



# **Unlocking the Potential of Comprehensive Sexuality Education in Upper Primary Schools**

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## **ABSTRACT**

Sexual education has been a topic of great debate and controversy for decades. While some argue that it is essential for young people to learn about it in order to make informed decisions about their bodies and relationships, others believe that discussing it at school is inappropriate and goes against traditional values. Despite these differences in opinion, there is a growing recognition that comprehensive sexuality education (CSE) can play a critical role in pupils' lives, such as reducing rates of sexually transmitted infections or unwanted pregnancies, healthy relationships, and addressing issues related to gender and sexuality. However, there is still no consensus about the best way to implement it. Therefore, this dissertation focuses on CSE, describing the main topics to work on and exploring the benefits and challenges of putting it into practice. The objectives of this research is to propose an educational project that promotes healthy sexual development while it also explores the current level of youth. To do this, a review of the relevant literature was conducted along with consideration of the opinions of various experts and 139 participants who attended primary school in Catalonia more than ten years ago. The results show agreement among experts on the importance of applying CSE in ways that go beyond biology and include the entirety of sexual life. The survey of people in their twenties showed that sexual education in the past decades did not achieve this. The final proposal that resulted from this research is a series of activities designed to implement CSE the fifth and sixth primary education grades.

Keywords: comprehensive sexuality education (CSE), sexuality, sexual education, gender equality.

## **RESUM**

L'educació sexual ha estat un tema de debat i polèmica durant dècades. Si bé alguns argumenten que és essencial que els joves n'aprenuin per prendre decisions informades sobre el seu cos i relacions, altres creuen que parlar-ne a l'escola és inadequat i va en contra dels valors tradicionals. Malgrat aquestes diferències d'opinió, hi ha un reconeixement creixent que l'educació sexual integral (ESI) pot tenir un paper crític en la vida de l'alumnat, com ara reduir les taxes d'infeccions de transmissió sexual o embarassos no desitjats, relacions saludables i abordar problemàtiques relacionats amb el gènere i la sexualitat. Tanmateix, encara no hi ha un consens sobre la millor manera d'implementar-lo.

Per tant, aquesta tesi se centra en l'ESI, descrivint els principals temes a treballar i explorant els beneficis i els reptes de posar-la en pràctica. Els objectius d'aquesta recerca és proposar un projecte educatiu que promogui un desenvolupament sexual saludable alhora que explori el nivell actual de la joventut. Per fer-ho, s'ha fet una revisió de la literatura rellevant juntament amb l'opinió de diferents experts i 139 participants que van cursar l'educació primària a Catalunya fa més de deu anys. Els resultats mostren un acord entre els experts sobre la importància d'aplicar l'ESI de maneres que van més enllà de la biologia i inclouen tota la vida sexual. L'enquesta a persones de vint anys va demostrar que l'educació sexual de les darreres dècades no ho va aconseguir. La proposta final que ha resultat d'aquesta investigació és una sèrie d'activitats destinades a la implantació de l'ESI als cursos de cinquè i sisè d'educació primària.

Paraules clau: educació sexual integral (ESI), sexualitat, educació sexual, igualtat de gènere.

## **1. INTRODUCTION**

Since our birth, sexuality is a part of our daily lives, and it is present at every stage of our life cycle and plays a key role in our development and health. A poorly channelled sexuality can pose serious risks with serious consequences for our current and future health. Nonetheless, are moving towards a more global and humane approach where the individual is viewed as an emotional and social being with sex-affective instincts.

Talking about sex-affectivity was a taboo ten years ago. Our generation didn't receive much information about relationships and learned the reproductive system only from a biological perspective, at the most, some attended a sexual health talk during high school. Emotions, relationships, gender identity, menstruation and pleasure, weren't taught during these important periods. This is clearly a problem because, as Rom Salvador (2021) states, "sexual and affective education means more than knowing how to use a condom" (Salvador, 2021, para. 1).

