



*The Coptic Orthodox Patriarchate of Alexandria*  
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# ÉDUCATION A LA SEXUALITÉ

Première et deuxième primaire

# Agenda

- **General idea**
- **Quebec sex education program content.**
- **The Bible tells me that .....**
- **Rules for parents and servants**
- **Lessons learned : 1st - 2nd primary**
- ➤ Human sexual growth and body image
- ➤ Enjoy your girl or boy's body
- ➤ To locate the sexual organs of girls and boys and their functions
- **Sexual assault**
- **Preventive messages to be transmitted to your child**
- **How to protect your child from Internet risks**

# Québec Program:

## Grade 1-2



### **Children 6 to 8 years old:**

- are curious about the phenomenon of reproduction, anatomy and physiology.
- are often unfamiliar with the correct terms for the sexual parts of their bodies and tend to use slang words instead.
- are more often familiar with the correct terms for male sexual organs than for female sexual organs.

# Québec Program:

## Grade 1-2

- begin to develop stereotypes of body images that affect how they view their growing bodies (girls are generally more dissatisfied with their bodies and want to be thinner starting at this age).
- The approach taken in Elementary Cycle One provides the foundation for future sexuality education and should help students develop a positive body image and increase the effectiveness of interventions to prevent sexual assault, in particular by:
  - fostering the students' appreciation for the diversity of body types as well as helping them be more comfortable and accurate in using the correct terms for the parts of the body, including the sexual organs.

# Quebec program

## Primary 1-2 learning content:

- 1) Give examples of the gender roles associated with girls and boys
  - Gender roles associated with girls and boys
    - o Activities and interests (e.g. sports, games)
    - o Occupations
    - o Personality traits, appearance and temperament
  - Roles that could be specifically attributed to one of the sexes
  - Concept of gender stereotyping and ways of dealing with gender stereotypes
- 2) Become aware of the different ways that femininity and masculinity can be expressed, **beyond gender stereotypes**

## Quebec program

### Primary 1-2 learning content:



- Observation of how girls and boys express themselves, and of how women and men express themselves
- Preferences of girls and boys in their activities and interests
- **Respect for differences in choices regarding activities and interests**

Children 5 to 8 years old:

- recognize the attributes and activities associated with girls and boys (sports, academic tasks, occupations) and are drawn toward interests and activities that are socially ascribed to their gender.

## Quebec program

### Primary 1-2 :

For example, boys and girls continue to prefer different toys in the earlier years of elementary school.

- have difficulty recognizing that there can be individual variation in femininity and masculinity<sup>54</sup> and have not attained a sufficient level of cognitive development to allow them to question their own stereotypical behaviour.

### **The approach taken in Elementary Cycle One should help:**

- broaden the students' conception of the gender roles that can be taken on by boys and girls, above and beyond the stereotypes, and foster respect for differences.

