係問題會如何影響到孩子的福祉（知識）；
- 瞭解健康關係對於親權的重要性（態度）；
- 與家長／監護人溝通，傳達自己在生理、情感、經濟及教育上的需求（技能）。

### Key idea:

Children have a variety of needs that parents/ guardians have a responsibility to fulfill

### Learners will be able to:

- categorize key physical, emotional, economic, health and educational needs of

children and associated responsibilities of parents (knowledge);

- illustrate ways that children's well-being can be affected by difficulties in relationships (knowledge);
- perceive the importance of healthy relationships in parenting (attitudinal);
- communicate their physical, emotional, economic and educational needs to parents/guardians (skill).

## 核心概念 2：價值觀、權利、文化與性

### (Values, Rights, Culture and Sexuality)

2.1 價值觀與性 (Values and Sexuality)

2.2 人權與性 (Human Rights and Sexuality)

2.3 文化、社會與性 (Culture, Society and Sexuality)

建議融入領域：

健康與體育領域、綜合活動領域、社會領域、自然科學領域、生活課程，或相關適合之領域與群科。

### 2.1 價值觀與性

年齡層：5～8 歲

#### 要旨

所謂的價值觀，就是個人、家庭與社群對於重大問題所抱持的強烈信念

#### 學習表現

- 定義什麼是價值觀 (知識)；
- 指出人有哪些重要的價值觀，例如：平等、尊重、接納與寬容等 (知識)；
- 說明價值觀和信念會如何引導人們在生活與人際關係所做出的決定 (知識)；
- 認識到個人、同儕、家庭和社群都可能有不同的價值觀 (態度)；
- 分享一個自己的價值觀 (技能)。

#### Key idea:

Values are strong beliefs held by individuals, families and communities about important issues

#### Learners will be able to:

- define values (knowledge);
- identify important personal values such as equality, respect, acceptance and tolerance (knowledge);
- explain ways that values and beliefs guide decisions about life and relationships (knowledge);
- recognize that individuals, peers, families and communities may have different

- |  |
|--|
| <p>values (attitudinal);</p> <ul style="list-style-type: none"><li>● share a value that they hold (skill).</li></ul> |
|--|

年齡層：9～12 歲

<p><b>要旨</b></p> <p>家庭和社群對我們所灌輸的價值觀和態度，不僅是我們性觀念的學習來源，也會影響到我們個人的行為與決策</p> <p><b>學習表現</b></p> <ul style="list-style-type: none"><li>● 找出一般人對於性的學習方式與學習內容來自於哪些人（例如：家長、監護人、家庭及社群）所傳輸的價值觀與態度（知識）；</li><li>● 敘述家長／監護人可能會對孩子進行哪些價值觀的教育及示範（知識）；</li><li>● 說出有哪些價值觀會影響到性別平等以及人們對於性別角色的期望（知識）；</li><li>● 認識到家庭和社群的價值觀與態度會對人的行為與決策帶來重大影響（態度）；</li><li>● 反思自己從家庭中所學到的價值觀（技能）。</li></ul> <p><b>Key idea:</b></p> <p>Values and attitudes imparted to us by families and communities are sources of what we learn about sex and sexuality, and influence our personal behaviour and decision-making</p> <p><b>Learners will be able to:</b></p> <ul style="list-style-type: none"><li>● identify sources of values and attitudes that inform what and how one learns about sex and sexuality (e.g. parents, guardians, families and communities) (knowledge);</li><li>● describe ways that some parents/guardians teach and exemplify their values to their children (knowledge);</li><li>● describe values that affect gender role expectations and equality (knowledge);</li><li>● recognize that values and attitudes of families and communities impact behaviour and decision-making (attitudinal);</li><li>● reflect on a value that they have learned from their family (skill).</li></ul>
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年齡層：12～15 歲

<p><b>要旨</b></p> <p>了解自己的價值、信念和態度，並了解該要如何捍衛它們，以及它們會如何影響到他人的權利，這些是很重要的事</p>
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**學習表現**

- 介紹自己在性與生殖健康這一系列問題上的價值觀（知識）；
- 說明個人的價值觀會如何影響到自己的決定與行為（知識）；
- 指出個人價值觀在什麼情況下會影響到他人的權利（知識）；
- 認識到包容並尊重不同的價值觀、信念與態度的重要性（態度）；
- 捍衛自己的價值觀（技能）。

**Key idea:**

It is important to know one's own values, beliefs and attitudes, how they impact on the rights of others and how to stand up for them

**Learners will be able to:**

- describe their own personal values in relation to a range of sexuality and reproductive health issues (knowledge);
- illustrate how personal values affect their own decisions and behaviours (knowledge);
- identify ways that personal values might affect the rights of others (knowledge);
- recognize the importance of being tolerant of and having respect for different values, beliefs and attitudes (attitudinal);
- defend their personal values (skill).

年齡層：15～18 歲及以上

**要旨**

了解自己的價值觀、信念與態度，繼而採取與之相符的性行為，這也是很重要的事

**學習表現**

- 對於性與生殖健康的相關行為，比較與對照這些行為在符合與不符合自己本身價值觀時會發生什麼狀況（知識）；
- 體認到自己的價值觀會對性行為產生怎樣的引導效果（態度）；
- 學會按照自己價值觀的引導來採取性行為（技能）。

**Key idea:**

It is important to know one's own values, beliefs and attitudes, in order to adopt sexual behaviours that are consistent with them

**Learners will be able to:**

- compare and contrast behaviours that are and are not consistent with their own values related to sexuality and reproductive health (knowledge);
- appreciate how their values guide sexual behaviours (attitudinal);

- adopt sexual behaviours that are guided by their values (skill).

### 要旨

隨著孩子的成長，他們可能會形成不同於自己家長／監護人的價值觀

### 學習表現

- 分辨自己和自己家長／監護人在性這方面的價值觀有何不同（知識）；
- 認識到自己的某些價值觀可能跟家長／監護人不一樣（態度）；
- 闡述當家庭成員因價值觀不同而產生衝突時要如何解決（技能）。

### Key idea:

As children grow up, they develop their own values which may differ from their parents/ guardians

### Learners will be able to:

- differentiate between values that they hold, and that their parents/guardians hold about sexuality (knowledge);
- acknowledge that some of their values may be different from their parents/guardians (attitudinal);
- demonstrate ways to resolve conflict with family members due to differing values (skill).

## 2.2 人權與性

年齡層：5～8 歲

### 要旨

每個人均享有人權

### 學習表現

- 定義何謂人權（知識）；
- 認識到人人皆有人權，而且這些權利應該得到尊重（態度）；
- 表達對於人權的支持（技能）。

### Key idea:

Everyone has human rights

### Learners will be able to:

- define human rights (knowledge);
- acknowledge that everyone has human rights and that these should be respected (attitudinal);
- express support for people's human rights (skill).

## 年齡層：9～12 歲

### 要旨

了解自己的權利，同時知道本國法律與國際協議裡關於人權的規章，這是很重要的事

### 學習表現

- 記得人權的定義，以及人權的普世性（知識）；
- 舉出明訂有普世人權與兒童權利條文的本國法律及國際協議（知識）；
- 了解本國法律及國際協議裡關於兒童權利的規章（例如：《世界人權宣言》和《兒童權利公約》）（知識）；
- 重視人權，認同人人皆應享有人權（態度）；
- 反思自己所享有的權利（技能）。

### Key idea:

It's important to know your rights and that human rights are outlined in national laws and international agreements

### Learners will be able to:

- recall the definition of human rights and how they apply to everyone (knowledge);
- name national laws and international agreements that identify universal human rights and the rights of children (knowledge);
- recognize children's rights that are outlined in national laws and international agreements (e.g. Universal Declaration of Human Rights and the Convention on the Rights of the Child) (knowledge);
- appreciate human rights and that human rights apply to everyone (attitudinal);
- reflect on the rights that they enjoy (skill).

## 年齡層：12～15 歲

### 要旨

每個人的人權裡都包含了性健康與生殖健康方面的權利

### 學習表現

- 說明有哪些人權跟性健康與生殖健康有關（知識）；
- 討論當地或本國法律裡跟這些權利相關的內容（知識）；
- 了解有哪些情況這些權利會遭受侵犯（知識）；
- 認識到社會上有某些人的人權特別容易受到侵犯（態度）；
- 對所有人的人權都展現出尊重的態度，包括跟性健康及生殖健康相關的權利（技能）。

**Key idea:**

Everyone's human rights include rights that impact their sexual and reproductive health

**Learners will be able to:**

- describe human rights that impact sexual and reproductive health (knowledge);
- discuss local and/or national laws impacting these rights (knowledge);
- recognize violations of these rights (knowledge);
- acknowledge that there are some people in society who are especially vulnerable to human rights violations (attitudinal);
- demonstrate respect for the human rights of all people, including rights related to sexual and reproductive health (skill).

年齡層：15～18 歲及以上

**要旨**

許多地區或國家的法律以及國際協議裡都訂有關於性健康與生殖健康的人權條文

**學習表現**

- 分析當地或本國的法律與政策，有哪些內容是關於童婚、早婚與強迫婚姻、女陰殘割、對雙性表徵兒童施加非自願性手術、強制絕育、性同意年齡、性別平等、性傾向、性別認同、墮胎、強暴、性虐待、性奴隸買賣；並分析人們有哪些管道可以得到性健康與生殖健康相關機構的協助，以及有哪些管道可以保障其生殖權利（知識）；
- 說明性健康與生殖健康相關的人權可能會遭受哪些侵犯（知識）；
- 重視跟性健康與生殖健康相關的人權（態度）；
- 倡導當地或該國制定法律，以支持性健康與生殖健康的相關人權（技能）。

**Key idea:**

There are local and/or national laws and international agreements that address human rights that impact sexual and reproductive health

**Learners will be able to:**

- analyze local and/or national laws and policies concerning CEFM, FGM/C, non-consensual surgical interventions on intersex children, forced sterilization, age of consent, gender equality, sexual orientation, gender identity, abortion, rape, sexual abuse, sex trafficking; and people's access to sexual and reproductive health services and reproductive rights (knowledge);
- illustrate violations of human rights impacting sexual and reproductive health



(knowledge);

- appreciate human rights that impact sexual and reproductive health (attitudinal);
- advocate for local and/or national laws that support human rights that impact sexual and reproductive health (skill).

#### **要旨**

了解及促進性健康與生殖健康的相關人權是很重要的事

#### **學習表現**

- 探討有哪些方法可以促進朋友、家庭、學校與社群中的人權（知識）；
- 對於性健康與生殖健康的相關人權，以及人在做出生殖決定時不受歧視、脅迫和暴力的權利，了解促進這些權利的重要性何在（態度）；
- 採取實際行動促進性健康與生殖健康的相關人權（技能）。

#### **Key idea:**

It's important to know and promote human rights that impact sexual and reproductive health

#### **Learners will be able to:**

- examine ways to promote human rights among friends, family, at school and in the community (knowledge);
- recognize why it is important to promote human rights that impact sexual and reproductive health and the right to make decisions concerning reproduction free from discrimination, coercion and violence (attitudinal);
- take actions to promote human rights that impact sexual and reproductive health (skill).

## **2.3 文化、社會與性**

年齡層：5～8 歲

#### **要旨**

有很多資訊來源可以幫助我們認識自己、認識自己的感受與身體

#### **學習表現**

- 列出有哪些資訊來源可以幫助你認識自己、認識自己的感受與自己的身體（例如：家庭、個人、同儕、社群、媒體——包括社群媒體在內）（知識）；
- 認識到我們從家庭與社群中學到的價值觀與信念會引導我們對自己、自己的感受與自己的身體的認知（態度）；
- 找一個值得信賴的成人，練習要如何向對方提出與自己的感受及身體有關的問題（技能）。

**Key idea:**

There are many sources of information that help us learn about ourselves, our feelings and our bodies

**Learners will be able to:**

- list sources of information that help them understand themselves, their feelings and their bodies (e.g. families, individuals, peers, communities, media – including social media) (knowledge);
- acknowledge that the values and beliefs we learn from families and communities guide our understanding of ourselves, our feelings and our bodies (attitudinal);
- identify a trusted adult and demonstrate how they would ask questions they may have about their feelings and their body (skill).

年齡層：9～12 歲

**要旨**

文化、宗教和社會會影響我們對於性的認知

**學習表現**

- 舉例說明文化、宗教和社會如何影響我們對性的認知（知識）；
- 介紹當地及不同文化中的各種成年儀式（知識）；
- 找出有哪些跟性有關的文化、宗教及社會上的信念，隨著時間的演進已經發生了變化（知識）；
- 了解世人對於性抱持著各種非常不同的信念（態度）；
- 對於性的多元化現實情況以及所有人的人權表現出尊重（技能）。

**Key idea:**

Culture, religion and society influence our understanding of sexuality

**Learners will be able to:**

- identify examples of how culture, religion and society affect our understanding of sexuality (knowledge);
- describe different rites of passage to adulthood that are local and across different cultures (knowledge);
- identify cultural, religious or social beliefs and practices related to sexuality that have changed over time (knowledge);
- acknowledge that there are diverse beliefs regarding sexuality (attitudinal);
- demonstrate respect for diverse practices related to sexuality and all people's human rights (skill).

## 年齡層：12～15 歲

### 要旨

社會、文化與宗教的因素會影響到該社會是否接受性行為，而這些因素是會隨著時間改變的

### 學習表現

- 定義什麼是社會規範和文化規範（知識）；
- 探討社會上跟性行為有關的社會與文化規範，以及這些規範會如何隨著時間而發生改變（知識）；
- 體認到社會與文化的規範會隨著時間而發生改變（態度）；
- 質疑社會上跟性行為有關的社會與文化規範（技能）。

### Key idea:

Social, cultural and religious factors influence what is considered acceptable and unacceptable sexual behaviour in society, and these factors evolve over time

### Learners will be able to:

- define social and cultural norms (knowledge);
- examine social and cultural norms that impact sexual behaviour in society and how they change over time (knowledge);
- recognize that social and cultural norms can change over time (attitudinal);
- question social and cultural norms that impact sexual behaviour in society (skill).

## 年齡層：15～18 歲及以上

### 要旨

意識到社會與文化規範會如何對性行為產生影響，並且形成自己的觀點，這是很重要的事

### 學習表現

- 比較和對照有哪些社會和文化規範會對性行為與性健康產生正面或負面的影響（知識）；
- 了解在性行為方面形成自己的觀點的重要性（態度）；
- 反思自己所重視的社會與文化規範，以及這些規範如何影響到自己對於性與性行為的信念與感受（技能）。

### Key idea:

It is important to be aware of how social and cultural norms impact sexual behaviour while developing one's own point of view

### Learners will be able to:

- compare and contrast social and cultural norms that positively and negatively influence sexual behaviour and sexual health (knowledge);
- appreciate the importance of developing their own perspectives on sexual behaviour (attitudinal);
- reflect on the social and cultural norms that they value and how these influence their personal beliefs and feelings about sexuality and sexual behaviour (skill).

## 核心概念 3：理解性別

### ( Understanding Gender )

- 3.1 性別與性別規範的社會建構 ( The Social Construction of Gender and Gender Norms )
- 3.2 性別平等，刻板印象與偏見 ( Gender Equality, Stereotypes and Bias )
- 3.3 與性別有關的暴力 ( Gender-based Violence )

建議融入領域：

健康與體育領域、綜合活動領域、生活課程、社會領域、自然科學領域、科技領域，或相關適合之領域與群科。

### 3.1 性別與性別規範的社會建構

年齡層：5～8 歲

#### 要旨

認識社會性別與生理性別之間的差異相當重要

#### 學習表現

- 定義何謂社會性別、何謂生理性別，並敘述兩者的差異何在 (知識)；
- 反思看看自己是怎麼看待自己的社會性別與生理性別的 (技巧)。

#### Key idea:

It is important to understand the difference between biological sex and gender

#### Learners will be able to:

- define gender and biological sex and describe how they are different (knowledge);
- reflect on how they feel about their biological sex and gender (skill).

#### 要旨

家庭、個人、同儕與社群都是我們認識性別與生理性別的資訊來源

#### 學習表現

- 指出我們對社會性別與生理性別有哪些資訊來源 (知識)；
- 認識到人對社會性別與生理性別的看法會受到各方源頭的影響 (態度)。

#### Key idea:

Families, individuals, peers and communities are sources of information about sex

and gender

**Learners will be able to:**

- identify sources of information about sex and gender (knowledge);
- acknowledge that perceptions about sex and gender are influenced by many different sources (attitudinal).

年齡層：9～12 歲

**要旨**

社會和文化規範以及宗教信仰這些因素都會對性別角色產生影響

**學習表現**

- 定義何謂性別角色（知識）；
- 指出有哪些社會規範、文化規範及宗教信仰會影響性別角色的例子（知識）；
- 認識到有很多因素都會對性別角色產生影響（態度）；
- 反思自己看待性別角色的方式受到了哪些社會、文化及宗教上的信念所影響（技能）。

**Key idea:**

Social and cultural norms and religious beliefs are some of the factors which influence gender roles

**Learners will be able to:**

- define gender roles (knowledge);
- Identify examples of how social norms, cultural norms, and religious beliefs can influence gender roles (knowledge);
- acknowledge that many factors impact gender roles (attitudinal);
- reflect on social, cultural and religious beliefs that impact on how they view gender roles (skill).

**要旨**

人要怎麼看待自己的性別，或是要怎麼向他人講述自己的性別，均自有其獨特的方式，應該得到尊重

**學習表現**

- 定義何謂性別認同（知識）；
- 說明為什麼有人的性別認同可能會跟他們自己的生理性別不同（知識）；
- 認識到每個人都有自己的性別認同（態度）；
- 學會欣賞自己的性別認同，並對他人的性別認同展現尊重（技巧）。

**Key idea:**

The way that individuals think of themselves, or describe themselves to others

in terms of their gender, is unique to them and should be respected

**Learners will be able to:**

- define gender identity (knowledge);
- explain how someone's gender identity may not match their biological sex (knowledge);
- acknowledge that everyone has a gender identity (attitudinal);
- appreciate their own gender identity and demonstrate respect for the gender identity of others (skill).

年齡層：12～15 歲

**要旨**

性別角色和性別規範會影響到人的生活

**學習表現**

- 指出性別規範會如何形塑人的自我認同、慾望、做事方式與行為（知識）；
- 探討性別規範可能會帶來怎樣的危害，以及可能會對人的選擇與行為造成怎樣的負面影響（知識）；
- 了解性別規範的相關信念其實都是由社會創造出來的（態度）；
- 認識到性別角色與性別期待其實都是可以改變的（態度）；
- 在自己的家庭、學校及社群的日常生活中付諸行動，對其中的性別角色產生更多正面的影響（技能）。

**Key idea:**

Gender roles and gender norms influence people's lives

**Learners will be able to:**

- identify how gender norms shape identity, desires, practices and behaviour (knowledge);
- Examine how gender norms can be harmful and can negatively influence people's choices and behaviour (knowledge);
- recognize that beliefs about gender norms are created by societies (attitudinal);
- acknowledge that gender roles and expectations can be changed (attitudinal);
- practise everyday actions to influence more positive gender roles in their homes, schools and communities (skill).

**要旨**

性別角色與性別刻板印象也可能會對親密關係造成負面影響

**學習表現**

- 分析性別規範和性別刻板印象（包括跟男性特質與女性特質有關的兩類性別規範）對親密關係會造成什麼影響（知識）；

- 說明親密關係中的虐待與暴力為什麼會跟性別角色及性別刻板印象密切相關（知識）；
- 明白有害的性別角色與性別刻板印象會對親密關係造成什麼影響（態度）；
- 懂得對親密關係中的性別角色與性別刻板印象提出質疑（技能）。

**Key idea:**

Romantic relationships can be negatively affected by gender roles and gender stereotypes

**Learners will be able to:**

- analyze the impact of gender norms and gender stereotypes on romantic relationships (both norms relating to masculinity and femininity) (knowledge);
- illustrate how relationship abuse and violence are strongly linked to gender roles and stereotypes (knowledge);
- recognize the impact of harmful gender roles and gender stereotypes on relationships (attitudinal);
- question gender roles and gender stereotypes within relationships (skill).