Nowadays, schools are increasingly seen as an institution that trains children for life. One of teachers' priority tasks is to accompany students in constructing their personal identities and their emotional and affective growth, both at an individual and social level. Many factors are involved in this construction, such as emotions, affective relationships with other people, physical development, gender identity and sexuality, along with the cultural and social mandates that affect all these factors. A few years back, this responsibility for educating children in healthy sex-affective relationships was left exclusively to families, who might not have the resources or the necessary social awareness.

The aim of this dissertation is, therefore, not only to study sex-affective education in primary education, but to take a step further and present an educational project designed for upper primary education. In order to do so, my research question is: “What specific topics and content areas should be included in a CSE program for upper primary education students to promote healthy sexual habits and behaviours?”. This question has been translated into the following objectives: “to create a comprehensive sexuality education (CSE) program for upper primary school students using an action-research approach” and “to assess the current level of understanding and knowledge about sexuality among young adults who completed their primary education more than ten years ago”.

## **2. THEORETICAL FRAMEWORK**

### **2.1 Comprehensive Sexuality Education**

According to UNESCO (2018), Comprehensive Sexuality Education (henceforth CSE) is a program that seeks to equip young people with the knowledge, attitudes, values and skills necessary to determine and enjoy their sexuality, both emotionally and physically and whether individually or in relationships; to consider how their choices affect their own well-being and that of others; and to understand and ensure the protection of their rights throughout their lives. Guttmacher Institute and International Planned Parenthood Federation (henceforth IPPF) (2017) argue that CSE programs should be adapted to the age and stage of development of the target group. In short, CSE must help young people acquire accurate information on sexual and reproductive rights, recognize misinformation, and have references to resources and services. It should also help them to develop life skills: critical thinking, communication and negotiation; self-development and decision-making; sense of self; confidence; assertiveness; ability to take responsibility; ability to ask questions and seek help and empathy; and nurture positive attitudes and values, including open-mindedness, respect for self and others, positive self-worth/esteem, comfort, nonjudgmental attitude, sense of responsibility, and a positive attitude toward their sexual and reproductive health.

In 2018, UNESCO published a new version of their “International technical guidance on sexuality educational evidence-informed approach” (2018). According to this document, there are eight important and mutually reinforcing concepts that should be taught in parallel. The topics are the following: relationships; values, rights, culture and sexuality; understanding gender; violence and staying safe; skills for health and well-being; the human body and development; sexuality and sexual behaviour; and sexual and reproductive health.

Overall, CSE should acknowledge the diversity and complexity of human sexuality and should seek to promote healthy attitudes and behaviours related to gender and sexuality for all individuals, regardless of their sexual orientation, gender identity, or cultural background.

## **2.2 Theories that support comprehensive sexuality education**

CSE is based on different theories studied and worked on throughout the years in the fields of psychology, sociology and pedagogy. In the next paragraphs, the main theories supporting CSE, and are important for the development of this article, will be explained.

### **2.2.1 Social Constructivism**

One of the main theories underpinning CSE is the psychological approach of social constructivism, which “emphasises the importance of culture and context in understanding what occurs in society and constructing knowledge based on this understanding” (Kim, 2001, p. 2). Its pedagogical vision recognizes that knowledge is made by and for humans, placing the student at the centre and gives value to social interactions, which are the main tools for the construction of individual discernment. Thus, “social constructivism is based on the social interactions of a student in the classroom along with a personal critical thinking process” (Kalina & Powell, 2009, p. 243). This theory highlights the role of social interactions and experiences in shaping an individual's understanding and knowledge of sexuality. Therefore, CSE must create a safe and inclusive learning environment where students can engage in open and honest discussions about sexuality. The application of social constructivism in CSE could be the problem-based learning methodology, where students are presented with real situations related to sexuality and are invited to investigate, analyze and solve problems.

### **2.2.2 Gender and sexuality**

One of the main purposes of CSE is to deconstruct gender roles and stereotypes to promote a more inclusive and equitable understanding of sexuality. Gender plays a crucial role in CSE as it recognizes and addresses the diverse experiences, needs, and identities of individuals based on their gender. Whereas sexuality also plays a fundamental aspect of it, aiming to provide accurate, age-appropriate and inclusive information about sexual development, sexual health and sexual relationships. According to UNESCO (2018) and IPPF (2017), some key aspects of gender in relation to it are gender norms and stereotypes, gender identity and expression, intersectionality, consent and gender violence. By addressing gender-related issues within CSE, it contributes to the creation of a more inclusive and equitable society. While the ones that support sexuality are comprehensive

understanding of sexuality, consent and boundaries, sexual and reproductive health, LGBTIQ+ inclusivity and healthy relationships.