# Summary table

## Themes and learning content in sexuality education

Kindergarten	Elementary						Secondary				
	1	2	3	4	5	6	I	II	III	IV	V
<p><b>Sexual growth and body image</b></p> <ul style="list-style-type: none"> <li>› Parts of the body</li> <li>› Expressing needs and feelings</li> </ul>	<p><b>Identity, gender stereotypes and roles, and social norms</b></p> <ul style="list-style-type: none"> <li>› Gender roles and stereotypes</li> <li>› Respect for differences</li> </ul>	<p><b>Sexual growth and body image</b></p> <ul style="list-style-type: none"> <li>› Sexual organs</li> <li>› Appreciating your body and personal hygiene</li> </ul>	<p><b>Identity, gender stereotypes and roles, and social norms</b></p> <ul style="list-style-type: none"> <li>› Stereotypes in social environments and in the media</li> <li>› Influence of stereotypes</li> </ul>	<p><b>Sexual growth and body image</b></p> <ul style="list-style-type: none"> <li>› Main changes associated with puberty</li> <li>› Feelings about growing up</li> </ul>	<p><b>Sexual growth and body image</b></p> <ul style="list-style-type: none"> <li>› Psychological and physical changes associated with puberty</li> <li>› Role of puberty in growth</li> </ul>	<p><b>Sexual growth and body image</b></p> <ul style="list-style-type: none"> <li>› Understanding the changes associated with puberty</li> <li>› Body image</li> </ul>	<p><b>Sexual growth and body image</b></p> <ul style="list-style-type: none"> <li>› Advantages of having a positive body image</li> <li>› Influence that social norms can have on body image</li> </ul>	<p><b>Emotional and romantic life</b></p> <ul style="list-style-type: none"> <li>› Romantic relationships</li> <li>› Challenges involved in first dating relationships</li> </ul>	<p><b>Identity, gender stereotypes and roles, and social norms</b></p> <ul style="list-style-type: none"> <li>› Reflect in critical manner on representations of sexuality in the public space</li> </ul>	<p><b>Emotional and romantic life</b></p> <ul style="list-style-type: none"> <li>› Recognizing symptoms of violence</li> <li>› Solutions to prevent or deal with violence</li> </ul>	<p><b>Emotional and romantic life</b></p> <ul style="list-style-type: none"> <li>› Meaningful emotional and romantic relationships</li> </ul>
<p><b>Pregnancy and birth</b></p> <ul style="list-style-type: none"> <li>› Stages of pregnancy</li> <li>› Welcoming a new baby</li> </ul>	<p><b>Sexual assault</b></p> <ul style="list-style-type: none"> <li>› How to recognize a situation of sexual assault</li> <li>› Reporting an incident to an adult</li> </ul>	<p><b>Emotional and romantic life</b></p> <ul style="list-style-type: none"> <li>› Interpersonal relationships</li> <li>› Expressing feelings</li> </ul>	<p><b>Sexual assault</b></p> <ul style="list-style-type: none"> <li>› How to recognize different forms of sexual assault</li> <li>› Preventing and dealing with sexual assault</li> </ul>	<p><b>Identity, gender stereotypes and roles, and social norms</b></p> <ul style="list-style-type: none"> <li>› Establishing egalitarian relationships</li> </ul>	<p><b>Sexual assault</b></p> <ul style="list-style-type: none"> <li>› Preventing and dealing with sexual assault in a real or virtual context</li> </ul>	<p><b>Identity, gender stereotypes and roles, and social norms</b></p> <ul style="list-style-type: none"> <li>› Impacts of sexism and homophobia</li> <li>› Respect for sexual diversity and respect for rights</li> </ul>	<p><b>Identity, gender stereotypes and roles, and social norms</b></p> <ul style="list-style-type: none"> <li>› Role of puberty in consolidating one's identity</li> </ul>	<p><b>Sexual violence</b></p> <ul style="list-style-type: none"> <li>› Myths and prejudices about sexual assault</li> <li>› Concept of consent</li> </ul>	<p><b>Emotional and romantic life</b></p> <ul style="list-style-type: none"> <li>› Benefits of a romantic relationship based on mutuality</li> <li>› Managing conflicts in a healthy way in a romantic relationship</li> </ul>	<p><b>STBBIs and pregnancy</b></p> <ul style="list-style-type: none"> <li>› Steps to take after unprotected or poorly protected sexual relations</li> <li>› Development of safe sexual behaviours</li> </ul>	<p><b>STBBIs and pregnancy</b></p> <ul style="list-style-type: none"> <li>› Risks of STBBIs and pregnancy associated with different contexts of a sexually active lifestyle</li> <li>› Ethical issues</li> </ul>
	<p><b>General understanding of sexuality</b></p> <ul style="list-style-type: none"> <li>› Aspects of sexuality (body, heart, mind)</li> </ul>	<p><b>Pregnancy and birth</b></p> <ul style="list-style-type: none"> <li>› The egg and the sperm</li> <li>› Development of a fetus</li> </ul>	<p><b>General understanding of sexuality</b></p> <ul style="list-style-type: none"> <li>› Aspects of sexuality (body, heart, mind and messages conveyed by the social environment)</li> </ul>	<p><b>Emotional and romantic life</b></p> <ul style="list-style-type: none"> <li>› Representations of love and friendship</li> <li>› Attitudes and behaviours in interpersonal relationships</li> </ul>		<p><b>Emotional and romantic life</b></p> <ul style="list-style-type: none"> <li>› Romantic and sexual awakening during puberty</li> </ul>	<p><b>Emotional and romantic life</b></p> <ul style="list-style-type: none"> <li>› Feelings of love and attraction</li> <li>› Awareness of sexual orientation</li> </ul>	<p><b>STBBIs and pregnancy</b></p> <ul style="list-style-type: none"> <li>› Importance of sexual and reproductive health</li> <li>› Positive attitude toward using protection</li> </ul>	<p><b>Sexual violence</b></p> <ul style="list-style-type: none"> <li>› Active role to prevent or report sexual assault</li> <li>› Helpful attitudes toward victims of sexual assault</li> </ul>	<p><b>Sexual behaviour</b></p> <ul style="list-style-type: none"> <li>› Issues related to sexual relations in adolescence</li> <li>› Sustaining emotional intimacy and sexual intimacy</li> </ul>	<p><b>General understanding of sexuality</b></p> <ul style="list-style-type: none"> <li>› Being comfortable with one's sexuality all one's life</li> </ul>
					<p><b>General understanding of sexuality</b></p> <ul style="list-style-type: none"> <li>› Dimensions of sexuality (biological, psychoaffective, socio-cultural, interpersonal and moral)</li> </ul>	<p><b>General understanding of sexuality</b></p> <ul style="list-style-type: none"> <li>› Entering adolescence</li> </ul>	<p><b>General understanding of sexuality</b></p> <ul style="list-style-type: none"> <li>› Entering adolescence</li> </ul>	<p><b>Sexual behaviour</b></p> <ul style="list-style-type: none"> <li>› Sexual behaviour during adolescence</li> <li>› Respect for choices concerning sexual behaviour</li> </ul>	<p><b>Sexual violence</b></p> <ul style="list-style-type: none"> <li>› Development of safe sexual behaviours</li> </ul>	<p><b>Sexual behaviour</b></p> <ul style="list-style-type: none"> <li>› Desire and pleasure in sexual activity</li> <li>› Factors that influence sexual relationships</li> </ul>	