年齡層：15～18 歲及以上

**要旨**

對自己與他人的性別偏見提出挑戰是很重要的

**學習表現**

- 思考各種對男性、女性、不同性傾向、不同性別認同的人抱持性別偏見的例子（知識）；
- 了解自己與旁人的性別偏見都可能傷害到他人（態度）；
- 以批判性角度評估一下自己的性別偏見有多嚴重，並且分析自己的社群裡的性別偏見（技能）；
- 擬定策略來對抗自己及他人的性別偏見，並實際進行演練（技能）。

**Key idea:**

It is important to challenge one's own and others' gender biases

**Learners will be able to:**

- recall examples of gender bias against men, women and people of diverse sexual orientation and gender identity (knowledge);
- recognize that their own and others' gender biases may be harmful to others (attitudinal);
- critically assess their own level of gender bias and analyze gender bias within their community (skill);



- rehearse strategies to counter their own and others' gender bias (skill).

#### 要旨

對同性戀與跨性別的恐懼會對具有不同性傾向及性別認同的人造成傷害

#### 學習表現

- 定義什麼算「恐同」及「恐跨」(知識)；
- 分析有哪些社會規範會助長「恐同」與「恐跨」，以及這些規範會造成什麼後果(知識)；
- 認識到所有人都應該可以在免於暴力、脅迫與歧視的情況下愛自己想愛的人(態度)；
- 闡述要如何對遭遇「恐同」或「恐跨」眼光的人表示支持(技能)。

#### Key idea:

Homophobia and transphobia are harmful to people of diverse sexual orientation and gender identity

#### Learners will be able to:

- define homophobia and transphobia (knowledge);
- analyze social norms that contribute to homophobia and transphobia and their consequences (knowledge);
- recognize that all people should be able to love who they want free from violence, coercion or discrimination (attitudinal);
- demonstrate ways to show support for people experiencing homophobia or transphobia (skill).

## 3.2 性別平等、刻板印象與偏見

年齡層：5～8 歲

#### 要旨

每個人都有同樣重要的價值，與其性別無關

#### 學習表現

- 指出人們可能會因其性別而遭受何種不公平或不平等的對待(知識)；
- 介紹有什麼方法可以讓自己的家庭、學校與社群中各種性別的關係變得更加公平或平等(知識)；
- 了解到如果用不公平或不平等的方式來對待不同性別的人，這不僅是錯誤的行為，而且還侵犯了他們的人權(態度)；
- 認識到無論他人性別為何都要尊重對方的人權，這是很重要的一件事(態度)。

**Key idea:**

All persons are equally valuable, regardless of their gender

**Learners will be able to:**

- identify how people may be treated unfairly and unequally because of their gender (knowledge);
- describe ways to make relationships between genders more fair and equal in their home, school and communities (knowledge);
- recognize that unfair and unequal treatment of people of different genders is wrong and against their human rights (attitudinal);
- recognize that it is important to respect the human rights of others, regardless of differences in gender (attitudinal).

年齡層：9～12 歲

**要旨**

在家庭、朋友關係、親密關係及社群之中都存在著性別不平等與權力差異的情況

**學習表現**

- 定義何謂性別不平等（知識）；
- 敘述性別不平等跟家庭、朋友關係、社群及社會中的權力差異有什麼關係（知識）；
- 記得性別不平等及人際關係中的權力差異會造成怎樣的惡果（例如：性別暴力）（知識）；
- 培養打倒性別不平等人人有責的信念（態度）；
- 闡述在自己的家庭、學校及社群中要如何促進性別平等（技能）。

**Key idea:**

Gender inequalities and differences in power exist in families, friendships, relationships, communities and society

**Learners will be able to:**

- define gender inequality (knowledge);
- describe how gender inequality is linked to differences in power within families, friendships, communities and society (knowledge);
- recall negative consequences of gender inequality and power differences in relationships (e.g. GBV) (knowledge);
- foster a belief that everyone has a responsibility to overcome gender inequality (attitudinal);

- demonstrate ways of promoting gender equality in their relationships at home, school and in the community (skill).

### 要旨

對於性別的刻板印象會導致偏見與不平等

### 學習表現

- 定義什麼是關於性別的刻板印象與偏見（知識）；
- 了解到性別刻板印象與性別期待會對人們的生活方式產生巨大影響，而且正面或負面的影響都有可能（知識）；
- 認識到性別所造成的差異有可能會使人遭遇剝削或不平等待遇，尤其是在那些人的行為不符合外界所預期的規範時（態度）；
- 對性向角色的公平問題提出質疑，並闡述該如何挑戰那些會造成不公和傷害的行徑（技巧）。

### Key idea:

Stereotypes about gender can lead to bias and inequality

### Learners will be able to:

- define stereotypes and bias related to gender (knowledge);
- recognize that gender stereotypes and expectations have a strong influence on how people live their lives, both positive and negative (knowledge);
- acknowledge that differences due to gender may lead to exploitation or unequal treatment, especially if people behave differently from the expected norm (attitudinal);
- question the fairness of gender roles and demonstrate ways to challenge those practices that are unjust and harmful as a result (skill).

年齡層：12～15 歲

### 要旨

性別刻板印象與偏見會嚴重影響到外界怎麼對待男性、女性、具有不同性傾向及性別認同的人，也會影響到他們所能做出的選擇

### 學習表現

- 回想有哪些社會規範會影響到社會，使之以特定角度來看待男性、女性，以及具有不同性傾向及性別認同的人（知識）；
- 舉例說明性別偏見的各種形式（知識）；
- 了解平等對待所有人的重要性（態度）；
- 認識到以偏見看待那些不符合性別規範的人會傷害他們的選擇能力，包括健康方面的選擇（知識）；
- 闡述該要如何才能不以性別偏見來對待他人（技能）；

- 反思自己的價值觀會對自己的信念與性別偏見造成什麼樣的影響（技能）。

**Key idea:**

Gender stereotypes and bias impact how men, women, and people of diverse sexual orientation and gender identity are treated and the choices they can make

**Learners will be able to:**

- recall social norms that shape how society portrays men, women and people of diverse sexual orientation and gender identity (knowledge);
- illustrate examples of gender bias in all its forms (knowledge);
- acknowledge the importance of treating all people equally (attitudinal);
- recognize that bias against persons that do not conform to gender norms can negatively impact their ability to make choices, including about their health;
- demonstrate ways to treat people without gender bias (skill);
- reflect on how their values can impact their beliefs and gender bias (skill).

**要旨**

性別平等有助於人們對性行為和人生規劃做出平等的決策

**學習表現**

- 敘述性別平等的性關係會有哪些特徵（知識）；
- 列舉出性別角色會如何影響到關於性行為、避孕措施以及人生規劃方面的決定（知識）；
- 分析為什麼性別角色更加公平的話會對性關係的健康有幫助（知識）；
- 說明為什麼性別平等是讓性關係更加健康的重要環節（態度）；
- 建立以性別平等為基礎的人際關係（技能）。

**Key idea:**

Gender equality can promote equal decision-making about sexual behaviour and life planning

**Learners will be able to:**

- describe characteristics of gender equality within a sexual relationship (knowledge);
- list ways that gender roles affect decisions about sexual behaviour, contraceptive use and life-planning (knowledge);
- analyze how more gender equitable roles can contribute to a healthier sexual relationship (knowledge);
- defend why gender equality is a part of healthier sexual relationships (attitudinal);
- build relationships that are grounded in gender equality (skill).

年齡層：15～18 歲及以上

#### **要旨**

性別不平等、社會規範及權力差異都會對性行為造成影響，而且會增加性脅迫、性虐待及性別暴力的風險

#### **學習表現**

- 指出性別不平等和權力差異會如何影響到性行為，以及影響到性脅迫、性虐待及性別暴力的風險（知識）；
- 認識到性別不平等和權力差異不僅會影響到性行為，還會影響到人們做出安全選擇以及採取安全行為的能力，例如：使用保險套、獲取性健康與生殖健康服務的能力等（態度）；
- 遭遇性脅迫、性虐待或性別暴力時務必要對外求助，若是有人遭此情況也要提供幫助（技能）。

#### **Key idea:**

Gender inequality, social norms and power differences influence sexual behaviour and may increase the risk of sexual coercion, abuse and GBV

#### **Learners will be able to:**

- identify ways that gender inequality and differences in power affect sexual behaviour and risk of sexual coercion, abuse, and GBV (knowledge);
- acknowledge that gender inequality and power differences can impact sexual behaviours and the ability to make, and act on, safe choices choices e.g. condom use, accessing SRH services (attitudinal);
- access support or help others to do so if experiencing sexual coercion, abuse, or GBV (skill).

### **3.3 性別暴力**

年齡層：5～8 歲

#### **要旨**

了解什麼是性別暴力以及要找哪裡求助是很重要的事

#### **學習表現**

- 定義何謂性別暴力，並且要知道它在許多不同地方（例如：學校、家庭或公共場所）都有可能發生（知識）；
- 了解我們對性別的看法以及對性別的刻板印象都會影響到我們對待他人的方式，包括造成歧視與暴力（知識）；
- 明白任何形式的性別暴力都是錯的（態度）；
- 找一個值得信賴的成人，並且說明如果自己或自己認識的人遭受到性別暴

力，不論是在校內或校外碰到的，屆時要怎麼向那位成年人訴說這些遭遇（技能）。

**Key idea:**

It is important to know what GBV is and where to go for help

**Learners will be able to:**

- define GBV and recognize that it can take place in different locations (e.g. school, home or in public) (knowledge);
- understand that our ideas about gender and gender stereotypes can affect how we treat other people, including discrimination and violence (knowledge);
- acknowledge that all forms of GBV are wrong (attitude);
- identify and describe how they would approach a trusted adult to talk to if they or someone they know are experiencing GBV, including violence in or around school (skill).

年齡層：9～12 歲

**要旨**

任何形式的性別暴力都是錯的，都是對人權的侵害

**學習表現**

- 列舉出性別暴力的例子（例如：霸凌、性騷擾、心理暴力、家庭暴力、強暴、女陰殘割、童婚、早婚與強迫婚姻，以及恐同暴力等），並指出可能會發生性別暴力的地方，包括在學校及家中，以及在網路上面（知識）；
- 了解到任何形式的性別暴力都是對於人權的侵害（態度）；
- 找一個值得信賴的成人，並且說明如果自己或自己認識的人遭受到性別暴力，或者是擔心自己可能參與了施暴，屆時要怎麼向那位成年人訴說這些狀況（技能）。

**Key idea:**

All forms of GBV are wrong and a violation of human rights

**Learners will be able to:**

- list examples of GBV (e.g. bullying, sexual harassment, psychological violence, domestic violence, rape, FGM/C, CEFM, homophobic violence) and identify spaces where GBV may occur, including at school, in the home, in public or online (knowledge);
- acknowledge that all forms of gender-based violence are a violation of human rights (attitudinal);
- identify and demonstrate ways to talk to a trusted adult if they or someone they

know is experiencing gender-based violence or if they are concerned that they may engage in gender-based violence (skill).

#### **要旨**

性別刻板印象有可能會造成暴力與歧視

#### **學習表現**

- 說明性別刻板印象為什麼會助長霸凌、歧視、虐待與性暴力（知識）；
- 說明為什麼性虐待和性別暴力是一種跟權力和支配有關的犯罪行為，而不只是一個人無法控制自己的性慾而已（知識）；
- 認識到性別不平等和對性別角色的刻板印象會助長性別暴力（態度）；
- 說說看要怎麼為性別平等提出論據，以及要怎麼對抗性別歧視或性別暴力（技能）。

#### **Key idea:**

Gender stereotypes can be the cause of violence and discrimination

#### **Learners will be able to:**

- explain how gender stereotypes can contribute to bullying, discrimination, abuse and sexual violence (knowledge);
- explain that sexual abuse and GBV are crimes about power and dominance, not about one's inability to control one's sexual desire (knowledge);
- recognize that gender inequality and gender-role stereotypes contribute to gender-based violence (attitudinal);
- demonstrate ways to argue for gender equality and to stand-up to gender discrimination or GBV (skill).

年齡層：12～15 歲

#### **要旨**

不論施暴者是成年人、青少年或權威人士，任何形式的性別暴力都是對人權的侵犯

#### **學習表現**

- 要記住只要是性虐待和性暴力，包括對親密伴侶的施暴與強暴，都是跟權力及支配有關的犯罪行為，而不只是一個人無法控制自己的性慾而已（知識）；
- 擬訂具體策略來識別性別暴力，並減少其發生機會（知識）；
- 了解到暴力行為的旁觀者與目擊者可以採取一定的安全措施來加以干預，而且這些人有可能也會受到暴力行為的影響（知識）；
- 認識到性別暴力一定是錯的，而且不論成年人、權威人士或青少年都有可能成為施暴者（態度）；
- 說明要如何找到值得信賴的成人，以及那些協助預防性別暴力及幫助性別

暴力受害者的專門機構（技能）。

**Key idea:**

All forms of GBV by adults, young people and people in positions of authority are a violation of human rights

**Learners will be able to:**

- recall that sexual abuse and GBV, including intimate partner violence and rape, are crimes about power and dominance, not about one's inability to control one's sexual desire (knowledge);
- formulate specific strategies for recognizing and reducing GBV (knowledge);
- recognize that bystanders and witnesses to violence can take some safe steps to intervene, and may also feel affected by the violence (knowledge);
- acknowledge that GBV can be carried out by adults, people in positions of power and young people, and is always wrong (attitudinal);
- demonstrate ways to approach trusted adults and services that support prevention of GBV and survivors of GBV (skill).

年齡層：15～18 歲及以上

**要旨**

親密伴侶間的暴力也會造成傷害，遭遇此情況的人也有管道可以求助

**學習表現**

- 了解到親密伴侶間的暴力可能會有許多不同的形式（例如：心理的、身體的，以及性方面的）（知識）；
- 了解到親密伴侶間的暴力是錯誤的行為，而且自己可以選擇離開這樣的虐待關係（態度）；
- 說明自己如果遭遇到這一類的暴力行為，可以用什麼方式來向值得信賴的成年人求助（技能）。

**Key idea:**

Intimate partner violence is harmful, and support exists for those who experience it

**Learners will be able to:**

- recognize that intimate partner violence can take in many different forms (e.g. psychological, physical, sexual) (knowledge);
- recognize that intimate partner violence is wrong and that it is possible to leave an abusive relationship (attitudinal);
- demonstrate how they would approach a trusted adult for support if they are experiencing this type of violence (skill).



### **要旨**

提倡性平人人有責，面對侵犯人權的情形，例如：性虐待、傷害他人的行為，以及其他形式的性別暴力，要公開站出來反對

### **學習表現**

- 分析那些提倡性別平等與減少性別暴力方面的成功案例（知識）；
- 體認到公開站出來反對侵害人權與性別不平等的重要性，不論發生的地點是公共場所或私人空間，包括網路上面都一樣（態度）；
- 挺身提倡性別平等，努力消除性別暴力（技能）。

### **Key idea:**

Everyone has a responsibility to advocate for gender equality and speak out against human rights violations such as sexual abuse, harmful practices and other forms of GBV

### **Learners will be able to:**

- analyze examples of successful advocacy efforts to promote gender equality and reduce GBV (knowledge);
- appreciate the importance of speaking out against human rights violations and gender inequality in public and private spaces, including online (attitudinal);
- advocate for gender equality and the elimination of GBV (skill).

## 核心概念 4：暴力與確保安全

### ( Violence and Staying Safe )

4.1 暴力 (Violence)

4.2 性同意權、隱私、身體完整性 (Consent, Privacy and Bodily Integrity)

4.3 資訊與通訊科技的安全使用 (Safe use of Information and Communication Technologies)

建議融入領域：

健康與體育領域、社會領域、科技領域、生活課程，或相關適合之領域與群科。

#### 4.1 暴力與安全保障

年齡層：5～8 歲

##### 要旨

懂得如何辨識霸凌與暴力，而且知道這樣做並不對，這是很重要的事

##### 學習表現

- 定義什麼算是開玩笑，什麼算是霸凌與暴力 (知識)；
- 了解到霸凌和暴力乃是錯誤的行為，而且絕不是受害者的錯，即使施暴者是家中成員或其他成人也一樣 (態度)；
- 闡述自己可以採取哪些安全措施來應對同儕之間的霸凌或暴力行為 (技能)。

##### Key idea:

It is important to be able to recognize bullying and violence, and understand that these are wrong

##### Learners will be able to:

- define teasing, bullying and violence (knowledge);
- acknowledge that bullying and violence are wrong, and are never the victim's fault, including violence that is carried out by a family member or other adult (attitudinal);
- demonstrate safe actions that they can take to respond to bullying or violence among their peers (skill).

### 要旨

能夠辨識什麼情況算是虐待兒童，而且知道這樣做並不對，這是很重要的事

### 學習表現

- 說明虐待兒童的定義，包括性虐待，以及網路上對兒童的性剝削（知識）；
- 了解到虐待兒童乃是侵犯了兒童的權利，而且這絕不是受害者的錯，即使對兒童施虐的是成人、是他所認識和相信的人，甚至是家中成員也一樣（態度）；
- 說說如果有成年人想對自己施加性虐待的話，可以採取什麼行動（例如：大聲說「不」或「走開」，以及告訴值得信賴的大人）（技能）；
- 找出值得自己信賴的成年人，或是自己的家長／監護人，並說明如果自己遭到虐待的話要如何向他們傳達受虐的情況（技能）。

### Key idea:

It is important to be able to recognize child abuse and understand that this is wrong

### Learners will be able to:

- define child abuse including sexual abuse and online child sexual exploitation (knowledge);
- acknowledge that child abuse violates a child's rights, and is never the victim's fault, including child sexual abuse that is carried out by an adult, someone known and trusted, or even a family member (attitudinal);
- demonstrate actions they can take if an adult tries to sexually abuse them (e.g. say 'no' or 'go away', and talk to a trusted adult) (skill);
- identify parents/guardians or trusted adults and demonstrate how to communicate mistreatment if they are being abused (skill).

### 要旨

知道家長或親密伴侶之間的暴力行為也是錯的，這點相當重要

### 學習表現

- 認識家長或親密伴侶之間可能會出現的暴力類型（例如：身體上的傷害、口出惡言，或是強迫伴侶做不想做的事）（知識）；
- 了解到家長或親密伴侶之間的暴力行為也是錯的（態度）；
- 找出自己可以信任的成人，說明如果自己在家中看見了這一類的暴力行為，要如何向這位成年人求助（技能）。

### Key idea:

It is important to understand that violence between parents or romantic partners is wrong

### Learners will be able to:

- recognize types of violence that can take place between parents or romantic

partners (e.g. physically hurting, saying mean things, or forcing the partner to do something) (knowledge);

- recognize that violence between parents or romantic partners is wrong (attitudinal);
- identify and describe how they would approach a trusted adult for support if they are seeing this type of violence in their family (skill).

年齡層：9～12 歲

### **要旨**

性虐待、性騷擾及霸凌（包括網路霸凌）都會對人造成傷害，重要的是如果遭遇此情形時務必要對外求助

### **學習表現**

- 說出性虐待（包括強暴、亂倫與網路上的性剝削）、性騷擾和霸凌（包括網路霸凌）的可能狀況（知識）；
- 明白兒童性虐待是非法行為，有國家機關與民間機構可以幫助遭遇這些情況的人（知識）；
- 認識到在遭遇性虐待、性騷擾、亂倫或霸凌時對外求助的重要性（態度）；
- 闡述自己若是看到有認識的人遭到霸凌、性虐待或性騷擾時可以用什麼有效的方式來因應（技能）；
- 闡述若是碰到了霸凌、性虐待或性騷擾時，不論受害的是自己或認識的人，要怎麼向外界求助（技能）。

### **Key idea:**

Sexual abuse, sexual harassment and bullying (including cyberbullying) are harmful and it is important to seek support if experiencing them

### **Learners will be able to:**

- describe examples of sexual abuse (including rape, incest and online sexual exploitation), sexual harassment and bullying (including cyberbullying) (knowledge);
- recognize that child sexual abuse is illegal and that there are authorities and services available to assist those who have experienced it (knowledge);
- acknowledge the importance of seeking support if experiencing sexual abuse, sexual harassment, incest or bullying (attitudinal);
- demonstrate effective ways to respond when they know someone who is being bullied, sexually abused or harassed (skill);
- demonstrate ways to seek help for themselves or someone they know in the case of sexual abuse, harassment, incest and bullying (skill).