According to the World Health Organization (2019), the primary goal of sexuality education is to equip children and young people with the knowledge, skills and values to make responsible choices about their sexual and social relationships. It “aims to support and protect children (...) in their sexual development, allowing them to benefit from global innovations while being critical of untrue, misleading (...) information and capable of handling contradictory messages on sexuality and relationships”. (Bonjour & Van Der Vlugt, 2018, p. 3). According to UNESCO (2018), countries are increasingly acknowledging the importance of equipping young people with this knowledge and skills, particularly in a context where they have greater exposure to sexually explicit material through the Internet and other media.

Taking into account the Department of Education of Generalitat de Catalunya (2020), it is necessary to educate with respect for diversity in families, expressing sexuality and affectivity. And above all, to educate girls and boys about equality and break gender stereotypes.

### 2.2.3 Developmental Perspective

Nothing in the educational field can be carried out without taking into account the maturity level of the children, depending on the evolutionary moment, they can understand some terms or others, present different motor skills and make use of abstract and critical thinking. The CSE approach recognizes that individuals develop their understanding and attitudes about sexuality over time and in response to different experiences. As Hernández & Jaramillo (2006) stand, children start having sexual conducts at the age of six, from childhood to preadolescence. It is therefore important, when designing an accurate CSE, to understand, respect and know their cognitive and moral processes.

According to Gil Fernández et al. (2010), psychoanalytic theories emphasise the biological maturation and evolution of sexuality, centred in different parts of the body at different times of life. While social learning theories attribute human development to the environment. Cognitive theories focus on how children learn. “Children’s understanding of the world is the result of their involvement and interactions” (Krishnan, 2010, p. 5).

Jean Piaget (1986) states in his theory that children from seven to twelve are in the concrete operational stage, they can classify and take into account transformations of states. They start to think critically and logically, stop being egocentric and start applying emotional

intelligence. According to Sigmund Freud (1905) in his psychoanalytic theory, children from six to twelve years old are in the latent stage, in which the child's sexual interest decreases and the impulses look for other ways of discharge. Boys and girls usually play separately without showing much interest in each other. According to Clelland (2022), children from nine to thirteen learn about pubertal change from a holistic perspective to understand how pubertal change relates to social norms around gender and sexuality, recognise that everyone is different and the existence of different types of relationships, along with the skills to manage them and explore topics like love, attraction, consent, communication and social media effects.

#### 2.2.4 Whole Person Approach

Another theory that covers CSE is trying to educate students holistically, addressing not only physical and biological aspects of sexuality, such as reproduction, but also emotional, psychological, and social aspects. This approach is referred to as a whole person approach, as it recognizes that sexuality is a fundamental aspect of human identity that is interconnected with other aspects of an individual's life. "Whole-person approach seeks to cultivate in the learner the integrated development of the powers of mind, heart and will, so that the person can manifest a growing consistency between what they know and understand, what they care about and love, and the daily choices they make" (Margaret Podger et al., 2010, p. 342).

In the past, sexuality education was seen and understood from a very biological perspective, focusing on genitals function and how humans reproduce, however, sexuality is also related to relationships, self esteem, pleasure and affectivity. Therefore, teachers need to be aware that "sexuality not only addresses genital and healthcare reproductive matters but also encompasses a holistic vision of body image, how we have relationships with our peers and our feelings during those relationships" (Plaza-del-Pino et al., 2021, p.6).