**Remember the commandments given to you  
the day your children were baptized ..**

تذكروا الوصية التي قيلت لكم يوم المعمودية اولادكم

## **Parents Responsibility towards their Children**

Our concern for timing is more about our comfort than our children's. I mean, let's get real. Look at the world they are living in. Everyone else is talking about sex, so we'd better get started now.

Sexuality is a cradle-to-grave reality, and we have only a few short years to nurture our children's moral development.

By learning more about childhood development, we can better time our efforts with God's design.

## Proverbs 22:6

□ Train up a child in the way he should go,  
And when he is old he will not depart  
from it.

□ Instruis l'enfant selon la voie qu'il doit  
suivre; Et quand il sera vieux, il ne s'en  
détournera pas.

□ (أم 22:6): رب الولد في طريقه فمتى شاخ أيضا  
لا يحيد عنه

## Question: "How should a Christian view sex education?"

### Answer:

- Children will learn about sexuality from someone.
- The options are their peers, pornography, school settings, experimentation, **or their parents.**
- The best place for sex education is in the home, as a natural part of training children “in the way they should go” (Proverbs 22:6).
- It is the parents’ God-given responsibility to teach children God’s perspective on every area of life, including sexuality (Ephesians 6:1–4).

# Question: "How should a Christian view sex education?"



5. Regardless of whether children receive sex education in schools or even at church, it remains the parents' responsibility to ensure their children are properly educated about both the biological and moral aspects of sexuality.
6. Leaving values-training to others is dangerous, particularly regarding matters of sexuality in many cultures today.

# What are you going to do?



- **Ignore the problem**
- **Remain shy**
- **Lose your children**

OR

- **Get informed**
- **Find courage**
- **Discuss and guide your children**

**We chose to be proactive !**

# What are you going to do?

- **As parents** : Please Do not be shy to discuss controversial issues with your children. Send your questions (church's website and we will answer).
- **As servants and church:** Sunday School lessons are addressing the issue (servants and kids)

## **Every lesson has 2 parts:**

- **Part 1: Introduction of the topics in school s curriculum**
  - Summary of the controversial issue in the government curriculum
- **Part 2: Christian Corrective lesson**
  - Lesson from the Christian Perspective
  - Material to be retained by the child
  - Discussion ,supported by biblical verses, ready Q&A, parent discipline

# La Bible m'apprend que Dieu est le créateur de tout le monde.

- " All who are called by My name whom I have created for my glory, I have formed it, yes, I have done it" (Isaiah 43: 7)
- Because God loves me, He created me in His image. "Then God created man in his image, in the image of God he created him." (Genesis 1:27)
- He created me as a man or a woman as he created Adam and Eve. "Man and woman He created them." (Genesis 1:27)
- So God blessed me and my whole body. "Then God blessed them" (Genesis 1:28)
- Whether I am a boy or a girl, my body is beautiful and holy because it was created in the image of God.