**要旨**

親密伴侶間的暴力是錯誤行為，如果目擊到這樣的事務必要對外求助

**學習表現**

- 定義何謂親密伴侶間的暴力（知識）；
- 說出親密伴侶間施暴的可能狀況（知識）；
- 了解親密伴侶間的暴力是錯誤行為，孩子們若看到這樣的狀況可以向外界求助，這對自己也會有幫助（態度）；
- 闡述自己如果在家中經歷此種暴力狀況，要怎麼向可以信賴的成年人求助（技能）。

**Key idea:**

Intimate partner violence is wrong and it is important to seek support if witnessing it

**Learners will be able to:**

- define intimate partner violence (knowledge);
- describe examples of intimate partner violence (knowledge);
- recognize that intimate partner violence is wrong and that children who see this can benefit from getting support (attitudinal);
- demonstrate how they would approach a trusted adult for support if they are experiencing this type of violence in their family (skill).

年齡層：12～15 歲

**要旨**

性虐待、性侵害、親密伴侶間的暴力，還有霸凌，都是對人權的侵犯

**學習表現**

- 將霸凌、心理暴力、肢體暴力、性虐待、性侵害及親密伴侶間的暴力進行比較，認識其中的異同（知識）；
- 認識到不論施暴者是成年人、青少年或權威人士，性虐待、性侵害及親密伴侶間的暴力必定是對人權的侵害，而且這絕對不是受害者的錯（態度）；
- 說明該如何舉報性虐待、性侵害、親密伴侶間的暴力以及霸凌（技能）；
- 闡述要如何向值得信賴的成人或協助受害者的專門機構求助，以及如何避免性虐待、性侵害、親密伴侶間的暴力以及霸凌的狀況發生（技能）。

**Key idea:**

Sexual abuse, sexual assault, intimate partner violence and bullying are a violation of human rights

**Learners will be able to:**

- compare and contrast bullying, psychological violence, physical violence, sexual

abuse, sexual assault, intimate partner violence (knowledge);

- acknowledge that sexual abuse, sexual assault, intimate partner violence, and bullying by adults, young people and people in positions of power are never the victim's fault and are always a violation of human rights (attitudinal);
- demonstrate how to report sexual abuse, sexual assault, intimate partner violence and bullying (skill);
- demonstrate ways to approach trusted adults and services that support survivors and prevention of sexual abuse, sexual assault, intimate partner violence and bullying (skill).

年齡層：15～18 歲及以上

#### **要旨**

所有人的健康與福祉都不應受到暴力危害，提倡此事人人有責

#### **學習表現**

- 分析那些讓不同形式的暴力減少的成功案例，包括肢體暴力、心理暴力和性暴力在內（知識）；
- 了解公開發聲反對暴力行為與侵害人權的重要性，不論發生地點是在哪裡，包括學校、家中、網路上或社群裡都是如此（態度）；
- 提倡社會建立安全環境，以鼓勵人人都能以尊嚴與尊重相待（技能）。

#### **Key idea:**

Everyone has a responsibility to advocate for people's health and well-being free from violence

#### **Learners will be able to:**

- analyze successful examples of efforts to reduce different forms of violence including physical, psychological and sexual (knowledge);
- appreciate the importance of speaking out against violence and human rights violations in all spaces including at school, in the home, online and within the community (attitudinal);
- advocate for safe environments that encourage dignified and respectful treatment of everyone (skill).

## 4.2 性同意權、隱私與身體完整性

年齡層：5～8 歲

### 要旨

每個人都有權決定自己的身體可讓誰、在哪裡、用什麼方式來觸摸

### 學習表現

- 說明「身體權」的涵義（知識）；
- 指出身體有哪些地方屬於隱私部位（知識）；
- 了解每個人都有「身體權」（態度）；
- 闡述如果有人用了讓自己覺得不舒服的方式觸碰自己時應該如何因應（例如：大喊「不要」、「走開」，並且告訴值得信任的成人）（技能）；
- 找一個值得信賴的成人，或者也可以是自己的家長，然後說明如果自己在被他人觸摸時有不舒服的感覺，應該要怎麼向那位成人訴說這些遭遇（技能）。

### Key idea:

Everyone has the right to decide who can touch their body, where, and in what way

### Learners will be able to:

- describe the meaning of 'body rights' (knowledge);
- identify which parts of the body are private (knowledge);
- recognize that everyone has 'body rights' (attitudinal);
- demonstrate how to respond if someone is touching them in a way that makes them feel uncomfortable (e.g. say 'no', 'go away', and talk to a trusted adult) (skill);
- identify and describe how they would talk to a parent/guardian or trusted adult if they are feeling uncomfortable about being touched (skill).

年齡層：9～12 歲

### 要旨

了解什麼叫不受歡迎的性關注，同時認知到人的成長過程裡也需要隱私，這些都是很重要的事

### 學習表現

- 說明為什麼不論是青春期的男性或女性，都會比從前更應該重視身體上和空間上的隱私，尤其女性更要注意如廁和用水的問題（知識）；
- 說明什麼算是不受歡迎的性關注（知識）；
- 了解到不受歡迎的性關注是一種對隱私的侵犯，此事不分男女，而且也侵犯

到了人對自己身體的決定權（態度）；

- 能以堅定的態度與人溝通，以此保護自己的隱私並對抗不受歡迎的性關注（技能）。

**Key idea:**

It is important to understand what unwanted sexual attention is and the need for privacy when growing up

**Learners will be able to:**

- explain that, during puberty, privacy about one's body and private space become more important for both boys and girls, particularly access to toilets and water for girls (knowledge);
- define unwanted sexual attention (knowledge);
- recognize that unwanted sexual attention towards both boys and girls is a violation of privacy and the right to decide about one's own body (attitudinal);
- communicate assertively to maintain privacy and counter unwanted sexual attention (skill).

年齡層：12～15 歲

**要旨**

每個人都應有隱私權和身體完整權

**學習表現**

- 說明隱私權和身體完整權的涵義（知識）；
- 明白每個人都該擁有隱私權和身體完整權（態度）；
- 表達自己對隱私權和身體完整權的看法（技能）。

**Key idea:**

Everyone has the right to privacy and bodily integrity

**Learners will be able to:**

- describe what is meant by the right to privacy and bodily integrity (knowledge);
- acknowledge that everyone has the right to privacy and bodily integrity (attitudinal);
- express how they feel about their right to privacy and bodily integrity (skill).

**要旨**

每個人都有權決定在性這方面要做什麼、不要做什麼，而且應該要主動與伴侶溝通，得到對方的同意

**學習表現**

- 說明性同意權的定義，並解釋其對性決定的影響（知識）；



- 了解雙方性合意的重要性（態度）
- 能夠按照個人在性行為方面的接受程度來表示同意或拒絕（技能）。

**Key idea:**

Everyone has the right to be in control of what they will and will not do sexually, and should actively communicate and recognize consent from their partners

**Learners will be able to:**

- define consent and explain its implications for sexual decision-making (knowledge);
- acknowledge the importance of giving and perceiving sexual consent (attitudinal);
- express consent and not giving consent in relation to their personal boundaries regarding sexual behaviour (skill).

年齡層：15～18 歲及以上

**要旨**

想要跟伴侶擁有健康、愉悅與合意的性行為，性同意權是箇中關鍵

**學習表現**

- 學會分析對性行為予以同意或加以拒絕的利弊，並且懂得別人對於性行為的表達是同意或不同意（知識）；
- 比較男性與女性的身體差異，思考兩者不同的對待方式，了解兩者在性行為方面有不同標準，而且這會影響到性行為是否合意（知識）；
- 認識到合意的性行為對健康的性關係而言是非常重要的一環（態度）；
- 說明有哪些方式可以傳達自己對於性行為的同意與否，以及要如何辨識對方是否同意（技能）。

**Key idea:**

Consent is critical for healthy, pleasurable and consensual sexual behaviour with a partner

**Learners will be able to:**

- analyze the benefits of giving and refusing sexual consent and acknowledging someone else's sexual consent or lack of consent (knowledge);
- compare and contrast how men's and women's bodies are treated differently and the double standards of sexual behaviour that can affect consensual sexual behaviour (knowledge);
- recognize that consensual sexual behaviour is an important part of a healthy sexual relationship (attitudinal);
- demonstrate ways to communicate giving and refusing consent and to recognize

consent or lack of consent (skill).

### 要旨

了解有哪些因素會影響到表示或接收到性意願的能力，此事相當重要

### 學習表現

- 討論性合意所訴求的「傾聽、體察，而後判定是否要這樣做」是什麼意思（知識）；
- 比較看看性行為雙方有表示性同意與沒有表示性同意的例子，並對照兩者所出現的狀況（知識）；
- 分析有哪些因素（例如：酒精或其他藥物、性別暴力、貧窮、權勢地位）會影響到人表達或辨識性意願的能力（知識）；
- 了解自己最好能避開那些可能會損害性同意權的因素（態度）；
- 表現自己有能力對性行為表示同意或予以拒絕（技能）；
- 表現自己有能力體察其他人對性行為是否同意（技能）。

### Key idea:

It is important to be aware of factors that can impact the ability to acknowledge or give consent

### Learners will be able to:

- discuss what it means to listen for, acknowledge and act, or not act, on sexual consent (knowledge);
- compare and contrast examples of situations where consent is and is not acknowledged or given (knowledge);
- analyze factors (e.g. alcohol and other substances, GBV, poverty, power dynamics) that can affect the ability to acknowledge or give consent (knowledge);
- recognize that it is important to avoid factors that can impair sexual consent (attitudinal);
- demonstrate ability to give and refuse consent (skill);
- demonstrate ability to acknowledge someone else's consent or lack of consent (skill).

## 4.3 資通科技的使用安全

年齡層：5～8 歲

### 要旨

網路與社群媒體可以用來發掘資訊及與人交流，進行這些活動有可能是安全的，但也有可能會對人造成傷害，包括兒童在內

### **學習表現**

- 說明什麼是網路與社群媒體（知識）；
- 列舉出使用網路與社群媒體的好處與風險（知識）；
- 了解網路和社群媒體的價值，同時也要明白它們可能並不安全（態度）；
- 找出值得自己信賴的成年人，並說明如果自己在網路及社群媒體上看到了讓自己不舒服或害怕的東西時，應該怎樣告訴這些大人（技能）。

### **Key idea:**

The Internet and social media are ways of finding out information and connecting with others, which can be done safely but can also put people, including children, at risk of harm

### **Learners will be able to:**

- describe what the Internet and social media are (knowledge);
- list benefits and potential dangers of the Internet and social media (knowledge);
- appreciate the Internet and social media while recognizing that they can be unsafe (attitudinal);
- identify and demonstrate ways to talk to a trusted adult if something they have done or seen on the Internet or social media makes them feel uncomfortable or scared (skill).

年齡層：9～12 歲

### **要旨**

使用網路和社群媒體時要特別謹慎小心

### **學習表現**

- 舉例說明網路和社群媒體所帶來的好處與風險（知識）；
- 了解小心使用網路與社群媒體的重要性（態度）；
- 說明自己會如何決定要跟誰分享社群媒體上的什麼資訊（技能）。

### **Key idea:**

Internet and social media use require special care and consideration

### **Learners will be able to:**

- describe examples of the benefits and possible dangers of the Internet and social media (knowledge);
- recognize the importance of being careful about how they use the Internet and social media (attitudinal);
- demonstrate how to decide what information to share with whom on social media (skill).

**要旨**

社群媒體上很容易看到色情影像與色情媒介，這有可能會助長有害的性別刻板印象

**學習表現**

- 說明什麼是色情媒介（色情作品），以及什麼是性短訊（sexting）（知識）；
- 解釋為何色情媒介在刻畫男性、女性與性關係時往往都並不符合現實（知識）；
- 了解到色情媒介裡對男性、女性與性關係的刻畫也許會失真，因此有可能會造成誤導（態度）；
- 找出值得自己信賴的成年人，並說明自己要怎麼跟他們談論性短訊或色情媒介（技能）。

**Key idea:**

Sexually explicit images and media are easily accessible through social media and can promote harmful gender stereotypes.

**Learners will be able to:**

- describe what sexually explicit media (pornography) and sexting are (knowledge);
- explain that sexually explicit media often portrays men, women and sexual relations unrealistically (knowledge);
- perceive that sexually explicit media can be misleading through inaccurate portrayals about men, women and sexual relations (attitudinal);
- identify and demonstrate ways to talk to a trusted adult about sexually explicit media or sexting (skill).

年齡層：12～15 歲

**要旨**

網路、手機及社群媒體有可能會帶來不受歡迎的性關注

**學習表現**

- 舉例說明為什麼網路、手機和社群媒體有可能會帶來不受歡迎的性關注（知識）；
- 認識到不受歡迎的性關注有可能會來自於網路、手機和社群媒體，而且有辦法可以阻止這種關注（態度）；
- 制定一套方式來確保使用網路、手機與社群媒體時的安全，並且付諸實行（技能）。

**Key idea:**

The Internet, cell phones and social media can be sources of unwanted sexual attention

**Learners will be able to:**

- illustrate ways that the Internet, cell phones and social media can be sources of unwanted sexual attention (knowledge);
- acknowledge that there are ways to counter unwanted sexual attention that can come from the Internet, cell phones and social media (attitudinal);
- develop and practise a plan to stay safe when using the Internet, cell phones and social media (skill).

**要旨**

色情媒介及影像有可能引起性興奮，並可能造成傷害

**學習表現**

- 分析為什麼色情媒介（情色作品）如此常見（知識）；
- 歸納色情媒介可能會造成怎樣的傷害，以及要向何處舉報這些傷害與求助（知識）；
- 了解在什麼情況下未成年人若傳送、接收、購買或是持有色情影像會是違法行為（知識）；
- 知道有分享或取得色情影像的相關法條，並知道了解這些法規的重要性（態度）；
- 表達自己對使用色情媒介的感受（技能）。

**Key idea:**

Sexually explicit media and images can be sexually arousing and potentially harmful

**Learners will be able to:**

- analyze why sexually explicit media (pornography) is so common (knowledge);
- summarize ways that sexually explicit media can be harmful, and where to report these harms and get help (knowledge);
- differentiate when sexually explicit images can be illegal for minors to send, receive, purchase or be in the possession of (knowledge);
- recognize the importance of knowing the laws, with respect to sharing or securing sexually explicit images (attitudinal);
- express feelings about sexually explicit media use (skill).

年齡層：15～18 歲及以上

### **要旨**

使用社群媒體可以帶來許多好處，但也可能會引發道德、倫理及法律方面的問題，使用時必須謹慎

### **學習表現**

- 分析看看有什麼方法可以在安全、合法、尊重他人的情況下使用社群媒體（知識）；
- 認識到使用社群媒體固然有很多好處，但也可能導致危險甚至犯法的情況出現（態度）；
- 制定一套方式，讓自己可以用負責任的心態來使用社群網站，並且付諸實行（技能）。

### **Key idea:**

Social media use can result in many benefits, but also has the potential for moral, ethical and legal situations that require careful navigation

### **Learners will be able to:**

- analyze strategies for using social media safely, legally and respectfully (knowledge);
- acknowledge that social media use has many benefits, but can also result in unsafe situations or violations of law (attitudinal);
- develop and practise a plan for responsible use of social media (skill).

### **要旨**

色情媒介有可能會造成使用者對於性行為、性反應以及肢體表現有不合乎現實的期待

### **學習表現**

- 評估色情媒介會怎樣助長使用者對於男性、女性、性行為、性反應及肢體表現方面產生不合乎現實的期待（知識）；
- 認識到色情媒介有可能會強化有害的性別刻板印象，也可能會把暴力及非合意性行為表現成正常之事（態度）；
- 反思自己在接受了色情媒介對男性、女性及性行為所表現出的錯誤刻畫後，對於自己的自我形象、自信心、自尊心以及他人對自己的觀感造成了怎樣的影響（技能）。

### **Key idea:**

Sexually explicit media can result in unrealistic expectations about sexual behaviour, sexual response and body appearance

### **Learners will be able to:**

- evaluate ways that sexually explicit media can contribute to unrealistic expectations about men, women, sexual behaviour, sexual response and body

appearance (knowledge);

- acknowledge that sexually explicit media can reinforce harmful gender stereotypes and can normalize violent or non-consensual behaviour (attitudinal);
- reflect on how sexually explicit media can impact their self-image, self-confidence, self-esteem and perception of others as a result of unrealistic portrayals of men, women and sexual behaviour (skill).

## 核心概念 5：健康與福祉技能

### (Skills for Health and Well-being)

- 5.1 社會規範與同儕對性行為的影響 (Norms and Peer Influence on Sexual Behaviour)
- 5.2 做出決定 (Decision-making)
- 5.3 溝通、拒絕與協商技巧 (Communication, Refusal and Negotiation Skills)
- 5.4 媒體素養與性 (Media Literacy and Sexuality)
- 5.5 求取協助與支持 (Finding Help and Support)

建議融入領域：

健康與體育領域、綜合活動領域、社會領域、自然科學領域、生活課程，或相關適合之領域與群科。

#### 5.1 社會規範與同儕對性行為的影響

年齡層：5～8 歲

##### 要旨

同儕的影響力存在於諸多不同層面，有好的也有壞的

##### 學習表現

- 定義何謂同儕壓力 (知識)；
- 舉例說明同儕所造成的好影響與壞影響 (知識)；
- 認識到同儕的影響有好也有壞 (態度)；
- 闡述要如何抗拒同儕壓力 (技能)；
- 樹立正面行為模範來影響同儕 (技能)。

##### Key idea:

Peer influence can exist in different ways and be good or bad

##### Learners will be able to:

- define peer pressure (knowledge);
- describe examples of good and bad peer influence (knowledge);
- perceive that peer influence can be good and bad (attitudinal);
- demonstrate ways to counter peer pressure (skill);
- model a positive behaviour that could influence peers (skill).



年齡層：9～12 歲

**要旨**

同儕會對性以及青春期相關的行為或決定產生影響

**學習表現**

- 敘述同儕會對性以及青春期相關的行為或決定產生哪些正面與負面影響（知識）；
- 認識到同儕會對性以及青春期相關的行為或決定產生影響（態度）；
- 對於同儕的影響加以質疑（技能）。

**Key idea:**

Peers can influence decisions and behaviours related to adolescence and sexuality

**Learners will be able to:**

- describe positive and negative peer influences on decisions and behaviours related to adolescence and sexuality (knowledge);
- acknowledge that peers can influence decisions and behaviours related to puberty and sexuality (attitudinal);
- question the influence of their peers (skill).

**要旨**

在性以及青春期方面，有很多方法可以應對同儕帶來的負面壓力，也有很多辦法可以獲得與促進同儕的正面影響力

**學習表現**

- 列舉出在性以及青春期方面要如何應對同儕帶來的負面壓力、促進同儕的正面影響力（知識）；
- 認識到自己必須能夠抗拒同儕在性以及青春期方面帶來的負面壓力（態度）；
- 展現出自己有辦法拒絕去做自己不想做的事（技能）；
- 闡述該要怎麼獲得與促進同儕間的正面影響力（技能）。

**Key idea:**

There are ways to challenge negative peer pressure and accept and promote positive peer influences related to adolescence and sexuality

**Learners will be able to:**

- list ways to challenge negative peer pressure and promote positive peer influence related to adolescence and sexuality (knowledge);
- acknowledge the importance of being able to counter negative peer pressure related to adolescence and sexuality (attitudinal);

- demonstrate the ability to refuse to do something that they don't want to do (skill);
- demonstrate ways to accept and promote positive peer influence (skill).