#### 2.2.5 Topics to be included in comprehensive sexuality education according to the different theories

To sum up, and after seeing the different theories that support CSE, there are several topics that should be included in the implementation of sexual education at primary school. According to the authors and theories mentioned above, to define and see which topics should be included and worked on when implementing CSE at school, we are taking into account the following guidelines: UNESCO (2018), IPPF (2017) and Coeduca't (2023). We can distinguish four main groups, which are sexual and reproductive health (sexual rights, human body development, menstruation, sexually transmitted diseases, self-knowledge...),

gender (understanding, roles), relationships (respect, emotions, different types, responsibility...), sexuality (pleasure, sexual drive...). UNESCO and IPPF also differentiate another group, violence.

### **2.3 Benefits of Comprehensive Sexuality Education**

“To date, most studies define CSE effectiveness in terms of self-reported risk behaviours (such as delayed initiation of sex, decreased frequency of sex, fewer partners, and increased use of condoms or other contraceptive methods).” (UNFPA, 2014, p. 9). According to the psychologist and sexologist Ana Yáñez, cited in the article by Beatriz Portalatín (2019), multiple benefits are present when implementing CSE at school. With its implementation, students will make more correct and responsible decisions about their sexuality and will respect themselves and others more. Also, they are more tolerable and respectful of the human diversity that exists in bodies, minds and affections. Implementing CSE is a good tool to combat gender violence, promotes healthy relationships and helps in understanding what they are, including how to communicate effectively and how to set boundaries.

UNESCO (2018) exposes that CSE would allow for the eradication of all those erroneous beliefs and cultural myths. By having more knowledge and information, students will make more responsible decisions, making it easier for them to engage in less risky behaviours. It is not true that if they get CSE they will become more promiscuous, contrary, they delay the start of sexual relations, according to Yáñez, as cited by Portalatín (2019), the result is different: they make better decisions and are, above all, more responsible. It is important to highlight how “good CSE substantially reduces unintended pregnancies, STIs and other aspects of sexual and reproductive ill-health” (Vanwesenbeeck, 2020, p. 12). CSE provides young people with information about safer sex practices, contraception, and Sexual Transmission Disease (henceforth STD) prevention, which can help them make informed decisions about their sexual health.

As it is said in the article by República, “Las ventajas y desventajas de la educación sexual en la escuela” (2022), appropriate sexuality education can have a good impact on preventing sexual problems in adulthood, such as depression or anxiety.

### **2.4 Addressing challenges in comprehensive sexuality education**

When implementing CSE at primary schools, teachers can face several challenges and adverse situations. According to Lebreault (2022), teachers may encounter different adverse situations. “Teaching this topic in primary school is not an easy task, (...), as we all know, sex

is one of the taboo subjects that go hand in hand with others such as death, religion origins.” (Mesas Barriga, 2020, p. 6).

“Educators or service providers may believe that sex education leads to early sex, deprives children of innocence, is against their culture or religion, is a role for parents or that parents will object, that they do not possess the skills to teach it effectively, or that it is already covered in biology lessons.” (Browne, 2015, p. 10). According to Browne (2015), this topic is prominent in the literature on CSE and is a major obstacle, negativity from the family’s side regarding the implementation. Whether for religious reasons or for the simple fact that they see the subject as taboo, the attitude on their part can be very negative, as they may feel their pupils are being introduced to a subject that they are better off not knowing about. Along with governments, parents and communities have a crucial role to play in providing good quality CSE, “several studies have highlighted the importance of the active involvement of youth-centred groups and civil society organizations that are willing to promote comprehensive sexuality education, even in the face of strong opposition” (Global Education Monitoring Report Team and UNESCO, 2019, p. 14).

Many religious beliefs and practices include abstinence or marriage before sex, while most CSE classes talk about different aspects of safe sex, reproduction, etc. A key strategy to overcome potential opposition is to listen to parents' concerns and incorporate their suggestions. In parallel, strategies to raise parents' awareness and provide them with accurate information about the benefits of such education are essential. “Education systems are also increasingly working to facilitate discussions about sexuality education between children and their parents.” (Global Education Monitoring Report Team and UNESCO, 2019, p. 14).