## Every part of my body was created , blessed and have a specific function that God assigned:

- God created men and women different from each other with different bodies.
- We give names to all our body parts, and every part of the body has its own function.

God created men and women in His image, and specifically created women and men to work in harmony. They also have different biological roles. I should be proud of my kind that God chose for me.

**"Then God saw everything he did, and indeed it was very good. "(Genesis 1:31)**



# General Idea:

- In the first year, students will learn the correct names of the genitals.
- Sexual abuse educators have long encouraged parents and teachers to use proper terminology to give children ownership of their bodies and an extra level of security. Predators do not use proper names.
- We talk about all parts of the body with respect.
- Why is it important to know about your own body, and to use correct names for the parts of your body?
- Answer: All parts of my body are part of me and I must know how to take care of myself and my own body.
- If I'm hurt or need help, and I know the right words, people (parents -profs) will know what I'm talking about. "

## Rules for parents and servants:

**Main message throughout the years:  
the sexual relation is blessed and sacred only in  
the framework of Christian marriage.**



# Primary 1-2:

## HUMAN SEXUAL GROWTH



- We grow physically, mentally, emotionally and spiritually over the years.
- God has created us and we are blessed and loved.
- We are able to control all our actions.
- Everyone has the right to be respected.
- Boys and girls are different.
- The body of the girl is developed in such a way that allows her to become pregnant and give birth to babies.
- The boy's body is developed in a way that allows him to become a dad.
- All parts of your body are special because they are created by God.
- We need to respect our body and take care of it every day.

# Primary 1-2 :

## 1) Situate the sexual organs of girls and boys and their functions

### functions

- o Reproduction
- o Elimination

## 2) Speak about the importance of enjoying and caring for your body

- Knowledge of one's body
- Appreciation of differences and individual characteristics
- Using the right terms to name body parts
- Pleasant or unpleasant actions and sensations : o Ex: move, feel, express, play, hurt
- Physical needs o Ex .: hygiene, appreciation, modesty, safety, nutrition

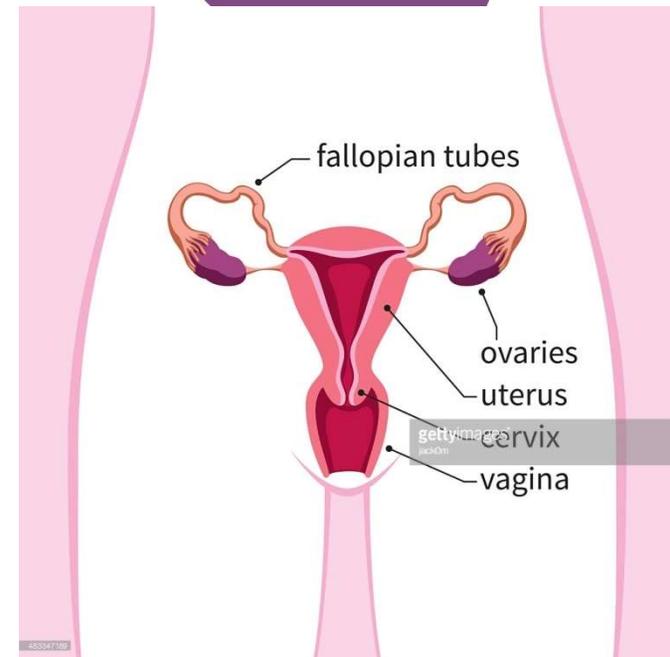
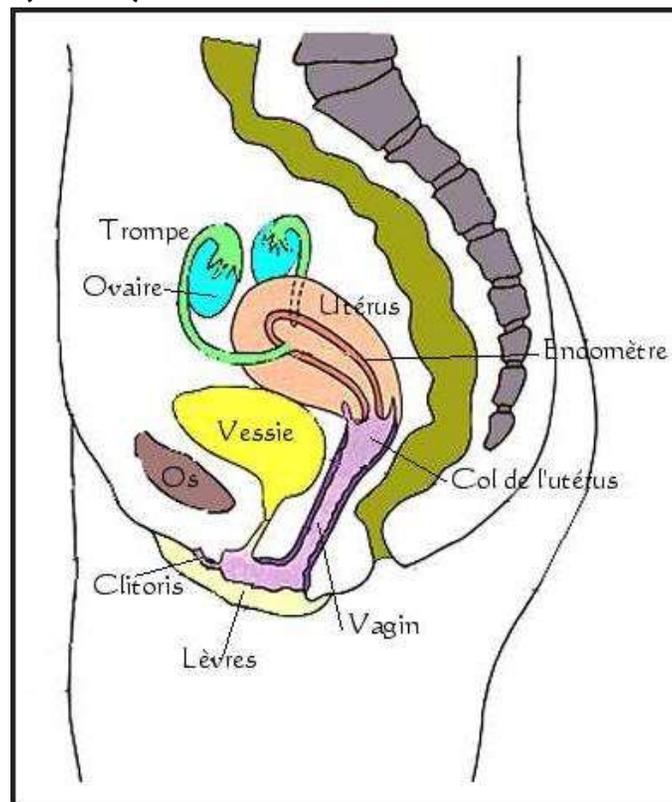
# Sexual organs (girls and boys):