年齡層：12～15 歲

### 要旨

社會與性別規範以及同儕的影響力都會對性行為與性決定造成影響

### 學習表現

- 定義何謂性別規範與社會規範（知識）；
- 說明社會與性別規範以及同儕的影響力會怎麼對性行為與性決定造成影響（知識）；
- 認識到自己的性行為與性決定其實都受到了性別規範以及同儕影響力的左右（態度）；
- 闡述該如何讓大家都能一起支持相互包容、支持與尊重（技能）。

### Key idea:

Social and gender norms and peer influence can affect sexual decision-making and behaviour

### Learners will be able to:

- define gender and social norms (knowledge);
- describe ways that gender and social norms and peer influence affect sexual decisions and behaviours (knowledge);
- acknowledge that their sexual decisions and behaviours are influenced by gender and social norms and peers (attitudinal);
- demonstrate ways to collectively assert inclusiveness, support and respect for each other (skill).

### 要旨

同儕會對性決定與性行為產生影響

### 學習表現

比較與對照同儕對於性決定與性行為所會造成的正面及負面影響（知識）。

### Key idea:

Peers can influence sexual decisions and behaviour

### Learners will be able to:

- compare and contrast positive and negative ways that peers can influence sexual decisions and behaviour (knowledge).

### 要旨

面對同儕對性決定及性行為造成的負面影響，其實是有應對之方的

**學習表現**

- 「當同儕對性決定與性行為會造成負面影響時，即使面對同儕壓力依然要堅持作自己」，說明這段話是什麼意思（知識）；
- 能夠對於同儕在性決定與性行為上的負面影響主動加以抗拒（態度）；
- 看到有人被霸凌或施壓，因而被迫做出違背心意的性決定時，要能夠大膽站出來發聲，展現堅定的態度（技能）。

**Key idea:**

There are strategies for challenging negative peer influences on sexual decisions and behaviour

**Learners will be able to:**

- describe what it means to be assertive in the face of peer pressure that negatively influences sexual decision-making and behaviour (knowledge);
- aspire to challenge negative peer influence on sexual decisions and behaviours (attitudinal);
- demonstrate assertiveness by speaking out when someone is being bullied or pressured into making a sexual decision that they don't want to take (skill).

年齡層：15～18 歲及以上

**要旨**

我們可以對性行為做出理性的決定

**學習表現**

- 比較看看，如果青少年對於性行為的決定受到了性別與社會規範或同儕的負面壓力所影響，又或者不受到這些影響，這兩種情況會造成什麼差別（知識）；
- 評估有哪些因素會讓人變得更容易或更不容易對性行為做出理性的決定（知識）；
- 勇於讓自己對性行為做出理性的決定（態度）；
- 闡述如何抗拒負面的性別與社會規範以及同儕對性決定所產生的負面影響（技能）。

**Key idea:**

It is possible to make rational decisions about sexual behaviour

**Learners will be able to:**

- compare and contrast scenarios illustrating young people's decisions about sexual behaviour that are and are not influenced by gender and social norms or negative peer pressure (knowledge);

- assess factors that make it easier or more difficult to make rational decisions about sexual behaviour (knowledge);
- aspire to make rational decisions about sexual behaviour (attitudinal);
- demonstrate ways to counter negative gender and social norms and peer influence in sexual decision-making (skill).

## 5.2 做出決定

年齡層：5～8 歲

### 要旨

人人都有權自己做決定，而所有的決定也都會有或好或壞的結果

### 學習表現

- 介紹自己曾做過哪些引以為傲的決定（知識）；
- 以自己或他人所做的決定為例，指出所造成的好結果與壞結果（知識）；
- 了解到有時兒童及青少年在做決定時會需要家長／監護人或信任的成人的幫助（態度）；
- 證明自己了解有哪些環境可以幫助自己做出好的決定（技能）；
- 找出一個可以幫助自己做出好決定的人，可以是家長／監護人，也可以是某個值得任賴的成人（技能）。

### Key idea:

Everyone deserves to make their own decisions and all decisions have consequences

### Learners will be able to:

- describe a decision that they made and are proud of (knowledge);
- identify examples of decisions that they or others have made that had either good or bad consequences (knowledge);
- acknowledge that sometimes children and young people may need help from parents/guardians or trusted adults to make certain decisions (attitudinal);
- demonstrate understanding of circumstances that can help them make a good decision (skill);
- identify a parent/guardian or trusted adult who can help them make good decisions (skill).

年齡層：9～12 歲

**要旨**

做決定是一種技能，也需要學習與練習

**學習表現**

- 敘述我們在做決定時的主要步驟（知識）；
- 認識到做決定是一種可以學習的技能（態度）；
- 學會在做決定的過程中，逐步拆解與解決問題（技能）；
- 指出一個在做決定的過程裡可以求助的對象，可以是家長／監護人，也可以是某個值得任賴的成人（技能）。

**Key idea:**

Decision-making is a skill that can be learned and practised

**Learners will be able to:**

- describe the main steps in decision-making (knowledge);
- acknowledge that decision-making is a skill that can be learned (attitudinal);
- apply the decision-making process to address problems (skill);
- name a parent/guardian or trusted adult who can be a source of help for decision-making (skill).

**要旨**

人的決定會受到很多因素影響，包括朋友、文化、性別角色的刻板印象、同儕與媒體

**學習表現**

- 列舉出會對自己的決定產生影響的事物（知識）；
- 了解到自己的決定其實受到了許多因素的影響（態度）；
- 說出對於影響自己決定的不同事物各有什麼看法（技能）。

**Key idea:**

There are multiple influences on decisions, including friends, culture, gender-role stereotypes, peers and the media

**Learners will be able to:**

- list things that influence the decisions that they make (knowledge);
- realize that their decisions are influenced by numerous factors (attitudinal);
- express how they feel about the different things that influence their decisions (skill).

年齡層：12～15 歲

### **要旨**

在對性行為做出決定的過程中，應該要考慮到所有正面和負面的可能結果

### **學習表現**

- 對於與性行為有關的各種決定，評估它們各會造成哪些正面與負面的結果（知識）；
- 說明為什麼跟性行為相關的決定會對人的健康、未來與人生規劃造成影響（知識）；
- 學會在做決定的過程中，處理自己在性健康或生殖健康方面所關切的問題，並加以解決（技能）。

### **Key idea:**

The process of making decisions about sexual behaviour includes consideration of all positive and negative potential consequences

### **Learners will be able to:**

- evaluate the positive and negative consequences of different decisions related to sexual behaviour (knowledge);
- explain how decisions about sexual behaviour can affect people's health, future and life plan (knowledge);
- apply the decision-making process to address sexual and/or reproductive health concerns (skill).

### **要旨**

有些因素會讓我們不容易對性行為做出理性的決定

### **學習表現**

- 指出各種可能會對性行為的決定造成影響的情感狀態（知識）；
- 說明酒精和毒品會怎樣干擾到人對性行為所做的理性決定（知識）；
- 解釋為什麼貧窮、性別不平等和暴力這些因素全都會影響到人對性行為的決定（知識）；
- 了解到有很多因素會對性行為的決定產生影響，而且有些因素並非是自己可以掌控的（態度）；
- 闡述該如何評估與管理自己那些會對性行為的決定造成影響的情感狀態（技能）。

### **Key idea:**

There are factors that can make it difficult to make rational decisions about sexual behaviour

### **Learners will be able to:**

- identify a range of emotions that can influence decision-making about sexual behaviour (knowledge);

- describe ways that alcohol and drugs can impact rational decision-making on sexual behaviour (knowledge);
- explain how poverty, gender inequality and violence can all influence decision-making about sexual behaviour (knowledge);
- understand that there are many factors that influence people's decisions about sexual behaviour, some of which are out of their control (attitudinal);
- demonstrate ways to assess and manage emotions that can influence sexual decision-making (skill).

年齡層：15～18 歲及以上

#### 要旨

性決定所影響到的不只有自己，也會影響到他人，這包括在社會層面與健康層面上的影響

#### 學習表現

- 分析自己對性行為所做的相關決定可能會個人、家庭及社會帶來哪些社會與健康方面的影響（知識）；
- 認識到性決定不只會影響自己，也會影響到家庭與社會（態度）；
- 對受到自己性決定所影響的人表現出同理心（技能）；
- 對性行為做出負責的決定（技能）。

#### Key idea:

Sexual decision-making has consequences on oneself and others, including social and health consequences

#### Learners will be able to:

- analyze potential social and health consequences of decisions related to sexual behaviour on the individual, family, and society (knowledge);
- recognize that sexual decision-making affects oneself, the family and society (attitudinal);
- express empathy for others who are affected by their sexual decision-making (skill);
- make responsible decisions about sexual behaviour (skill).

#### 要旨

某些性決定的結果可能會有違法之虞

#### 學習表現

- 指出本國法律對青少年在性行為方面的相關規定，有哪些可以做和不能做的事（例如：擁有性同意權的法定年齡、同性性行為的規定，以及相關健康醫療服務保障，包括避孕、感染性病或 HIV 等情況）（知識）；

- 知道自己有權對性行為進行評估並做出決定，並且了解這種認知的重要性（態度）；
- 評估某些與性行為有關的決定，知道這樣的行動可能會造成的法律後果（技能）。

**Key idea:**

Sexual decision-making can result in possible legal consequences

**Learners will be able to:**

- identify national laws that affect what young people can and cannot do related to sexual behaviour (e.g. age of sexual consent, access to health services including contraception, STI/HIV status, same sex sexual behaviour) (knowledge);
- acknowledge the importance of knowing your rights in assessing decisions about sexual behaviour (attitudinal);
- assess potential legal consequences of action upon certain decisions related to sexual behaviour (skill).

## 5.3 溝通、拒絕與協商的技巧

年齡層：5～8 歲

**要旨**

在所有的人際關係中溝通都很重要，不只兒童跟家長／監護人或信賴的成人之間是如此，跟朋友及其他人之間也是如此

**學習表現**

- 指出溝通有哪些不同的類型（包括言語和非言語的溝通）（知識）；
- 指出健康與不健康的溝通之間有何差異（知識）；
- 列舉出健康溝通的好處，包括兒童與家長／監護人或信賴的成人之間，還有跟朋友及其他人之間（知識）；
- 記住要以清楚的方式表達「要」或「不要」，因為這樣才能保障自己的隱私與身體完整性，而且也是建立幸福關係的關鍵所在（知識）；
- 認識到所有人都有權表達自我（態度）；
- 能夠使用言語和非言語的方式溝通，了解該怎麼說出「要」和「不要」（技能）。

**Key idea:**

Communication is important in all relationships including between parents/guardians or trusted adults and children, and between friends and others



**Learners will be able to:**

- identify different types of communication (including verbal and non-verbal communication) (knowledge);
- identify the difference between healthy communication and unhealthy communication (knowledge);
- list the benefits of healthy communication between parents/guardians or trusted adults and children, and between friends and others (knowledge);
- recall how clearly communicating ‘yes’ and ‘no’ protects one’s privacy and bodily integrity, and is a central part of building happy relationships (knowledge);
- acknowledge that all people have the right to express themselves (attitudinal);
- demonstrate verbal and non-verbal communication and ways to say ‘yes’ and ‘no’ (skill).

**要旨**

性別角色有可能會影響到人際溝通

**學習表現**

- 思考性別角色的各種狀況（知識）；
- 認識到性別角色可能會影響到人際溝通（態度）。

**Key idea:**

Gender roles can affect communication between people

**Learners will be able to:**

- recall examples of gender roles (knowledge).
- acknowledge that gender roles can affect communication between people (attitudinal).

年齡層：9～12 歲

**要旨**

有效的溝通對於表達和理解他人的願望、需求與個人界線而言非常重要，而且會具有不同的模式和風格

**學習表現**

- 敘述有效和無效的言語和非言語溝通會有什麼特徵（例如：主動傾聽、表達感受、表示自己理解對方、彼此眼神交會，而相對的另一方則是不願傾聽、不肯表達感受、不表示理解對方、逃避對方的目光或接觸）（知識）；
- 認識到能夠表達自己的願望、需求、個人界線的重要性，而且明白這件事對他人也很重要（態度）；
- 理解到協商時必須要相互尊重與合作，而且各方往往都必須讓步（態度）；
- 闡述該如何以有效方式來表達自己的願望、需求與個人界線，以及要如何傾

聽他人的願望、需求與個人界線，並對此表示尊重（技巧）。

**Key idea:**

Effective communication uses different modes and styles, and is important to expressing and understanding wishes, needs and personal boundaries

**Learners will be able to:**

- describe characteristics of effective and ineffective verbal and non-verbal communication (e.g. active listening, expressing feelings, indicating understanding, having direct eye contact versus not listening, not expressing feeling, not showing understanding, looking or turning away) (knowledge);
- perceive the importance of being able to express wishes, needs and personal boundaries, and understand that of others (attitudinal);
- recognize that negotiation requires mutual respect, cooperation and often compromise from all parties (attitudinal);
- demonstrate effective ways to communicate wishes, needs and personal boundaries, and listen and show respect for that of others (skill).

年齡層：12～15 歲

**要旨**

良好的溝通對於人際之間、家庭、學校、工作環境及親密伴侶之間的關係都至為重要

**學習表現**

- 列舉出有效溝通對於人際之間、家庭、學校、工作環境及親密伴侶之間的關係有什麼好處（知識）；
- 分析如果彼此在溝通上針鋒相對，不論那是言語或非言語的，可能會造成怎樣的影響（知識）；
- 指出在與親密伴侶協商時可能會出現的障礙（包括性別角色與性別期待）（知識）；
- 在運用協商或拒絕技巧來與親密伴侶溝通時可以展現出自信（技能）。

**Key idea:**

Good communication is essential to personal, family, school, work and romantic relationships

**Learners will be able to:**

- list the benefits of effective communication to personal, family, school, work and romantic relationships (knowledge);
- analyze the potential implications of verbal and nonverbal communication that

contradict each other (knowledge);

- identify barriers that can stand in the way of negotiation with a romantic partner (including gender roles and expectations) (knowledge);
- demonstrate confidence in using negotiation and refusal skills with a romantic partner (skill).

年齡層：15～18 歲及以上

### 要旨

有效溝通是表達個人需求與性界限的關鍵

### 學習表現

- 分析有效溝通的成功案例，看看那些人是如何表達個人需求與性界限的（知識）；
- 舉例說明怎樣才算有表示性同意而怎樣不算，以及如何聽取對方的性意願（知識）；
- 說明為什麼合意而且較為安全的性行為會需要進行有效溝通（知識）；
- 認識到自己可以利用堅定的態度與協商技巧來抗拒不想要的性壓力，並以此強化自己的意願，選擇較安全的性行為（態度）；
- 示範能夠表達個人需求與性界限的有效溝通方式（技能）。

### Key idea:

Effective communication is key to expressing personal needs and sexual limits

### Learners will be able to:

- analyze examples of effective communication for expressing personal needs and sexual limits (knowledge);
- illustrate examples of giving and not giving sexual consent, and listening for sexual consent (knowledge);
- explain why consensual and safer sex requires effective communication (knowledge);
- acknowledge that assertiveness and negotiation skills can help counter unwanted sexual pressure or reinforce the intention to practise safer sex (attitudinal);
- demonstrate effective communication of personal needs and sexual limits (skill).

## 5.4 媒體素養與性

年齡層：5～8 歲

### 要旨

媒體有很多不同的形式，其所呈現的資訊未必是正確的

### 學習表現

- 列舉出媒體有哪些不同的形式（例如：廣播、電視、書籍、報紙、網路和社群媒體）（知識）；
- 討論媒體提供了正確資訊與錯誤資訊的案例（知識）；
- 知道媒體所提供的資訊並不一定都正確（態度）；
- 說明自己心裡如何看待不同形式的媒體所提供的資訊（技能）。

### Key idea:

There are different forms of media, which present information that may be correct or incorrect

### Learners will be able to:

- list different forms of media (e.g. radio, television, books, newspapers, the Internet and social media) (knowledge);
- discuss examples of information provided through media that is either true or false (knowledge);
- acknowledge that not all information provided by media is true (attitudinal);
- demonstrate awareness of how they view information provided through different forms of media (skill).

年齡層：9～12 歲

### 要旨

對於跟性與性別有關的價值觀、態度及規範，媒體所產生的影響可能是正面的也可能是負面的

### 學習表現

- 說明各種媒體類型（例如：社群媒體、傳統媒體）的定義（知識）；
- 舉實例說明媒體如何刻畫男性、女性與人際關係（知識）；
- 敘述媒體對於個人在性與性向方面的價值觀、態度與行為會造成什麼影響（知識）；
- 了解到媒體的強大力量影響到了人們在性與性向方面的價值觀、態度與行為（態度）；

- 質疑媒體中所刻畫的男性與女性形象（技能）。

**Key idea:**

Media can positively or negatively influence values, attitudes, and norms about sexuality and gender

**Learners will be able to:**

- define different types of media (e.g. social media, traditional media) (knowledge);
- share examples of how men and women and relationships are portrayed in the media (knowledge);
- describe the impact of media upon personal values, attitudes and behaviour relating to sexuality and gender (knowledge);
- recognize the power of media to influence values, attitudes and behaviour relating to sexuality and gender (attitudinal);
- question how men and women are portrayed in the media (skill).

年齡層：12～15 歲

**要旨**

有些媒體所刻畫的性與性關係的形象並不符合真實情況，這可能會影響到許多人的自尊以及人們對性別的看法

**學習表現**

- 指出媒體對於性與性關係所表現出來的錯誤形象，並加以批評（知識）；
- 審視這些形象對於性別刻板印象所造成的影響（知識）；
- 了解媒體會影響人們對於美的理想標準以及性別的刻板印象（態度）；
- 反思那些對於性與性關係的錯誤形象是怎樣影響到自己的自尊以及對性別的看法（技能）。

**Key idea:**

Some media portray unrealistic images about sexuality and sexual relationships, which can influence our perceptions of gender and self-esteem

**Learners will be able to:**

- identify and critique unrealistic images in the media concerning sexuality and sexual relationships (knowledge);
- examine the impact of these images on gender stereotyping (knowledge);
- acknowledge that media influences ideals of beauty and gender stereotypes (attitudinal);
- reflect on how unrealistic images about sexuality and sexual relationships can affect their perceptions of gender and self-esteem (skill).

年齡層：15～18 歲及以上

**要旨**

我們可以挑戰媒體對於男性及女性所做的負面或不準確的刻畫，以此來對行為產生正面影響，並且促進性別平等

**學習表現**

- 對於媒體在性與性關係方面所散播的訊息，以批判性的角度來評估其可能造成哪些正面與負面的影響（技能）；
- 舉出媒體可以用什麼方式來幫助推動性別平等以及提倡較安全的性行為（知識）；
- 了解媒體的力量也可以用來正面影響到大家對性、性關係以及性別的看法（態度）；
- 闡述該要怎麼挑戰媒體中的性別刻板印象，以及其對性與性關係的失真刻畫（技能）。

**Key idea:**

Negative and inaccurate media portrayals of men and women can be challenged to influence behaviour positively and promote gender equality

**Learners will be able to:**

- critically assess the potential positive and negative influences of media messages about sexuality and sexual relationships (skill);
- propose ways in which the media could make a positive contribution to promoting safer sexual behaviour and gender equality (knowledge);
- perceive the potential power of media to positively impact perceptions of sexuality, sexual relationships and gender (attitudinal);
- demonstrate ways to challenge gender stereotypes and inaccurate portrayals of sexuality and sexual relationships in the media (skill).

## 5.5 求取協助與支持

年齡層：5～8 歲

**要旨**

朋友、家人、老師、宗教領袖和社群成員都可以且應該幫助彼此

**學習表現**

- 說明哪些人算是值得信賴的成年人（知識）；

- 敘述人們有哪些具體方式可以幫助彼此（知識）；
- 認識到所有的人都有權得到保護與支持（態度）；
- 闡述該要怎麼向值得信賴的成年人求助（技能）。

**Key idea:**

Friends, family, teachers, religious leaders and community members can and should help each other

**Learners will be able to:**

- describe what is meant by a trusted adult (knowledge);
- describe specific ways in which people can help each other (knowledge);
- acknowledge that all people have the right to be protected and supported (attitudinal);
- demonstrate ways to seek out and ask a trusted adult for help (skill).