## Organes sexuels des filles :

- o Internes

(ovaires, utérus, trompes de Fallope, vagin, urètre)

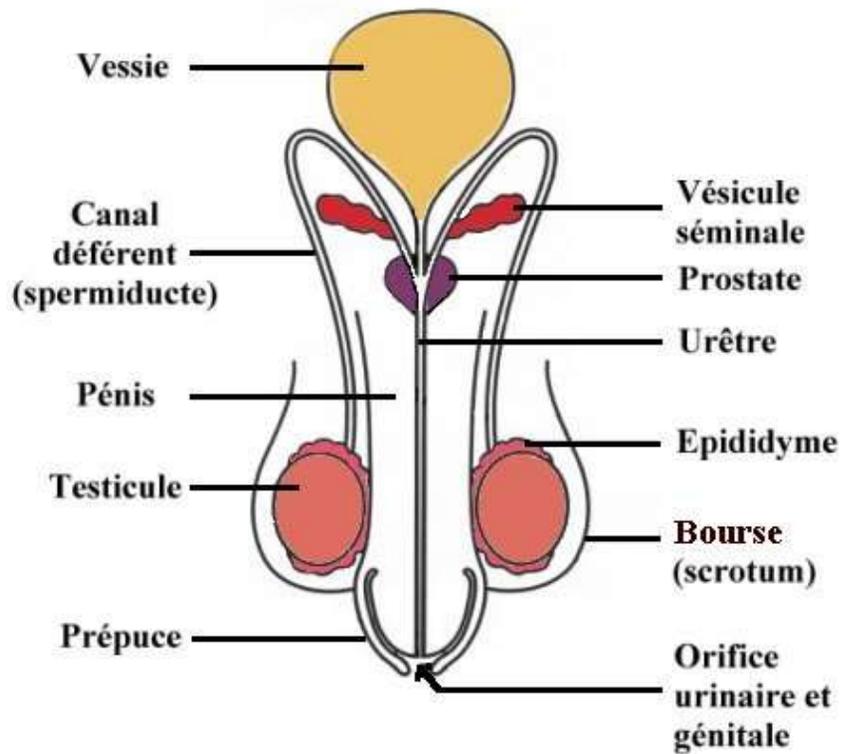
- o Externes (vulve)

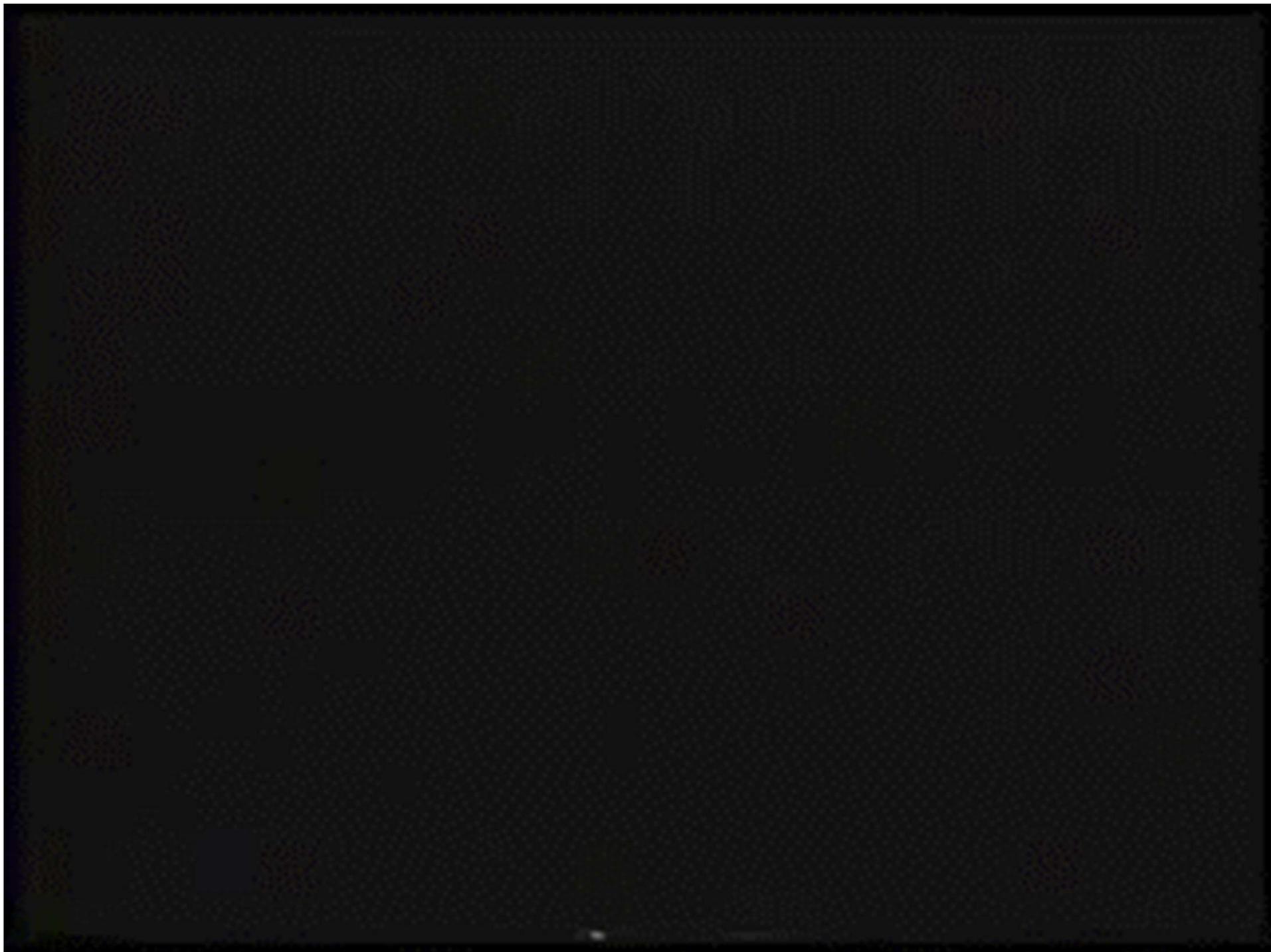


# Sexual organs (boys)

## Organes sexuels des garçons :

- Internes (testicules)
- Externes (pénis, scrotum, prépuce)





# SEXUAL AGRESSION (Primary 1-2):

## 1) Kids will learn how to identify sexual aggression and how to protect himself

- Aggression committed by a person little known to the child
- Aggression by a person that the child does not know
- Preventive skills
  - **Never follow someone you do not know , make sure that**
  - **parents know where he is, leave a place or an uncomfortable situation, etc.**
  - **Self-protection:**
    - **o Ex: Say no, scream, run away**
    - **Unveiling o Talk about it when you have questions (know that you can talk to someone if he does not feel well)**
    - o Know the network of resources that can help him
    - o Ask an adult for help until someone listens and helps.

# SEXUAL AGRESSION:



## **2) Become aware of feelings that may be experienced as a result of sexual assault**

- Shame, guilt, etc.
- Confusion about the possibility that a known and loved person could sexually assault a child
- Fear of confiding in an adult.