年齡層：9～12 歲

**要旨**

在學校裡，以及在外界的社群裡，都有許多不同的管道可以求得幫助與支持  
**學習表現**

- 找出兒童可能有哪些問題需要對外求助（例如：虐待、騷擾、霸凌、疾病）並指出相關的協助管道（知識）；
- 記住要對值得信賴的協助管道舉報虐待、騷擾及霸凌（知識）；
- 認識到某些問題可能必須向學校或社群以外的人求助（態度）；
- 闡述該怎樣在外界的社群中尋求與獲取幫助（技能）。

**Key idea:**

There are different sources of help and support in school and the wider community

**Learners will be able to:**

- recognize problems for which children may need to seek help (e.g. abuse, harassment, bullying, illness) and identify relevant sources of help (knowledge);
- recall that abuse, harassment and bullying needs to be reported to a trusted source of help (knowledge);
- acknowledge that some problems may require asking for help outside of the school or community (attitudinal);
- demonstrate ways to seek out and access help in the wider community (skill).

年齡層：12～15 歲

### 要旨

要好好評估各種協助與支援管道，包括服務機構與媒體管道，這樣才能確保所獲資訊與服務的品質

### 學習表現

- 列舉出性與生殖方面的健康及權利問題有哪些協助與支援管道（知識）；
- 敘述好的協助與支援管道具有哪些特徵（包括保守機密、保護隱私）（知識）；
- 知道有些地方可以讓人獲得性健康與生殖健康方面的協助（例如：性傳染病或 HIV 的諮詢、檢測與治療，以及符合現在作法的避孕、性虐待、強暴、家庭及性別暴力、墮胎及墮胎後照護\*、污名與歧視的支援服務）（知識）；
- 說明可靠的媒體協助與支援管道（例如：各種網站）具有哪些特徵（知識）；
- 了解對協助與支援管道進行審慎評判的重要性（態度）。

\* 「任何情況下都不該以節育為理由來提倡墮胎……只要是沒有違法的墮胎行為，這樣做都應該是安全的。無論何種情況，女性都應該有權得到良好的醫療服務來處理墮胎所引發的各種併發症，並且應該及時獲得墮胎後的諮詢、教育與節育服務，這會有助於避免再次墮胎。」引自《國際人口與發展會議行動綱領》（para. 8.25）；「對於沒有違法的墮胎行為，醫療系統均應為之訓練並設置醫療服務單位，並應採取其他措施來保障墮胎的安全與管道。」引自國際人口與發展會議 5 年定期審查報告（para. 63ii）。

### Key idea:

It's important to assess sources of help and support, including services and media sources, in order to access quality information and services

### Learners will be able to:

- list sources of help and support for sexual and reproductive health and rights issues (knowledge);
- describe characteristics of good sources of help and support (including maintaining confidentiality and protecting privacy) (knowledge);
- understand that there are places where people can access support for sexual and reproductive health (e.g. counseling, testing and treatment for STIs/HIV; services for modern contraception, sexual abuse, rape, domestic and gender-based violence, abortion and post-abortion care\* and stigma and discrimination) (knowledge);
- explain characteristics of reliable media sources (e.g. websites) of help and support (knowledge);
- perceive the importance of critically assessing sources of health and support



(attitudinal).

\* In no case should abortion be promoted as a method of family planning...In circumstances in which abortion is not against the law, such abortion should be safe. In all cases, women should have access to quality services for the management of complications arising from abortion. Post-abortion counselling, education and familyplanning services should be offered promptly, which will also help to avoid repeat abortions.” ICPD POA, para. 8.25 “In circumstances where abortion is not against the law, health systems should train and equip health-service providers and should take other measures to ensure that such abortion is safe and accessible.” Key actions ICPD+5, para. 63iii

年齡層：15～18 歲及以上

#### **要旨**

每個人都應有權獲得平價、實在且有尊嚴的協助，並且要能保守機密與保障隱私

#### **學習表現**

- 指出在哪裡可以獲得性健康與生殖健康的相關服務或協助（知識）；
- 了解到青少年應該要能夠獲得平價、實在且不帶批判眼光的服務與協助，並且要能保守機密與保障隱私（知識）；
- 闡述怎樣的求助行為算是恰當（技能）；
- 練習如何不帶愧疚或羞愧地尋求幫助或支持（技能）。

#### **Key idea:**

Everyone has the right to affordable, factual and respectful assistance that maintains confidentiality and protects privacy

#### **Learners will be able to:**

- identify where to access relevant sexual and reproductive health services or assistance (knowledge);
- acknowledge that young people should be able to access affordable, factual and non-judgemental services and support that maintain confidentiality and protect privacy (knowledge);
- demonstrate appropriate help-seeking behaviour (skill);
- practise asking for help, assistance or support without guilt or shame (skill).

## 核心概念 6：人體與發展

### (The Human Body and Development)

6.1 性、生殖系統的解剖生理學 (Sexual and Reproductive Anatomy and Physiology)

6.2 生殖 (Reproduction)

6.3 青春期 (Puberty)

6.4 身體意象 (Body Image)

建議融入領域：

健康與體育領域、自然科學領域，或相關適合之領域與群科。

#### 6.1 性、生殖系統的解剖生理學

年齡層：5～8 歲

##### 要旨

知道人體的各種功能與名稱是很重要的事，包括性與生殖器官在內，而且對此感到好奇也很自然

##### 學習表現

- 辨認內外生殖器的各個重要部位，並敘述其基本功能（知識）；
- 明白對人體感到好奇，包括生殖器在內，乃是完全正常的事（態度）；
- 對自己所好奇的人體部位，練習如何向他人提問，以及如何問答他人的問題（技能）。

##### Key idea:

It is important to know the names and functions of one's body and it is natural to be curious about them, including the sexual and reproductive organs

##### Learners will be able to:

- identify the critical parts of the internal and external genitals and describe their basic function (knowledge);
- recognize that being curious about one's body, including the genitals, is completely normal (attitudinal);
- practise asking and responding to questions about body parts that they are curious about (skill).

**要旨**

每個人的身體都是獨特的，都應該獲得尊重，包括身心障礙人士在內

**學習表現**

- 指出男人、女人、男孩、女孩的身體有哪些相同之處，又有哪些不同之處，以及隨著時間演進又會發生何種改變（知識）；
- 說明為什麼所有文化看待人體的方式都各不相同（知識）；
- 認識到所有人的身體都應該獲得尊重，包括身心障礙人士在內（態度）；
- 說出對自己身體的喜愛之處（技能）。

**Key idea:**

Everyone has a unique body that deserves respect, including people with disabilities

**Learners will be able to:**

- identify ways that men's, women's, boys', and girls' bodies are the same; the ways they are different; and how they can change over time (knowledge);
- explain that all cultures have different ways of seeing people's bodies (knowledge); acknowledge that everyone's body deserves respect, including people with disabilities (attitudinal);
- express things that they like about their body (skill).

年齡層：9～12 歲

**要旨**

每個人的身體都有一些部位會關係到性健康與生殖健康，兒童對此會有疑問是正常的事

**學習表現**

- 說明身體的哪些部位跟性健康與生殖健康有關（知識）；
- 了解對自己的身體與性功能感到好奇、會有疑問，這是很正常的事（態度）；
- 認識到每個人的身體都是獨特的，其大小、形狀、功能與特徵會有所不同（態度）；
- 找出一個值得信賴且可以詢問這些問題的成人，學會要怎麼對他提出性、生殖系統的解剖生理學方面的問題（技能）。

**Key idea:**

Everyone's body has parts involved in one's sexual health and reproduction, and it is common for children to have questions about them

**Learners will be able to:**

- describe the body parts involved with sexual health and reproduction (knowledge);

- acknowledge that it is normal to be curious and have questions about their bodies and sexual functions (attitudinal);
- acknowledge that everyone's body is unique and that variations exist in size, shape, functioning and characteristics (attitudinal);
- identify a trusted adult to whom they can ask questions, and demonstrate ways to ask about sexual and reproductive anatomy and physiology (skill).

#### **要旨**

女性的身體在月經週期內會排卵，而男性的身體則會製造與射出精子，這兩者對生殖都是必要的

#### **學習表現**

- 說明人體有哪些幫助生殖的主要功能（例如：月經週期、製造精子與射精）（知識）；
- 說明為什麼女性和男性的身體在生殖過程裡都會發揮重要的作用（態度）；
- 了解月經週期與射精的發生機制，並對自己的認知展現自信（技能）。

#### **Key idea:**

Women's bodies can release eggs during the menstrual cycle, and men's bodies may make and ejaculate sperm, both of which are needed for reproduction

#### **Learners will be able to:**

- explain the key functions of the body that contribute to reproduction (e.g. menstrual cycle, sperm production and ejaculation of semen) (knowledge);
- explain that both women's and men's bodies play an important role in reproduction (attitudinal);
- express confidence in understanding how the menstrual cycle or ejaculation of sperm happens (skill).

年齡層：12～15 歲

#### **要旨**

在青春期與懷孕期中，荷爾蒙會對發育與生殖的許多相關過程產生重大影響

#### **學習表現**

- 說明胎兒的性別是由染色體決定的，並且在懷孕初期就已經確定了（知識）；
- 敘述荷爾蒙在生殖器官與性功能的成長、發育及調節方面所發揮的作用（知識）；
- 認識到荷爾蒙在青春期與懷孕期中所發揮的重要作用（態度）。

#### **Key idea:**

During puberty and pregnancy, hormones impact many processes involved with

maturation and reproduction

**Learners will be able to:**

- explain that the sex of a foetus is determined by chromosomes, and occurs at the early stages of pregnancy (knowledge);
- describe the role hormones play in growth, development, and the regulation of reproductive organs and sexual functions (knowledge);
- recognize the important role that hormones play in puberty and pregnancy (attitudinal).

**要旨**

對於性、性別與生殖，以及性活躍期的時間，所有文化的認知方式都各有不同

**學習表現**

- 區分性、性別與生殖在生物層面與社會層面上的不同面向（知識）；
- 對比不同的文化和宗教，了解這些會怎樣影響社會對於性、性別和生殖的看法（知識）；
- 認識到在文化、宗教、社會及個人的觀念裡，對於性、性別和生殖的看法都可能有所不同（態度）；
- 反思自己對於性、性別和生殖的觀點，並進行整理與陳述（技能）。

**Key idea:**

All cultures have different ways of understanding sex, gender and reproduction, and when it is appropriate to become sexually active

**Learners will be able to:**

- distinguish between the biological and social aspects of sex, gender and reproduction (knowledge);
- compare and contrast ways that culture and religion influence how society views sex, gender and reproduction (knowledge);
- acknowledge that cultural, religious, societal and personal views about sex, gender and reproduction can differ (attitudinal);
- reflect on and articulate their own perspectives on sex, gender and reproduction (skill).

年齡層：15～18 歲及以上

**要旨**

男性和女性的身體都會隨著時間發生變化，包括生殖與性的各項能力與機能在內

**學習表現**

- 分述男性與女性在人生各階段的性能力與生殖能力（知識）；

- 了解在人生的各個階段裡的發展都跟性密不可分（態度）；
- 說出自己對於生命各階段所產生的生殖能力變化的看法（技能）。

**Key idea:**

Men's and women's bodies change over time, including their reproductive and sexual capacities and functions

**Learners will be able to:**

- summarize the sexual and reproductive capacity of men and women over the life cycle (knowledge);
- acknowledge that people are sexual beings throughout the life cycle (attitudinal);
- express how they feel about changes in reproductive capacity over the life cycle (skill).

## 6.2 生殖

年齡層：5～8 歲

**要旨**

當卵子與精子結合，並於子宮著床後，懷孕期就開始了

**學習表現**

- 敘述生殖的過程——尤其要強調懷孕期是從精子與卵子結合後在子宮著床開始的（知識）。

**Key idea:**

A pregnancy begins when an egg and sperm unite and implant in the uterus

**Learners will be able to:**

- describe the process of reproduction – specifically that a sperm and egg must both join and then implant in the uterus for a pregnancy to begin (knowledge).

**要旨**

懷孕期一般會持續 40 週左右，女性的身體在懷孕期間會發生許多變化

**學習表現**

- 敘述女性的身體在懷孕期間會發生哪些變化（知識）；
- 說出自己對於女性身體在懷孕期間所發生的變化有什麼看法（技能）。

**Key idea:**

Pregnancy generally lasts for 40 weeks and a woman's body undergoes many changes during the span of a pregnancy

**Learners will be able to:**

- describe the changes that a woman's body undergoes during the duration of a pregnancy (knowledge);
- express how they feel about the changes that a woman's body undergoes during pregnancy (skill).

年齡層：9~12 歲

**要旨**

只有當精子與卵子結合，並且在子宮著床之後才能算是已經懷孕

**學習表現**

- 列舉出生殖過程的必經步驟（知識）；
- 記住只要在性交過程中陰莖有在陰道裡射精就可能會導致懷孕（知識）；
- 記住性交並不一定都會懷孕（知識）。

**Key idea:**

In order for a pregnancy to begin, criteria must be just right for sperm to join with an egg and implant in the uterus

**Learners will be able to:**

- list the steps necessary for reproduction to occur(knowledge);
- recall that pregnancy can occur as a result of sexual intercourse during which a penis ejaculates into the vagina (knowledge);
- recall that sexual intercourse doesn't always lead to pregnancy (knowledge).

**要旨**

月經週期分為幾個階段，包括最容易受孕的排卵期

**學習表現**

- 說明月經週期的過程，包括最容易懷孕的排卵期（知識）；
- 記住荷爾蒙的變化會對月經產生調節作用，連帶影響到何時最容易受孕（知識）；
- 了解月經週期的機制（態度）；
- 反思自己對於月經所抱持的態度（技能）。

**Key idea:**

The menstrual cycle has different stages, including the time around ovulation in which, if sperm are present, pregnancy is most able to occur

**Learners will be able to:**

- explain the menstrual cycle, including the specific phase in which pregnancy is most able to occur (knowledge);

- recall that changes in hormones regulate menstruation and when a pregnancy is most likely to occur (knowledge);
- appreciate how the menstrual cycle works (attitudinal);
- reflect on their feelings about menstruation (skill).

#### **要旨**

懷孕時會有一些常見的跡象，一旦發現這些跡象，或是月經出現了停止或延遲的狀況，就要即刻進行懷孕檢測

#### **學習表現**

- 敘述懷孕時會出現哪些跡象，以及胎兒有哪些發育階段（知識）；
- 了解到有一些措施可以促進懷孕期的健康以及幫助分娩（態度）；
- 敘述有哪些可行的懷孕檢測方式（知識）。

#### **Key idea:**

There are common signs of pregnancy, which should be confirmed through a pregnancy test that can be taken as soon as the menstrual period is missed or late

#### **Learners will be able to:**

- describe the signs of pregnancy and stages of foetal development (knowledge);
- appreciate that steps can be taken to promote a healthy pregnancy and childbirth (attitudinal);
- describe the tests available to confirm a pregnancy (knowledge).

年齡層：12～15 歲

#### **要旨**

生殖機能並不等於就是性慾，而且兩者都會隨著時間發生變化

#### **學習表現**

- 記住懷孕是可以預先計畫或事先預防的（知識）；
- 了解生殖機能跟性慾的不同（知識）；
- 認識到不論男性或女性，終其一生都會經歷性與生殖在功能和慾望上的變化（態度）；
- 計畫自己未來要如何避免意外懷孕（技能）。

#### **Key idea:**

There are differences between reproductive functions and sexual feelings and these can change over time

#### **Learners will be able to:**

- recall that pregnancies can be planned and can be prevented (knowledge);
- understand that there is a difference between reproductive function and sexual



feelings (knowledge);

- acknowledge that men and women experience changes in their sexual and reproductive functions and desires throughout life (attitudinal);
- plan for how to prevent unintended pregnancy in the future (skill).

年齡層：15～18 歲及以上

#### 要旨

並不是所有人都有生育能力，想要懷孕的人也可以嘗試某些方式來解決不孕的問題

#### 學習表現

- 列舉出那些想懷孕卻面臨不孕問題的人可以有哪些選擇（知識）；
- 認識到不孕問題是有方法可以處理的（態度）；
- 對於想懷孕卻面臨不孕問題的人展現出同理心（技能）。

#### Key idea:

Not everyone is fertile and there are ways of trying to address infertility for those who would like to conceive

#### Learners will be able to:

- list options for those who would like to conceive but who are experiencing infertility (knowledge);
- recognize that there are options for addressing infertility (attitudinal);
- demonstrate empathy towards people who want to conceive but are experiencing infertility (skill).

## 6.3 青春期

年齡層：5～8 歲

#### 要旨

青春期的就是當兒童逐漸長大與成熟後會出現的一個時期，此時身體和情感都會發生變化

#### 學習表現

- 定義何謂青春期的（知識）；
- 了解成長本來就會帶來身體上與情感上的變化（知識）；
- 認識到青春期的成為青少年的一個正常而健康的過程（態度）。

**Key idea:**

Puberty is a time of physical and emotional change that happens as children grow and mature

**Learners will be able to:**

- define puberty (knowledge);
- understand that growing up involves physical and emotional changes (knowledge);
- acknowledge that puberty is a normal and healthy part of adolescence (attitudinal).

年齡層：9～12 歲

**要旨**

進入青春期的代表此人的生殖能力已經出現了變化

**學習表現**

- 敘述青春期以及性與生殖系統的成熟會經歷哪些過程（知識）；
- 列舉青春期會出現哪些身體與情感上的主要變化（知識）；
- 闡述該如何獲取介紹青春期的可靠資訊（技能）。

**Key idea:**

Puberty signals changes in a person's reproductive capability

**Learners will be able to:**

- describe the process of puberty and the maturation of the sexual and reproductive system (knowledge);
- list the major physical and emotional changes that take place during puberty (knowledge);
- demonstrate ways to find credible information about puberty (skill).

**要旨**

為了維持性與生殖器官的清潔與健康，青春期的時候要多多注意衛生問題

**學習表現**

- 說明個人要養成怎樣的衛生習慣（知識）；
- 了解個人衛生的重要性（態度）；
- 把所學到的衛生觀念應用在個人的未來規劃裡，讓自己成長的過程中維持健康（技能）。

**Key idea:**

During puberty, hygiene is important to keep one's sexual and reproductive anatomy clean and healthy

**Learners will be able to:**

- describe personal hygiene and sanitation practices (knowledge);
- appreciate the importance of personal hygiene (attitudinal);
- apply their understanding of hygiene to a personal plan for staying healthy while growing up (skill).

**要旨**

月經是女性身體發育過程裡很正常而自然的一部份，不應該被當成忌諱或污名學習表現

- 對月經週期加以說明，並指出女性在此期間可能會經歷到的各種身體徵兆與感受（知識）；
- 敘述該如何取得、使用及丟棄衛生棉等月經用品（知識）；
- 謹記性別不平等為什麼會加遽女性在月經期間感受到的羞恥與恐懼（知識）；
- 了解到所有女性在月經期間都應該要能夠取得衛生棉等月經用品、乾淨的用水，以及私密的用廁空間（態度）；
- 為女性設想一些正面的作法，幫助她們可以在月經期間覺得舒服一些（技能）。

**Key idea:**

Menstruation is a normal and natural part of a girls' physical development and should not be treated with secrecy or stigma

**Learners will be able to:**

- describe the menstrual cycle and identify the various physical symptoms and feelings that girls may experience during this time (knowledge);
- describe how to access, use and dispose of sanitary pads and other menstrual aids (knowledge);
- recall how gender inequality can contribute to girls' feelings of shame and fear during menstruation (knowledge);
- recognize that it is important for all girls to have access to sanitary pads and other menstrual aids, clean water and private toilet facilities during their menstruation (attitudinal);
- demonstrate positive and supportive strategies for girls to feel comfortable during their menstruation (skill).

**要旨**

青春期的青少年可能會出現許多的生理反應（例如：勃起和夢遺）

**學習表現**

- 了解到年輕男性勃起可能是因為性興奮，也可能沒有特定原因，這是很正常的現象（知識）；

- 記住有些青少年可能在夜間會感到性興奮而分泌體液，一般稱之為夢遺，這是很正常的現象（知識）；
- 了解到勃起、夢遺等性反應都是青春期的正常現象（態度）。

**Key idea:**

During puberty, adolescents may experience a variety of physical responses (e.g. erections and wet dreams)

**Learners will be able to:**

- understand that young men may experience erections, either due to arousal or for no particular reason, and that this is normal (knowledge);
- recall that some adolescents may experience arousal and release of fluids at night, often called a wet dream, and that this is normal (knowledge);
- acknowledge that having erections, wet dreams or other sexual responses are a normal part of puberty (attitudinal).