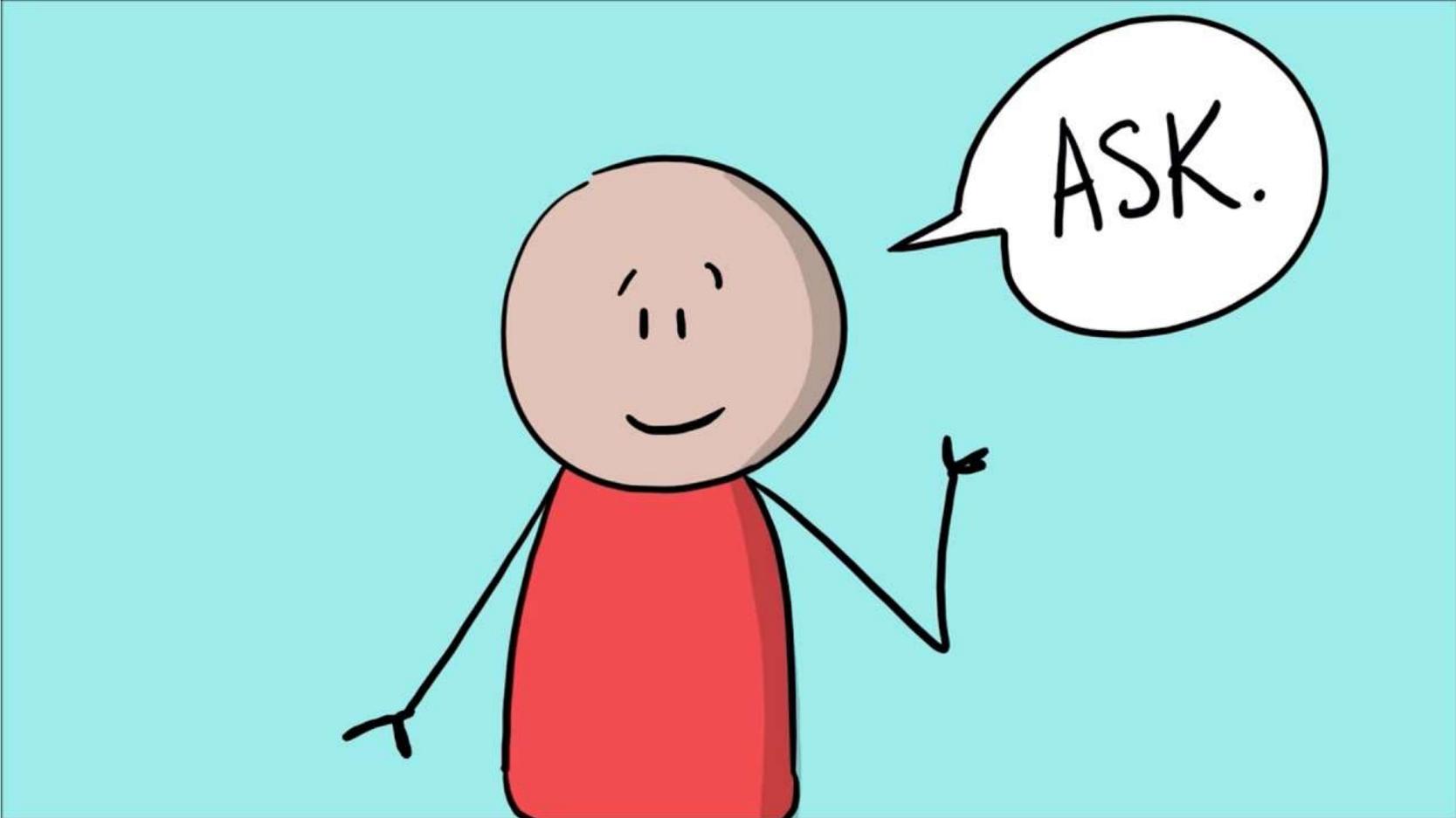
# Do i have to beleive my child?

- You should always take seriously the statements of a child who says he has been sexually assaulted or assaulted because it is rare for a young man to lie on this subject.
- All non-consensual sexual contact, regardless of age, is a criminal offense.
- When the abuser is a known person, the problem is not only whether the child is lying, but rather who to believe between him and the abuser.
- Remember that in these situations, the abuser usually has much more reason to lie than the child. And then, the choice is more in terms of "price to pay" to get the truth.
- **Always favor the well-being of my child.**

# Do i have to beleive my child?

- Another difficulty encountered is the implausibility of certain aggression events. It is difficult to believe, for example, that the guardian of your children "whom you know so well" has abused your girl or your boy, for two years, without you having had a doubt about the situation.