年齡層：12～15 歲

**要旨**

青春期是一個性成熟期，致使青少年整個人在身體、情感、社交、認知方面都出現重大轉變，這樣的變化所帶來的不只是驚喜，也帶來了壓力

**學習表現**

- 辨別青春期和青少年時期的不同（知識）；
- 記住青春開始的時間會因人而異，而且對男性和女性造成的影響也不一樣（知識）；
- 統計青少年時期的人會出現哪些不同類型的變化，並把這些情況加以分類（例如：身體上的、情感上的、社交上的、認知上的）（知識）；
- 將上述變化拿來進行比較，看看女性和男性對此有何異同（知識）；
- 了解到某些兒童的青春期會過得特別辛苦，尤其是那些不符合性別印象、跨性別或雙重性別的人（知識）；
- 認識到這些身體上、情感上、社交上、認知上的轉變都是步入青少年過程中的正常現象（態度）；
- 了解到因為他人在青春期發生的轉變而加以嘲笑、羞辱與污名化乃是一種傷害，而且有可能會造成長期的心理影響（態度）；
- 闡述該如何應對上述這些轉變（技能）。

**Key idea:**

Puberty is a time of sexual maturation that leads to major physical, emotional, social and cognitive changes that can be exciting as well as stressful throughout adolescence

**Learners will be able to:**

- distinguish between puberty and adolescence (knowledge);
- recall that puberty occurs at different times for different people, and has different effects on boys and girls (knowledge);
- assess and categorize examples of the different types of changes that occur during adolescence (e.g. physical, emotional, social, cognitive) (knowledge);
- compare the similarities and differences between girls and boys in relation to these changes (knowledge);
- recognize that puberty may be particularly challenging for some children, particularly those who are gender-non-conforming, transgender or intersex (knowledge);
- acknowledge that these physical, emotional, social and cognitive changes are a normal part of adolescence (attitudinal);
- acknowledge that teasing, shaming or stigmatizing others based on the changes of puberty is hurtful and may have long-lasting psychological impacts (attitudinal);
- demonstrate ways to manage these changes (skill).

年齡層：15～18 歲及以上

**要旨**

荷爾蒙在人的一生之中都會產生巨大的作用，使人在情感與身體方面發生變化

**學習表現**

- 分析荷爾蒙在人的一生之中對於情感與身體的變化發揮怎樣的作用（知識）。

**Key idea:**

Hormones play a major role in a person's emotional and physical changes over their lifetime

**Learners will be able to:**

- analyze the role hormones play in one's emotional and physical changes over their lifetime (knowledge).

## 6.4 身體意象

年齡層：5～8 歲

### 要旨

所有的身體都是獨特的，人應該要喜歡自己的身體

### 學習表現

- 記住所有的身體都是獨特的（知識）；
- 說明什麼叫做對自己的身體感到自豪（知識）；
- 懂得欣賞自己的身體（態度）；
- 說出對自己身體的看法（技能）。

### Learners will be able to:

- recall that all bodies are special and unique (knowledge);
- explain what it means to have pride for one's body (knowledge);
- appreciate one's body (attitudinal);
- express how they feel about their body (skill).

年齡層：9～12 歲

### 要旨

人的價值並不是由其外貌來決定的

### 學習表現

- 能夠解釋外貌是由遺傳、環境與健康習慣所共同決定的（知識）；
- 認識到外貌並不能決定一個人的價值（態度）；
- 能夠接受各種不同的外貌，包括同儕的外表（態度）。

### Key idea:

A person's physical appearance does not determine their worth as a human being

### Learners will be able to:

- explain that physical appearance is determined by heredity, environment, and health habits (knowledge);
- acknowledge that physical appearance does not determine a person's worth as a human being (attitudinal);
- show acceptance of a variety of physical appearances, including among their peers (attitude).

**要旨**

覺得什麼樣的外貌具有吸引力是因人而異的

**學習表現**

- 敘述大家對於有吸引力的外貌有什麼不一樣的偏好（知識）；
- 了解到人們所認為有吸引力的外貌會隨著年紀增長而有不同看法，而且各個文化裡的標準也可能會不一樣（態度）；
- 反思自己覺得有吸引的外貌條件，看看跟別人所認為的條件有何不同（技能）。

**Key idea:**

There is wide variation in what people find attractive when it comes to a person's physical appearance

**Learners will be able to:**

- describe differences in what people find attractive when it comes to physical appearance (knowledge);
- acknowledge that what people think is physically attractive changes over time and can vary between cultures (attitudinal);
- reflect on what they find attractive and how it may be different from what others find attractive (skill).

年齡層：12～15 歲

**要旨**

人們對自己身體的觀感會影響到自己的行為、健康、自我形象

**學習表現**

- 討論喜歡自己的身體有什麼好處（知識）；
- 說明為什麼人的樣貌會影響到其他人對他的觀感與對待方式，並比較男女對此有什麼不同（知識）；
- 分析人們常會做哪些事情來設法改變自己的外貌（例如：使用減肥藥、類固醇、美白乳霜），並評估這些作法有什麼危險（知識）；
- 有些人會想要改變自己的外表來符合大眾對於美所設定的性別化標準，要能夠以批判性的眼光來衡量這些標準（知識）；
- 說明有哪些失調類型的疾病（例如：焦慮症以及厭食或暴食之類的飲食失調）會影響到人的身體形象，讓許多人深受其苦（知識）；
- 了解到使用藥物來改變身體形象有可能會造常傷害（態度）；
- 說出有哪些服務機構可以幫助受到自己的身體形象所困擾的人（技能）。

**Key idea:**

People's feelings about their bodies can affect their health, self-image and behaviour

**Learners will be able to:**

- discuss the benefits of feeling good about their bodies (knowledge);
- describe how the appearance of a person's body can affect how other people feel about and behave towards them, and compare how this differs for girls and boys (knowledge);
- analyze common things that people do to try and change their appearance (e.g. using diet pills, steroids, bleaching cream) and evaluate the dangers of those practices (knowledge);
- critically assess gendered standards of beauty that can drive people to want to change their appearance (knowledge);
- explain the various disorders (e.g. anxiety and eating disorders such as anorexia and bulimia) that people can struggle with connected to their body image (knowledge);
- perceive that using drugs to change your body image can be harmful (attitudinal);
- demonstrate how to access services that support people struggling with their body image (skill).

年齡層：15～18 歲及以上

**要旨**

我們可以對不切實際的身材外貌標準提出挑戰

**學習表現**

- 以某些文化上與性別上的刻板印象為例來進行分析，看看這些刻板印象會如何影響人們的身體形象與人際關係（知識）；
- 認識到不切實際的身材外貌標準可能會有害（態度）；
- 反思自己的身體意象，看看這會對自尊心、性決定，以及因之採取的性行為造成怎樣的影響（技能）；
- 闡述該如何挑戰不切實際的外貌相關標準（技能）。

**Key idea:**

Unrealistic standards about bodily appearance can be challenged

**Learners will be able to:**

- analyze particular cultural and gender stereotypes and how they can affect people's body image and their relationships (knowledge);
- recognize that unrealistic standards about bodily appearance can be harmful (attitudinal);
- reflect on their own body image and how it can affect self-esteem, sexual decision-



- making and subsequent sexual behaviours (skill);
- demonstrate ways to challenge unrealistic standards about physical appearance (skill).

## 核心概念 7：性與性行為

### (Sexuality and Sexual Behaviour)

7.1 性與性的生活週期 (Sex, Sexuality and the Sexual Life Cycle)

7.2 性行為與性反應 (Sexual Behaviour and Sexual Response)

建議融入領域：

健康與體育領域、綜合活動領域、社會領域、自然科學領域，或相關適合之領域與群科。

#### 7.1 性與性的生活週期

年齡層：5～8 歲

##### 要旨

在人的一生之中，享受身體上的樂趣、與他人有親密接觸，這些都是很自然的事

##### 學習表現

- 了解到追求身體上的享樂及刺激乃是人類的自然現象，包括與他人身體的親密接觸在內（知識）；
- 了解到有很多詞語會被用來敘述身體上的感受，有些則用來表示對他人的感情以及親密關係（知識）；
- 認識到當我們表達對他人的感情和親密關係時，有些言語和行為是適當的，而有些並不適當（態度）。

##### Key idea:

It is natural for humans to enjoy their bodies and being close to others throughout their lives

##### Learners will be able to:

- understand that physical enjoyment and excitement are natural human feelings, and this can involve physical closeness to other people (knowledge);
- understand that there are many words to describe physical feelings, and some are related to showing feelings for and being close to others (knowledge);
- recognize that there are appropriate and inappropriate language and behaviours related to how we express our feelings for and closeness to others (attitudinal).

年齡層：9～12 歲

**要旨**

人類從出生到死亡都一直具有享受性的能力

**學習表現**

- 了解到性對人所造成的吸引力不只在身體層面，也有情感層面（知識）；
- 敘述在人的一生之中會對哪些身體接觸感到快樂（例如：親吻、觸摸、愛撫及性接觸）（知識）；
- 理解性是人的生命中很健康的一部分（態度）；
- 認識到不論是對受到同性吸引的人，或是對外界認為他受到同性吸引的人，歧視他們都是錯誤的行為，並有可能對這些人造成負面的影響（態度）；
- 與擁有不同的性感受的人溝通，理解對方的感受，並以恰當的方式來討論性（技能）。

**Key idea:**

Human beings are born with the capacity to enjoy their sexuality throughout their life

**Learners will be able to:**

- understand that sexuality involves emotional and physical attraction to others (knowledge);
- describe ways that human beings feel pleasure from physical contact (e.g. kissing, touching, caressing, sexual contact) throughout their life (knowledge);
- perceive that sexuality is a healthy part of being human (attitudinal);
- acknowledge that discrimination against people who are attracted to the same sex, or who are believed to be attracted to the same sex is wrong and can have negative effects on these individuals (attitude);
- communicate and understand different sexual feelings and talk about sexuality in an appropriate way (skill).

**要旨**

對性產生好奇是很自然的事，而且向值得信賴的成人詢問性方面的問題也很重要

**學習表現**

- 了解到對性感到好奇、所有疑問都是很自然的事（態度）；
- 找到一個值得信賴而且會讓自己感到自在的成人，試著向他詢問跟性有關的問題（技能）。

**Key idea:**

It's natural to be curious about sexuality and important to ask a trusted adult questions

**Learners will be able to:**

- acknowledge that it is natural to be curious and have questions about sexuality (attitudinal);
- identify a trusted adult with whom they feel comfortable, and demonstrate asking questions about sexuality (skill).

年齡層：12～15 歲

**要旨**

性感受、性幻想及性慾都是很自然的現象，都有可能出現在人生的任何時候，只不過人並不一定會按照這些感覺來行事

**學習表現**

- 列舉出人對於自身的性的表達方式（知識）；
- 說明性感受、性幻想與性慾都是自然之事，不必感到可恥，人生原本就會如此（知識）；
- 解釋為什麼不是所有的人都會依照性感受、性幻想與性慾來行事（知識）；
- 了解到人對於性的興趣可能會隨著年紀而發生變化，而且不論幾歲都有可能表現出對性的興趣（知識）；
- 理解到應該尊重人們在不同文化與環境中對於性的不同表達方式（態度）；
- 闡述該怎麼處理跟性感受、性幻想及性慾有關的情感（技能）。

**Key idea:**

Sexual feelings, fantasies and desires are natural and occur throughout life although people do not always choose to act on those feelings

**Learners will be able to:**

- list ways that people express their sexuality (knowledge);
- state that sexual feelings, fantasies and desires are natural and not shameful, and occur throughout life (knowledge);
- explain why not all people choose to act on their sexual feelings, fantasies and desires (knowledge);
- state that interest in sex may change with age and can be expressed throughout life (knowledge);
- appreciate the importance of respecting the different ways that people express sexuality across cultures and settings (attitudinal);
- demonstrate ways to manage emotions related to sexual feelings, fantasies, and desires (skill).

年齡層：15～18 歲及以上

**要旨**

性是一件很複雜的事情，包含了生理、社會、心理、精神、倫理與文化的諸多面向，而且會隨著人生的腳步發生變化

**學習表現**

- 對於性的複雜度進行分析，並解釋為什麼它會涵蓋生理、社會、心理、精神、倫理及文化的諸多面向（知識）；
- 了解性是人類生命中很自然的一部份，而且可以增加人的幸福感（態度）；
- 反思自己的性觀念，想想它受到了哪些因素的影響（技能）。

**Key idea:**

Sexuality is complex and includes biological, social, psychological, spiritual, ethical and cultural dimensions that evolve over the lifespan

**Learners will be able to:**

- explain and analyze the complexity of sexuality and how it is multifaceted and includes biological, social, psychological, spiritual, ethical and cultural components (knowledge);
- acknowledge that sexuality is a natural part of being human and can enhance well-being (attitudinal);
- reflect on their own sexuality and factors that influence it (skill).

## 7.2 性行為與性反應

年齡層：5～8 歲

**要旨**

人可以藉由觸摸與親密行為來對他人表達愛意

**學習表現**

- 說出人對其他人表達愛意與關懷的各種方式，包括親吻、擁抱、觸摸，或者是性行為（知識）。

**Key idea:**

People can show love for other people through touching and intimacy

**Learners will be able to:**

- state that people show love and care for other people in different ways, including kissing, hugging, touching, and sometimes through sexual behaviours

(knowledge).

**要旨**

兒童應該要了解怎樣的觸摸是恰當的，以及怎樣算是不恰當的

**學習表現**

- 說明怎樣算是「正常的觸摸」與「不正常的觸摸」(知識)；
- 了解到有些觸摸兒童的方式是不應該的(態度)；
- 闡述如果有人以不正常的方式觸摸自己的話應該要怎麼辦(技能)。

**Key idea:**

Children should understand what is and what is not appropriate touching

**Learners will be able to:**

- define 'good touch' and 'bad touch' (knowledge);
- recognize that there are some ways of touching children that are bad (attitudinal);
- demonstrate what to do if someone is touching them in a bad way (skill).

年齡層：9～12 歲

**要旨**

人有所謂的性反應週期，意即(生理的或心理的)性刺激會造成我們的生理反應

**學習表現**

- 說明男性和女性對於性刺激會有怎樣的反應(知識)；
- 了解青春期的男女會比較容易注意到自己對於性吸引力與性刺激所產生的反應(知識)；
- 解釋為什麼會有許多人，不分男女，在青春期或者更早就開始自慰(知識)；
- 認知到自慰並不會造成生理或情感上的傷害，但仍應在私密環境中進行(知識)。

**Key idea:**

People have a sexual response cycle, whereby sexual stimulation (physical or mental) can produce a physical response

**Learners will be able to:**

- describe male and female responses to sexual stimulation (knowledge);
- state that during puberty boys and girls become more aware of their responses to sexual attraction and stimulation (knowledge);
- explain that many boys and girls begin to masturbate during puberty or sometimes earlier (knowledge);
- acknowledge that masturbation does not cause physical or emotional harm but

should be done in private (knowledge).

### **要旨**

對於性行為自己應該要能做出知情的決定，包括是要現在或等到晚一點再發生性行為

### **學習表現**

- 對比兩種選擇，看看現在就開始有性行為以及等到晚一點再發生性行為各有什麼利弊（知識）；
- 了解禁欲的意思，除了指一個人選擇完全不要有性行為，也可以指由自己來決定要在何時與何人來發生性行為，而且這是最有效的方式避免懷孕及感染 HIV 等性傳染病（知識）；
- 反思自己在性行為與性關係方面所做的決定，想想那會對自己未來的人生規劃造成什麼影響（態度）。

### **Key idea:**

It is important to be able to make informed decisions about sexual behaviour, including whether to delay sex or become sexually active

### **Learners will be able to:**

- compare and contrast advantages and disadvantages of choosing to delay sex or to become sexually active (knowledge);
- understand that abstinence means choosing not to have sex, or deciding when to start having sex and with whom, and is the safest way to prevent pregnancy and STIs, including HIV (knowledge);
- reflect on how plans for their future can be impacted by the decisions they take in relation to sex and relationships (attitudinal).

年齡層：12～15 歲

### **要旨**

性反應週期指的是人體對於性刺激產生生理反應的過程

### **學習表現**

- 了解到性刺激涵蓋了生理與心理的層面，而且人們出現反應的方式與時間也各有不同（知識）；
- 認識到性反應有可能會受到疾病、壓力、性虐待、藥物、物質使用及創傷等問題的影響（態度）。

### **Key idea:**

The sexual response cycle is about how the body reacts physically to sexual stimulation

**Learners will be able to:**

- understand that sexual stimulation involves physical and psychological aspects, and people respond in different ways, at different times (knowledge);
- recognize that sexual response can be impacted by issues such as illness, stress, sexual abuse, medication, substance use and trauma (attitudinal).

**要旨**

每個社會、文化與時代對於性行為都有各自的迷思，重要的是要去了解事實  
**學習表現**

- 看到跟性行為有關的資訊時，要能分辨迷思與事實（知識）；
- 明白了解跟性相關的事實的重要性（態度）；
- 對於跟性行為相關的迷思提出質疑（技能）。

**Key idea:**

Every society, culture and generation has its own myths about sexual behaviours and it's important to know the facts

**Learners will be able to:**

- differentiate myths from facts when it comes to information about sexual behaviour (knowledge);
- appreciate the importance of knowing the facts about sexuality (attitudinal);
- question myths about sexual behaviours (skill).

**要旨**

能夠對性行為做出有所依據的決定是很重要的事

**學習表現**

- 了解有所依據的性決定（亦即要有自信與充足的相關知識來決定是否要、何時要、要和誰發生性關係）對於自己的健康與幸福的重要性（態度）；
- 認識到每個人是否要開始有性行為都該由自己作主，原本的決定也可能隨著時間發生改變，任何時候都該予以尊重（態度）；
- 對自己的性行為做出負責任的決定（技能）。

**Key idea:**

It is important to be able to make informed decisions about sexual behaviour

**Learners will be able to:**

- recognize that informed sexual decision-making (i.e. being knowledgeable and confident in deciding if, when and with whom to become sexually active) is important to their health and well-being (attitudinal);
- recognize that each person's decision to be sexually active is a personal one, which can change over time and should be respected at all times (attitudinal);
- make responsible decisions about their sexual behaviour (skill).



### 要旨

對於可能對自己的健康與幸福造成負面影響的性行為，其實是有方法可以完全避免或盡量減少其風險的

### 學習表現

- 說明人有哪些選擇可以盡量減少跟性行為有關的風險，以順利展開自己所規劃的人生（知識）；
- 了解保險套等避孕工具可以降低性行為造成意外不良後果（例如：HIV、性傳染病或懷孕）的風險（知識）；
- 記住非插入式性行為不但不會有意外懷孕之虞，還可以降低感染 HIV 等性傳染病的風險，並且一樣可以讓人享受到性的歡愉（知識）；
- 認識到有很多方法可以盡量減少跟性行為有關的風險，以順利實現自己的人生規劃（態度）；
- 對於自己的性行為做出充分知情的選擇（技能）。

### Key idea:

There are ways to avoid or minimize risk of sexual behaviours that can impact negatively on one's health and well-being

### Learners will be able to:

- explain possible choices that people can make to minimize risks associated with sexual behaviour and support their life plans (knowledge);
- explain that condoms and other contraceptives reduce the risk of unintended consequences of sexual behaviours (e.g. HIV, STIs or pregnancy) (knowledge);
- recall that non-penetrative sexual behaviours are without risk of unintended pregnancy, offer reduced risk of STIs, including HIV, and can be pleasurable (knowledge);
- recognize that there are options for minimizing risks associated with sexual behaviour and realizing life plans (attitudinal);
- make well-informed choices about their sexual behaviour (skill).

### 要旨

從事性交易活動，意即用財物來交換性利益，有可能會對人的健康與福祉帶來風險

### 學習表現

- 定義何謂性交易活動（知識）；
- 說明性交易活動所帶來的相關風險（知識）；
- 了解到涉及財物交易的親密關係會讓雙方的權力更加不對等，而這樣的關係不僅會變得更加脆弱，還會對一方造成限制，使之無法提出要求來進行較為安全的性行為（態度）；
- 展現出堅定果斷的溝通與拒絕技巧來回絕性交易活動（技能）。

**Key idea:**

Transactional sexual activity, the exchange of money or goods for sexual favours, can pose risks to one's health and well-being

**Learners will be able to:**

- define transactional sexual activity (knowledge);
- describe risks associated with transactional sexual activity (knowledge);
- recognize that intimate relationships involving transactions of money or goods increase unequal power relations can increase vulnerability and limit the power to negotiate safer sex (attitudinal);
- demonstrate assertive communication and refusal skills for declining transactional sexual activity (skill).

年齡層：15～18 歲及以上

**要旨**

從事性行為雖然會帶來快感，但也會帶來在健康與福祉方面的相關責任

**學習表現**

- 歸納性快感與性責任各有哪些關鍵要素（知識）；
- 記住有很多人在人生的某些時期中是完全沒有與他人發生性接觸的（知識）；
- 說明為什麼良好的溝通可以讓性關係變得更好（知識）；
- 思考性別規範與性別刻板印象會對人們在性快感上的期待與體驗造成怎樣的影響（知識）；
- 體認到了解自己身體的性反應也會有助於了解自己的身體，而且如果發現無法發生正常反應的話，也可以尋求協助（知識）；
- 同意性伴侶雙方都有責任避免造成意外懷孕或感染 HIV 等性傳染病（態度）；
- 溝通彼此的性需求與性界限（技能）。

**Key idea:**

Engaging in sexual behaviours should feel pleasurable and comes with associated responsibilities for one's health and well-being

**Learners should be able to:**

- summarize key elements of sexual pleasure and responsibility (knowledge);
- recall that many people have periods in their lives without sexual contact with others (knowledge); justify why good communication can enhance a sexual relationship (knowledge);

- reflect on how gender norms and stereotypes influence people's expectations and experience of sexual pleasure (knowledge);
- recognize that understanding their body's sexual response can help them understand their body, and can help identify when things are not functioning properly so they can seek help (knowledge);
- acknowledge that both sexual partners are responsible for preventing unintended pregnancy and STIs, including HIV (attitudinal);
- communicate sexual needs and limits (skill).

#### **要旨**

在做性決定之前要先考量如何降低風險，以避免意外懷孕或感染 HIV 等性傳染病

#### **學習表現**

- 分析有哪些降低風險的作法對於避免意外懷孕或感染性病會大有幫助，包括萬一有人已經因為母嬰傳播、性虐待或沒有保護措施的性行為而感染 HIV 等性傳染病，此時該要怎麼減少性傳染病的傳播（知識）；
- 記住涉及財物交易的親密關係會讓對一方造成限制，使之無法提出要求來進行較為安全的性行為（知識）；
- 了解到有些方法可以降低意外懷孕及感染或傳播 HIV 等性傳染病的風險（態度）；
- 思考並應用可以降低風險的作法來避免懷孕及感染或傳播 HIV 等性傳染病（技能）。

**Key idea:** Sexual decision-making requires prior consideration of risk-reduction strategies to prevent unintended pregnancy and STIs, including HIV

#### **Learners will be able to:**

- analyze risk reduction strategies that are critical to the prevention of unintended pregnancy and STIs, including strategies to reduce transmission of STIs, including HIV, if already acquired through birth, sexual abuse or unprotected sex (knowledge);
- recall that relationships involving transactions of money or goods can limit the power to negotiate safer sex (knowledge);
- perceive that there are options for reducing risk of unintended pregnancy and STIs/ including HIV, or transmission of these (attitudinal);
- consider and apply risk reduction strategies to prevent pregnancy and STIs, including HIV and/or to prevent transmission of STIs to others (skill).

## 核心概念 8：性與生殖健康

### (Sexual and Reproductive Health)

8.1 懷孕與避孕 (Pregnancy and Pregnancy Prevention)

8.2 HIV 與愛滋病的污名、治療、照護與支持 (HIV and AIDS Stigma, Care, Treatment and Support)

8.3 理解、認識 HIV 等性傳染病與降低感染風險 (Understanding, Recognizing and Reducing the Risk of STIs, including HIV)

建議融入領域：

健康與體育領域、自然科學領域、社會領域，或相關適合之領域與群科。

#### 8.1 懷孕與避孕

年齡層：5～8 歲

##### 要旨

懷孕是一種自然的生理歷程，而且可以事先加以規劃

##### 學習表現

- 記住當卵子與精子結合，並於子宮著床後就算是懷孕了 (知識)；
- 了解懷孕和生殖是自然的生理歷程，而且人們可以規劃要在什麼時候懷孕 (知識)；
- 明瞭所有的兒童都應該被需要、被照顧和被愛 (態度)；
- 認知到並不是所有的親密伴侶都會有小孩 (知識)。

##### Key idea:

Pregnancy is a natural biological process and can be planned

##### Learners will be able to:

- recall that pregnancy begins when egg and sperm unite and implant in the uterus (knowledge);
- explain that pregnancy and reproduction are natural biological process, and that people can plan when to get pregnant (knowledge);
- explain that all children should be wanted, cared for and loved (attitude);
- recognise that not all couples have children (knowledge).

年齡層：9~12 歲

**要旨**

了解懷孕會出現哪些主要特徵是很重要的事

**學習表現**

- 列舉出懷孕時常見的跡象（知識）；
- 敘述有哪些可行的懷孕檢測方式（知識）；
- 列舉出早婚（不論自願或受迫的）、早孕及早產的相關風險（知識）；
- 了解到在年紀還小的時候就意外懷孕有可能會對自己的健康與社交造成負面影響（態度）；
- 找到一個值得信賴的成人，或是自己的家長／監護人，在自己出現懷孕跡象的時候告訴對方（技能）。

**Key idea:**

It is important to understand the key features of pregnancy

**Learners will be able to:**

- list the common signs of pregnancy (knowledge);
- describe the tests available to confirm a pregnancy (knowledge);
- list health risks associated with early marriage (voluntary and forced) and early pregnancy and birth (knowledge);
- recognize that unintended pregnancy at an early age can have negative health and social consequences (attitudinal);
- identify a parent/guardian or trusted adult to talk to if experiencing signs of pregnancy (skill).

**要旨**

現代的避孕措施既能幫人避孕，也能幫人規劃何時懷孕

**學習表現**

- 對於現在的避孕藥、保險套等避免意外懷孕的方式還存在著一些迷思，要能加以糾正（知識）；
- 說明為什麼不發生性交才是避免意外懷孕的最有效方法（知識）；
- 敘述男用及女用保險套的正確使用步驟，以降低意外懷孕的風險（知識）。

**Key idea:**

Modern contraception can help people prevent or plan pregnancy

**Learners will be able to:**

- correct myths about modern contraceptives, condoms and other ways to prevent unintended pregnancy (knowledge);
- explain that not having sexual intercourse is the most effective form of avoiding

<p>unintended pregnancy (knowledge);</p> <ul style="list-style-type: none"> <li>● describe the steps to using both male and female condoms correctly for reducing the risk of unintended pregnancy (knowledge).</li> </ul>
<p><b>要旨</b></p> <p>性別角色和同儕規範有可能會影響到是否要使用避孕措施的決定</p> <p><b>學習表現</b></p> <ul style="list-style-type: none"> <li>● 討論性別角色與同儕規範對採取避孕措施會造成怎樣的影響（知識）；</li> <li>● 了解到性伴侶雙方都有責任選擇使用保險套等避孕措施（態度）；</li> <li>● 認識到避孕是男女雙方都應該要負的責任（態度）；</li> <li>● 反思自己對於避孕的看法，而性別角色和同儕規範又是如何影響了自己的看法（技能）。</li> </ul> <p><b>Key idea:</b></p> <p>Gender roles and peer norms may influence decisions about contraceptive use</p> <p><b>Learners will be able to:</b></p> <ul style="list-style-type: none"> <li>● discuss ways that gender roles and peer norms may influence contraceptive use (knowledge);</li> <li>● acknowledge that deciding to use a condom or other contraceptives is the responsibility of both sex partners (attitudinal);</li> <li>● acknowledge that preventing pregnancy is the responsibility of both men and women (attitudinal);</li> <li>● reflect on how they feel about contraception and the gender roles and peer norms that affect these feelings (skill).</li> </ul>

年齡層：12～15 歲

<p><b>要旨</b></p> <p>不同的避孕方式會有不同的有效機率、效果、好處及副作用</p> <p><b>學習表現</b></p> <ul style="list-style-type: none"> <li>● 分析預防意外懷孕的有效方法及其相關功效（例如：男用和女用保險套、避孕藥、避孕針、植入式避孕棒、緊急避孕措施）（知識）；</li> <li>● 解釋「意外懷孕的個人脆弱性」這個觀念的意思（知識）；</li> <li>● 說明在作法得當、持之以恆的前提下，不發生性交也是避免意外懷孕的有效方法（知識）；</li> <li>● 說明只要正確且持續使用保險套等現代避孕工具，即使有性行為也可以避免意外懷孕（知識）；</li> <li>● 示範如何正確使用保險套（技能）；</li> <li>● 了解到即使原先沒有使用避孕工具，或是用法不當、過程有瑕疵，又或者遭</li> </ul>
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到性侵，都還是可以利用緊急避孕措施（在合法且可用的情況下）來避免意外懷孕（知識）；

- 了解到自然避孕法並沒有現代方法可靠，但若是在沒有現代方法的情況下，採用自然避孕法也總好過完全不避孕，因此在專業醫療人員的建議下也可以考慮採用（知識）；
- 了解到進行絕育手術乃是一種永久性的避孕方式（知識）。

**Key idea:**

Different forms of contraception have different effectiveness rates, efficacy, benefits and side effects

**Learners will be able to:**

- analyze effective methods of preventing unintended pregnancy and their associated efficacy (e.g. male and female condoms, contraceptive pills, injectables, implants, emergency contraception) (knowledge);
- explain the concept of personal vulnerability to unintended pregnancy (knowledge);
- state that abstaining from sexual intercourse is an effective method to prevent unintended pregnancy if practised correctly and consistently (knowledge);
- state that correct and consistent use of condoms and modern contraception can prevent unintended pregnancy among the sexually active (knowledge);
- demonstrate how to use a condom correctly (skill);
- explain that emergency contraception (where legal and available) can prevent unintended pregnancy, including pregnancy through lack of contraception, contraceptive misuse or failure, or sexual assault (knowledge);
- state that natural contraceptive methods are not as reliable as modern methods but, in the absence of modern methods, natural methods are better than nothing and may be considered with advice from a health professional (knowledge);
- state that sterilization is a permanent method of contraception (knowledge).

**要旨**

無論一個人的能力、婚姻狀況、性別、性別認同或性傾向如何，只要是已經開始有性行為的青少年，而且懂得避孕的好處，就應該要可以順利獲得避孕工具

**學習表現**

- 分析當地通常在哪裡可以買到保險套或避孕藥——但要注意可能會有一些限制條件，致使青少年無法買到這些東西（知識）；
- 認識到只要是開始有性行為的青少年，都不應該因為其婚姻狀態及性別而在購買避孕藥或保險套時遭到拒絕（態度）；
- 闡述有哪些方法可以取得避孕措施（技能）。

**Key idea:**

Young people who are sexually active and could benefit from contraception should be able to access it without significant barriers, regardless of ability, marital status, gender, gender identity or sexual orientation

**Learners will be able to:**

- analyze where condoms and contraceptives can typically be accessed locally - although barriers may prevent or limit young people's ability to obtain them (knowledge);
- recognize that no sexually active young person should be refused access to contraceptives or condoms on the basis of their marital status, their sex or their gender (attitudinal);
- demonstrate ways to access sources of contraception (skill).

**要旨**

太早生育或生育間隔時間太短都會帶來相關的健康風險

**學習表現**

- 說明什麼情況算是太早生育，以及所帶來的相關健康風險（知識）；
- 說明生育間隔時間長一點的好處（知識）；
- 認識到不要太早懷孕或太快又懷孕的重要性（態度）；
- 表達自己以後會不會想懷孕、想要什麼時候懷孕（技能）。

**Key idea:**

There are health risks associated with too early child-bearing and closely spaced births

**Learners will be able to:**

- define too early child-bearing and explain the associated health risks (knowledge);
- describe the benefits of child-spacing (knowledge);
- recognize the importance of delaying and spacing pregnancies (attitudinal);
- express preferences about if and when to become pregnant (skill).

年齡層：15～18 歲及以上

**要旨**

使用避孕藥不只可以幫有性行為的人避孕，也可以用來規劃什麼時候要生小孩，因而在生育方面對個人與社會都有很重要的功效

**學習表現**

- 評估一般人可以使用的現代避孕工具（例如：男用和女用保險套、避孕藥、避孕針、植入式避孕棒、緊急避孕措施），看看會為個人帶來什麼好處，又有哪些可能的副作用或風險（知識）



- 探討當有性行為的人要決定哪一種避孕方式最適用，又或者決定要混用多種避孕措施時，他們所考量的是哪些因素（例如：知覺風險、成本、容易取得的程度）（知識）；
- 認識到正確使用避孕工具的重要性，包括保險套和緊急避孕措施（態度）；
- 在商量和使用各種避孕方式時表現出堅定的自信態度（技能）；
- 制定一套作法，讓自己在有需要的時候可以取得想要的現代避孕工具（技能）。

### **Key idea:**

Contraceptive use can help people who are sexually active to prevent pregnancy, or plan if and when to have children, with important related benefits for individuals and societies

### **Learners will be able to:**

- assess personal benefits and possible side effects and / or risks of available modern methods of contraception (e.g. male and female condoms, contraceptive pills, injectables, implants, emergency contraception) (knowledge);
- examine factors (e.g. perceived risk, cost, accessibility) that help determine the most appropriate method or mix of contraceptives among the sexually active (knowledge);
- recognize the importance of using contraception correctly, including condoms and emergency contraception, (attitudinal);
- demonstrate confidence in discussing and using different contraceptive methods (skill);
- develop a plan for accessing a preferred method of modern contraception for when they may need it (skill).

### **要旨**

意外懷孕時有所聞，所有的青少年都應該要可以獲得必要的服務與保護，以保障他們的健康與福祉

### **學習表現**

- 檢視跟未成年媽媽的權利相關的法律與政策，了解要如何保障她們可以繼續受教與完成學業，以及如何在不受歧視的情況下獲得生育方面的醫療服務（知識）；
- 了解到如果校方將在學的未成年懷孕少女開除或退學，乃是對其人權的侵犯（態度）；
- 指出如果有女性懷孕，不論是否是意外懷孕，可以利用哪些醫療與支援機構的服務（知識）；
- 了解到不安全的墮胎方式會對女性帶來嚴重的健康風險（知識）；
- 認識到即使是早孕或意外懷孕的情況，懷孕的女性都應該要獲得品質良好、

安全且全面的醫療照護與協助（態度）；

- 闡述如果親友已經懷孕，不論是否是意外懷孕，又或是已經有小孩，該要怎樣在健康、教育與福祉方面予以支持（技能）。

**Key idea:**

Unintended pregnancies occur, and all young people should be able to access the services and protections necessary for their health and well-being

**Learners will be able to:**

- examine the relevant laws and policies to protect the rights of adolescent mothers to continue and complete their education and have access to reproductive health services without discrimination (knowledge);
- acknowledge that excluding or expelling an adolescent girl who becomes pregnant while she is in school is a violation of her human rights (attitudinal);
- identify the range of health and support services available to a pregnant woman or girl, in the case of unintended or intended pregnancy (knowledge);
- understand that unsafe abortion poses a serious health risk to women and girls (knowledge);
- recognize that even if a pregnancy is early or unintended, the pregnant woman or girl should have access to good quality, safe and comprehensive health care and support (attitudinal);
- demonstrate how to support a friend or loved one who experiences intended or unintended pregnancy, or who has a child, with regards to their health, education and wellbeing (skill).

**要旨**

如果自己還沒做好成為家長的準備，將孩子交人領養也是一種可行的方式

**學習表現**

- 評估領養的風險與好處（知識）；
- 認識到對那些還沒做好準備要當家長的人來說，將孩子交人領養也是一項重要的選擇（態度）。

**Key idea:**

Adoption is an option when someone is not ready or able to become a parent

**Learners will be able to:**

- evaluate the risks and benefits of adoption (knowledge);
- acknowledge that adoption is an important option for people who are not ready or able to become parents (attitudinal).

**要旨**

有些作法會有助於懷孕期的健康，有些則有害

### 學習表現

- 評估在產前有哪些行為會對懷孕期的健康有益，而又有哪一些會有害（知識）；
- 認識到確保懷孕期的健康並不只是母親的單方責任（態度）；
- 設計一套作法來促進懷孕期的健康（技能）；
- 闡述該要如何獲得產前照護的相關服務（技能）。

### Key idea:

There are practices that can contribute to or threaten a healthy pregnancy

### Learners will be able to:

- assess prenatal practices that either contribute to a healthy pregnancy or threaten a healthy pregnancy (knowledge);
- acknowledge that ensuring a healthy pregnancy is not just the responsibility of the mother (attitudinal);
- develop a plan for supporting a healthy pregnancy (skill);
- demonstrate how to access prenatal services (skill).

## 8.2 HIV 與愛滋病的污名、治療、照護與支持

年齡層：5～8 歲

### 要旨

HIV 感染者跟大家有一樣的權利，也一樣可以活得很有成就

### 學習表現

- 了解到只要能獲得正確的照護、治療與支持，感染 HIV 的人也可以活得非常有成就，如果想要的話也照樣可以有自己的小孩（知識）；
- 認識到 HIV 感染者也跟所有人一樣有權獲得平等的愛、尊重、關懷與支持（以及即時的治療）（態度）。

### Key idea:

People living with HIV have equal rights and live productive lives

### Learners will be able to:

- state that with the right care, treatment and support, people living with HIV are able to live fully productive lives and to have their own children if they wish to (knowledge);
- recognize that people living with HIV have the right to equal love, respect, care and support (and timely treatment) as everyone (attitudinal).

### 要旨

目前已有有效的醫療方法可以幫助感染 HIV 的人

**學習表現**

- 了解到只要給予照護、尊重與支持，HIV 感染者現在也可以利用有效的醫療方式來控制好病情（知識）。

**Key idea:**

There are effective medical treatments that can help people living with HIV

**Learners will be able to:**

- state that there are effective medical treatments that, with care, respect and support, people living with HIV can now take to manage their condition (knowledge).

年齡層：9～12 歲

**要旨**

讓 HIV 感染者可以在安全且友善的環境中談論自己的感染者身份，這是一件很重要的事

**學習表現**

- 舉例說明 HIV 感染者公開談論自己的感染者身份可能會為他們帶來哪些好處以及哪些挑戰（知識）；
- 謹記某些 HIV 感染者是生下來就感染了 HIV 的，其他人則是後天才感染的（知識）；
- 認識到人人都有責任保障 HIV 感染者能擁有一個安全而友善的生活環境（態度）；
- 闡述該如何為打造這種安全而友善的環境貢獻一己之力（技能）。

**Key idea:**

It's important for people living with HIV to be able to talk about their HIV status in a safe and supportive environment

**Learners will be able to:**

- describe some of the benefits and challenges that people living with HIV face upon talking about their HIV status (knowledge);
- recall that some people living with HIV were born with HIV, and others acquire HIV during their lifetime (knowledge);
- acknowledge that everyone has a responsibility to ensure safe and supportive environments for people living with HIV (attitudinal);
- demonstrate ways to contribute to safe and supportive environments (skill).