**Being believed by one's parent creates the bridge of trust and breaks the isolation so painful for the child.**



## Some preventive messages to be delivered to your child:



- It is forbidden to make games or intimate gestures (kiss, cuddles) between adult-teenager and child.
- If someone insists on cuddling you, tickling or kissing you, or even giving you a gentle treat, or promising you gifts or privileges, you must go away and tell someone worthy of confidence.
- If someone demands something that you think is bad for you, you have to talk to someone.
- It is forbidden for anyone to force you to look at or touch your or his sexual organs.
- It is forbidden for anyone to force you to look at pictures of naked people (computer or other)

## Some preventive messages to be delivered to your child 2:

- If someone asks you to talk to no one about what's going on between you and him, beware. If you feel uncomfortable, you have to talk about it, even if you have promised to say nothing and keep the secret.
- If a person acts in secret, he may be doing something wrong or forbidden.
- These rules apply to all: adult-adolescent-close relative-family-person that the child knows-a cousin-a facilitator-a teacher-man or woman
- This person is sometimes threatening or mean, but can also be nice and tell the child what he likes. He can pretend sometimes that he does not know it's forbidden. He can tell the child that this is normal and that it is a secret between them.



## Some Messages for Parents 1:

- **Develop small scenarios that represent a situation where the child is asked to respond**

- For example, what should you do if an adult comes into the street and tells you that your mom has a problem and asked her to pick you up or that she lost her dog? needs your help to find it? Or again: what should you do if a teenager who keeps you in the evening wants to kiss you or give you a hug that makes you feel uncomfortable?
- Review with the child the trusted people to whom they can turn, both inside and outside the family.

## Some messages for parents 1: How to protect your child in sports and leisure activities?



- Get involved and get to know the responsible coach of your child.
- Beware of workouts or closed or private meetings. If they happen often, ask the coach to justify them. Be vigilant when the coach or the caregiver spends a lot of time with your child outside activity sessions.
- Attend regular workouts or activities of your child. The more you are present, the less he may face a situation of aggression or harassment.

## Some messages for parents 2: How to protect your child in sports and leisure activities?

- ❑ Be careful when you tell your child to listen to his coach or caregiver and do everything he says to do.
- ❑ Teach him that he can say **no** if the coach is doing something that makes him uncomfortable.
- ❑ Learn about sexual assault and harassment and talk to your child. To inform him is to give him all the assets to protect himself.



# How to protect your child from the risks on Internet?

## Security tips



- Place the computer in **a common space** so that it is accessible and allows for monitoring at all times.
- **Learn about basic computer operation and Internet browsing** . The best way to know how your child uses the Internet is to navigate with him.
- Install parental **control** software and filtering software to prevent your child from accessing certain sites or newsgroups.
- Insist that your child **does not share any personal information, such as name, address, phone number, school name, etc.**

# How to protect your child from the risks on Internet?

## Security tips



- Teach him to create a nickname that does not reveal any personal information as well as safe passwords.
- Tell him that he must never agree to meet a friend (from internet) in person.
- Supervise your Internet activities: check the content stored on the computer, check the use of the web camera, check the history of the Internet.
- Encourage your child to share their experiences on the Internet with you, just as you encourage them to tell you about their other friends and non-virtual activities.
- Make it aware of the permanence of images transmitted over the Internet and in other ways (cell phone, web camera).

## References and Ressources for parents:

- <https://www.youtube.com/watch?v=8iTPPh1d2j8&feature=youtu.be>.Keep your hands for yourself.
- <https://www.facebook.com/christianyouthchannel/videos/10158896295815006/>
- <http://stminachurch.copticorthodoxy.com/father-daoud-lamei-children-development/>
- <http://orthodoxsermons.org/category/keywords/love-sex-and-dating-series>

□ <https://www.youtube.com/watch?v=nPlpAKrnXJI>

□ [QUEBEC PROGRAM](#)) :

[http://www.education.gouv.qc.ca/fileadmin/site\\_web/documents/dpse/adaptation\\_serv\\_compl/Apprentissages\\_prescolaire-primaire\\_FR.pdf](http://www.education.gouv.qc.ca/fileadmin/site_web/documents/dpse/adaptation_serv_compl/Apprentissages_prescolaire-primaire_FR.pdf)

[www.cyberaide.ca](http://www.cyberaide.ca)



***Questions ?***