**要旨**

HIV 感染者在照護與治療方面會有特殊需求，其中有部分可能會產生副作用  
**學習表現**

- 說明為什麼 HIV 感染者在照護與治療方面會有特殊需求，以及可能會出現哪些副作用（知識）；
- 謹記 HIV 的治療是一輩子都不能停的，而且可能會造成一些副作用及其他問題，可能在營養方面必須多加注意（知識）；
- 了解到 HIV 的治療也可以對兒童與青少年感染者提供幫助，不過在青春期的時要必須要多加小心，確保其用藥時的劑量與依從性沒有問題，並且要控制好產生的副作用（例如：注意骨密度及抗反轉錄病毒的抗藥性）（知識）；
- 列舉出獲得 HIV 照護與治療服務的管道（技能）。

**Key idea:**

A person living with HIV will have unique needs for care and treatment, some of which may come with possible side effects

**Learners will be able to:**

- explain why a person living with HIV has unique needs for care and treatment, including some possible side effects (knowledge);
- recall that treatment for HIV is a lifelong commitment, and can often come with side effects and other challenges, and may require careful attention to nutrition (knowledge);
- state that children and young people living with HIV can also benefit from treatment, although careful attention is required during puberty to ensure proper dosage and adherence, and management of side-effects (e.g. bone density, ARV drug resistance) (knowledge);
- list and demonstrate how people can access HIV care and treatment services (skill).

**要旨**

HIV 和愛滋病會影響到家庭結構、家庭角色與家庭責任

**學習表現**

- 說明 HIV 並不是人際關係、家庭或性生活的障礙，因為有沒有感染 HIV 的人都可以一起生活及成為性伴侶，不用擔心自己會感染 HIV 或是生出感染 HIV 的孩子（知識）；
- 說明 HIV 和愛滋病會怎樣影響到家庭，以及家中的結構、角色與責任（知識）；
- 解釋在家庭、社群、服務與治療機構的支持下，感染 HIV 的女性不只可以活得很健康，還可以生下沒有感染 HIV 的孩子並放心哺乳（知識）；
- 認識到所有人都有責任支持 HIV 感染者（態度）；
- 闡述要怎麼支持 HIV 感染者（技能）。

**Key idea:**

HIV and AIDS can affect family structure, family roles and responsibilities

**Learners will be able to:**

- explain that HIV is not a barrier for relationships, family or having a sexual life, because people with different HIV statuses can live together and be sexual partners without risk of acquiring HIV, and have children free of HIV (knowledge);
- illustrate how HIV and AIDS can affect families, their structure, roles and responsibilities (knowledge);
- explain that with support from family, the community, services and treatment, women living with HIV can be healthy and deliver and breastfeed children who are HIV free (knowledge);
- acknowledge that everyone has a responsibility to support people living with HIV (attitudinal);
- demonstrate ways to support people living with HIV (skill).

年齡層：12～15 歲

**要旨**

只要能獲得正確的照護、尊重與支持，HIV 感染者也可過著不受歧視的精彩人生

**學習表現**

- 了解到因他人感染 HIV 而加以歧視乃是違法的（知識）；
- 認識到有些人即使在出生時就感染了 HIV，只要能獲得治療與支持，照樣可以過出美滿、健康與有成就的人生（態度）。

**Key idea:**

With the right care, respect and support, people living with HIV can lead fully productive lives free from discrimination

**Learners will be able to:**

- conclude that discrimination against people on the basis of their HIV status is illegal (knowledge);
- recognize that some people have been living with HIV since birth and can expect to live full, healthy and productive lives with treatment and support (attitudinal).

**要旨**

包括 HIV 感染者在內，所有人只要願意，就應該可以透過婚姻和長期承諾來表達自己性的感受與對他人的愛，這是人人都應該具備的平等權利

**學習表現**

- 說明為什麼包括 HIV 感染者在內，所有人都有權表達自己的性感受與對他人的愛（知識）；
- 支持所有人都可以表達自己的性感受與對他人的愛，包括 HIV 感染者在內（態度）。

**Key idea:**

Everyone, including people living with HIV, have the equal right with all others to express sexual feelings and love for others, through marriage and long-term commitments – should they choose to do so

**Learners will be able to:**

- justify why everyone, including people living with HIV, have the right to express sexual feelings and love for others (knowledge);
- support the right for everyone, including people living with HIV, to express their sexual feelings and love for others (attitudinal).

**要旨**

由 HIV 感染者所經營或參與的支援團體與公共計畫，可以提供不少幫助

**學習表現**

- 說明為什麼由 HIV 感染者所經營或參與的支援團體與公共計畫可以提供不少幫助，以及它們提供了哪些服務（知識）；
- 了解與肯定由 HIV 感染者所經營或參與的支援團體與公共計畫所提供的幫助（態度）；
- 說出當地有哪些相關支援團體與公共計畫（技能）。

**Key idea:**

Support groups and programmes run by and with people living with HIV can be helpful

**Learners will be able to:**

- explain how support groups and programmes run by and with people living with HIV can be helpful, and describe the services that they offer(knowledge);
- appreciate the assistance that support groups and programmes run by and with people living with HIV provide (attitudinal);
- demonstrate ways to access local support groups and programmes (skill).

年齡層：15～18 歲及以上

**要旨**

只要能獲得正確的照護、尊重與支持，HIV 感染者的一生也可以過得多采多姿

### 學習表現

- 分析 HIV 與愛滋病感染者及其周遭人士為什麼會遭致污名與歧視，而這又對他們造成了哪些影響（知識）；
- 指出本國中有哪些社運要角本身就是 HIV 感染者（包括男性、女性及跨性別人士），並從改變大眾對 HIV 的認知、支持及保護其他 HIV 感染者這些方面來敘述他們所取得的成就（知識）；
- 欣賞與肯定 HIV 感染者所取得的成就（態度）；
- 主動提倡所有人都有權免於污名與歧視之害，包括 HIV 感染者在內（技能）。

### Key idea:

With the right care, respect and support, people living with HIV can lead fully productive lives across the lifespan

### Learners will be able to:

- analyze causes and impacts of stigma and discrimination on people living with or affected by HIV and AIDS (knowledge);
- identify leading activists living with HIV (men, women and transgender people) in their country, and describe their achievements in terms of changing how people think about HIV and support and protect others living with HIV (knowledge);
- appreciate the achievements of people living with HIV (attitudinal);
- advocate for everyone's right, including people living with HIV, to live free of stigma and discrimination (skill).

## 8.3 理解、認識 HIV 等性傳染病與降低感染風險

年齡層：5～8 歲

### 要旨

免疫系統會保護人體免於疾病，讓人維持健康

### 學習表現

- 介紹「健康」與「疾病」這兩個概念（知識）；
- 說明人類擁有免疫系統，可以保護人不會生病（知識）；
- 列舉出一般人有哪些方法可以有助於對健康的保障（知識）。

### Key idea:

The immune system protects the body from illness and helps people stay healthy

### Learners will be able to:

- describe the concepts of 'health' and 'illness' (knowledge);



- explain that humans have an immune system that protects them from illness (knowledge);
- list ways people can try to protect their health (knowledge).

#### **要旨**

人即使外表看似健康，也有可能已經生病了

#### **學習表現**

- 記住就算某人的外表與他自己的感覺都好像很健康，依然有可能已經生病了（知識）。

#### **Key idea:**

People can have an illness and look healthy

#### **Learners will be able to:**

- recall that even though someone has an illness they can still look and feel healthy (knowledge).

#### **要旨**

每個人不論是否生病，都一樣需要愛、關懷與支持

#### **學習表現**

- 說明為什麼不管健康狀態如何，大家都需要愛、關懷與支持（知識）。

#### **Key idea:**

Everyone, whether they have an illness or not, needs love, care and support

#### **Learners will be able to:**

- describe how people need love, care and support, regardless of their health status (knowledge).

年齡層：9～12 歲

#### **要旨**

跟已經感染 HIV 等性傳染病的人發生性關係，就有可能會感染這些性傳染病，但可以透過一些方法來降低感染風險

#### **學習表現**

- 列舉出青少年群體中最常見的性傳染病（例如：HIV、人類乳突病毒、皰疹、披衣菌、淋病），以及最常見的傳播途徑（知識）；
- 說明為何 HIV 不會因為日常接觸（例如：握手、擁抱、共飲一杯水）而造成傳播（知識）。

#### **Key idea:**

People can acquire STIs, including HIV, as a result of having sex with someone who

already has an STI, and there are ways people can lower their vulnerability to infection

**Learners will be able to:**

- list the most common STIs, (e.g. HIV, HPV, herpes, chlamydia, gonorrhoea) among youth in their community, and the most common modes of transmission (knowledge);
- describe how HIV cannot be transmitted through casual contact (e.g. shaking hands, hugging, drinking from the same glass) (knowledge).

**要旨**

HIV 有許多不同的傳播途徑，例如：與 HIV 感染者發生沒有保護措施的性行為

**學習表現**

- 列舉出 HIV 各種可能的傳播途徑（例如：與陽性感染者發生沒有保護措施的性行為、輸入了含有病毒的血液、共用注射器、針頭等銳利工具，以及在懷孕、分娩及哺乳時的感染）（知識）；
- 了解到大部分感染或傳播 HIV 的人，都是因為跟 HIV 感染者發生了沒有保護措施的插入式性行為而造成的（知識）。

**Key idea:**

HIV is a virus that can be transmitted in various ways, including unprotected sex with someone who is living with HIV

**Learners will be able to:**

- list the different ways that HIV can be transmitted (e.g. unprotected sex with someone who is positive, blood transfusion with contaminated blood, sharing syringes, needles or other sharp instruments; during pregnancy, at birth or while being breastfed) (knowledge);
- state that most people acquire or transmit HIV through unprotected penetrative sexual intercourse with someone who is living with HIV (knowledge).

**要旨**

有一些方法可以降低 HIV 等性傳染病的感染風險

**學習表現**

- 說明要怎麼降低 HIV 的感染與傳播風險，包括曝露在病毒之前的預防手段（例如：使用保險套，如果合法的話男性也可以自願接受包皮環切術〔VMMC〕，又或是利用曝露前預防性投藥〔PrEP〕加上保險套），以及曝露在病毒之後的補救方法（例如：在合法的條件下使用曝露後預防性投藥〔PEP〕）（知識）；
- 敘述使用保險套的正確步驟（知識）；
- 如果當地法規允許，說明要如何接種人類乳突病毒疫苗，以及幾歲之後可以

接種（知識）；

- 展現溝通、協商與拒絕的技巧，以對抗不想接受的性壓力，勇敢表示自己想採取較為安全的性行為，包括正確與持續地使用保險套或避孕藥（技能）。

**Key idea:**

There are ways that people can reduce their vulnerability to STIs, including HIV

**Learners will be able to:**

- describe ways to reduce the risk of acquiring or transmitting HIV, before (i.e. using a condom and where available, voluntary medical male circumcision (VMMC) or Pre-Exposure Prophylaxis (PrEP) in combination with condoms); and after (i.e. where available, Post-Exposure Prophylaxis (PEP)) exposure to the virus (knowledge);
- describe the steps to using a condom correctly (knowledge);
- where available, describe at what age and where the vaccine for genital human papillomavirus (HPV) can be accessed (knowledge);
- demonstrate communication, negotiation and refusal skills for countering unwanted sexual pressure or asserting the intention to practise safer sex, including the correct and consistent use of condoms and contraceptives (skill).

**要旨**

進行檢測是唯一能確定知道一個人是否感染了 HIV 等性傳染病的方式，而且 HIV 和大多數的性傳染病都已經有治療方法

**學習表現**

- 對於最常見的性傳染病，包括 HIV 在內，證明自己對於所在的社群環境中的性傳染病檢測與治療方式都有足夠的理解（知識）。
- 說明該要如何對想要去接受性傳染病檢測的人表示支持（知識）；
- 認識到安全而友善的環境對於接受性傳染病檢測的人的重要性（態度）；
- 說出有哪些地方可以進行性傳染病檢測（技能）。

**Key idea:**

Testing is the only way to know for sure whether someone has an STI, including HIV, and treatment exists for HIV and most STIs

**Learners will be able to:**

- demonstrate their understanding of STI testing and treatment for the most common STIs, including HIV, in their community (knowledge);
- explain ways to be supportive of someone who may want to get tested (knowledge);
- acknowledge the importance of safe and supportive environments for people to get tested (attitudinal);

- demonstrate where to go to get tested (skill).

年齡層：12～15 歲

### 要旨

像是披衣菌、淋病、梅毒、HIV、人類乳突病毒這一類的性傳染病，都是可以加以預防、治療或控制的

### 學習表現

- 敘述人們會感染 HIV 等性傳染病的各種途徑（例如：透過性傳播感染，或是在懷孕、分娩及哺乳時感染，以及輸入了含有病毒的血液，或是共用注射器、針頭等銳利工具）（知識）；
- 了解到不發生性行為乃是避免感染 HIV 等性傳染病透過性交傳播的最有效方式（知識）；
- 說明當人開始有性行為之後，可以透過一些特定方法來降低感染或傳播 HIV 等性傳染病的風險，包括持續正確使用保險套、不採取插入式性行為、採行「彼此都是對方的單一配偶」制度、減少性伴侶數量、避免同時擁有多重性伴侶，以及接受性傳染病的檢測與治療（知識）；
- 說明為什麼在某些 HIV 等性傳染病高發的環境中，年齡差異較大或跨世代的性關係可能會讓 HIV 的風險增加（知識）；
- 表現自己有協商能力，可以要求進行較為安全的性行為、拒絕不安全的性行為（技能）；
- 示範使用保險套的正確步驟（技能）。

### Key idea:

STIs such as chlamydia, gonorrhoea, syphilis, HIV and HPV can be prevented and treated or managed

### Learners will be able to:

- describe the different ways that people acquire STIs, including HIV (i.e. through sexual transmission, during pregnancy, birth or breastfeeding, through blood transfusion with contaminated blood, sharing of syringes, needles or other sharp instruments) (knowledge);
- state that not having sexual intercourse is the most effective protection from acquiring HIV and other STIs through sexual transmission (knowledge);
- explain that if one is sexually active, there are specific ways to reduce the risk of acquiring or transmitting HIV and other STIs including: consistently and correctly using condoms; avoiding penetrative sex; practising 'mutual monogamy'; reducing the number of sexual partners; avoiding concurrent partnerships; and getting tested and treated for STIs (knowledge);

- explain that in certain settings where there are high levels of HIV and other STIs, age-disparate/ intergenerational relationships can increase vulnerability to HIV (knowledge);
- demonstrate skills in negotiating safer sex and refusing unsafe sexual practices (skill);
- demonstrate the steps for correct condom use (skill).

### 要旨

性的醫療機構可以提供 HIV 的檢測與治療服務，也有供應保險套，有些機構還提供 PrEP、PEP 或 VMMC，以及其他可以幫助大家評估自己的 HIV 感染風險及是否要進行檢測或需要接受治療的相關服務

### 學習表現

- 檢視有哪些方法可以獲得醫療系統的幫助來進行 HIV 檢測，以及有哪些公共計畫可以為 HIV 感染者提供協助（知識）；
- 說明目前有哪幾種 HIV 的檢測方式，以及各自的執行方式（知識）；
- 說明什麼是自願男性包皮環切術（VMMC），以及為何這樣可以降低男性感染 HIV 的風險（知識）；
- 如果當地法規允許，說明什麼是曝露前預防性投藥（PrEP）及曝露後預防性投藥（PEP），了解如果曝露於可能有 HIV 病毒的環境，這些方式可以降低在曝露前後感染 HIV 的機會（知識）；
- 了解每個人都有權在自願、知情和保密的情況下進行檢測，並不得要求測試者公開自己的 HIV 感染者身份（知識）；
- 認識到檢測對於評估 HIV 感染風險以及是否需要接受治療的重要性（態度）；
- 闡述該如何對想要接受檢測的朋友表示支持（技能）。

### Key idea:

Sexual health services can offer HIV testing, treatment, provision of condoms, and some may provide PrEP and PEP or VMMC, among other services that can help people assess their vulnerability to HIV and access testing and treatment as needed

### Learners will be able to:

- examine ways of accessing health systems to get tested for HIV, and programmes that provide support to people living with HIV (knowledge);
- illustrate the types of HIV tests available and how they are administered (knowledge);
- describe VMMC and how it can reduce vulnerability to HIV among men (knowledge);
- define PrEP and PEP if locally available, as ways to reduce the likelihood of acquiring HIV before or after a potential exposure to HIV (knowledge);

- state that everyone has a right to voluntary, informed, and confidential testing and should not be required to disclose their HIV status (knowledge);
- acknowledge the importance of testing for assessing vulnerability to HIV, and accessing treatment as needed (attitudinal);
- demonstrate how to be supportive of a friend who wants to get tested (skill).

年齡層：15～18 歲及以上

#### 要旨

利用溝通、協商和拒絕技巧可以幫助青少年對抗不想接受的性壓力，以及強化採取較為安全的性行為的意願（例如：持續使用保險套等避孕措施）

#### 學習表現

- 記住一個人的協商技巧會受到諸多因素影響，包括社會規範、權力不對等、個人的信念，以及相信自己有多大的選擇權（知識）；
- 利用自己所能採取的有效溝通、協商與拒絕技巧，對抗不想接受的性壓力，採取較為安全的性行為（技能）。

#### Key idea:

Communication, negotiation and refusal skills can help young people to counter unwanted sexual pressure or reinforce the intent to practice safer sex (i.e. consistently using condoms and contraception)

#### Learners will be able to:

- recall that a person's negotiation skills can be impacted by social norms, power inequality and the individual belief and confidence in their power to make a decision (knowledge);
- apply effective communication, negotiation and refusal skills they can use to counter unwanted sexual pressure and employ safer-sex strategies (skill).

#### 要旨

已經開始有性行為的人在決定要採用何種方式來降低風險時，會受到自己的自我效能、知覺風險、性別角色、文化與同儕規範所影響

#### 學習表現

- 以批判角度分析開始有性行為的人在決定要怎麼降低風險時可能會受到哪些因素的影響（知識）；
- 了解到對社會中某些群體的排斥與歧視會增加他們感染 HIV 等性傳染病的風險（態度）；
- 制定自己對未來的健康與福祉的規劃，並且付諸行動（技能）；
- 說明要如何取得保險套（技能）。

**Key idea:**

Among those who are sexually active, the decision about which strategy to use to reduce vulnerability is influenced by one's self-efficacy, perceived vulnerability, gender roles, culture and peer norms

**Learners will be able to:**

- critique all of the potential influences on a person's decision to decrease vulnerabilities when sexually active (knowledge);
- acknowledge that exclusion and discrimination of certain groups in society increases their vulnerability to HIV and other STIs (attitudinal);
- construct and practise a personal plan for health and well-being (skill);
- demonstrate ways to access condoms (skill).

**要旨**

性醫療機構可以提供保險套、HIV 檢測與治療服務，有些機構還提供 PrEP、PEP 或 VMMC，以及像是其他性傳染病的檢測與治療、避孕與性別暴力問題等方面的服務，這些可以幫助大家評估自己感染 HIV 的風險，以及評估是否需要進行檢測與治療

**學習表現**

- 評估一般人可以利用哪些性醫療機構來預防或盡量減少自己感染 HIV 的風險（知識）；
- 指出有哪些管道可以進行安全與保密的 HIV 檢測，以及獲得 PrEP、PEP 等醫療服務（知識）。



**Key idea:**

Sexual health services can offer condoms, HIV testing, treatment; and some may provide PrEP and PEP or VMMC, among other services such as testing and treatment for other STIs, contraception and gender-based violence, which can help people assess their vulnerability to HIV and access testing and treatment as needed

**Learners will be able to:**

- evaluate the sexual health services that a person can utilize to both prevent and minimize their vulnerability to HIV (knowledge);
- identify where to access safe and confidential HIV testing and other services, including PrEP and PEP (knowledge).

## 相關資源

1	International Technical Guidance on Sexuality Education: An Evidence-informed Approach (revised ed.). Paris: UNESCO(2018).	<p><a href="#">連結 (PDF)</a></p> 
2	十二年國民基本教育課程綱要健康與體育領域課程手冊。國家教育研究院 (2022)	<p><a href="#">連結 (PDF)</a></p> 
3	公民與政治權利國際公約及經濟社會文化權利國際公約一般性意見 (修訂二版)。法務部編印 (2018)。	<p><a href="#">連結 (PDF)</a></p> 
4	保護兒童免於性剝削與性虐待之專有名詞使用準則。台灣展翅協會 (2016)。	<p><a href="#">連結 (PDF)</a></p> 