Another major challenge, and maybe the most common and important to face, is the lack of training and commitment on the teachers’ side. This is common when a school introduces CSE classes instead of hiring specialists, and delegates the responsibility for teaching the classes to its pre-existing staff. The ability of teachers to provide good quality CSE also depends, in part, on the quality of the training and support they receive. “Young people frequently report that teachers are not prepared to provide CSE, and teachers themselves express the need for more training” (Global Education Monitoring Report Team and UNESCO, 2019, p. 7). In order to face and solve this problem, UNESCO (2018) establishes a range of dispositions and skills that teaching CSE requires. They must navigate their own experiences, values, and belief systems while taking into consideration a diverse set of views, beliefs, and lived experiences that will be present in their classrooms and teach in



ways that encourage health and well-being without shaming or stigmatizing young people, or perpetuating gender stereotypes, homophobia, transphobia, or other biases.

The World Health Organization and Federal Centre for Health Education (henceforth BZgA) (2017) have created a framework for the competencies teachers should have or develop in order to provide CSE effectively. This framework breaks down the interrelated nature of the attitudes, skills, and knowledge needed to provide quality CSE. (See Annex 1).

### **2.5 My Dissertation and Comprehensive Sexuality Education**

One of the main objectives of this dissertation is to design a proposal for a project on CSE for upper primary education, taking into account its bases, especially, the ones laid down by UNESCO (2018) and IPPF (2017). It must be taken into account that not only the biological and reproductive parts of sexual education must be dealt with, but also the acceptance of diversity in sexuality and gender identity and how we relate to the people around us. It is also important to know the role that the teacher should adopt during the implementation of the project and the skills and knowledge that it is essential for him/her to have.

### **2.6 My Dissertation and Sustainable Development Goals**

SDG 3: Good health and well-being, according to the United Nations (2023), aims to ensure healthy lives and promote well-being for all at all ages, this article aims to work on sexual education and promote the health and well-being of students in the classroom. As we have seen in the theoretical framework, one of the main topics to work on in CSE is biological and reproductive aspects that play a part in our sexuality throughout our life cycle.

SDG 4: Quality Education, according to the United Nations (2023), aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. The main objective of my proposal is that they acquire interpersonal and intrapersonal intelligence, since many schools do not offer a correct CSE and do not help children establish correct relationships.

SDG 5: Gender Equality, according to the United Nations (2023), aims to achieve gender equality and empower all women and girls. It is directly related to the topic, since the main aim of the proposal is to allow all students to have access to a good sexual education, from the biological areas to the more relational and social parts and learn to know themselves.

## **2.7 Legal Framework**

Taking as a reference the Catalan Educational Curriculum and the laws elaborated by the Departament d'Educació de la Generalitat de Catalunya, in order to carry out the teaching practice, the legal framework must be taken into account in order to comply with the current regulations. The main documents that will be taken into account are the new curriculum, Currículum 175/2022 (2022), and the Decret 150/2017, de 17 d'octubre de 2017.

## **3. OBJECTIVES AND RESEARCH QUESTION**

This study seeks to answer the research question: "What specific topics and content areas should be included in a CSE program for upper primary education students to promote healthy sexual habits and behaviours?". The study has two objectives:

- Objective 1 is to create a comprehensive sexuality education (CSE) program for upper primary school students using an action-research approach (O1).
- Objective 2 is to assess the current level of understanding and knowledge about sexuality among young adults who completed their primary education more than ten years ago (O2).

## **4. METHOD**

### **4.1 Recipients**

This proposal has been designed for students in upper primary education. We are talking about children in 5th and 6th grade, aged between 10 and 12 years old.

### **4.2 Socio-cultural context**

My proposal for an educational project is addressed to children from Catalan primary schools, whether state or private. The vehicular language in these schools is Catalan, they also teach Spanish, but subjects such as Science, physical education or Maths are taught in this first language.

### **4.3 Process**

**Detection of needs:** Before starting this research, I realised how little sexual education people of my age had received, where common issues such as menstruation, physical and emotional changes, self-esteem, etc, were hidden from us and we grew up thinking that all those topics were taboo. This has subsequently affected our social interactions with our environment and our intrapersonal intelligence. It is a reality that nowadays children are more open to the world and can get any kind of information from the internet. This has also been transferred to the classroom, where they are asking more questions and often do not get the answers they are looking for from teachers or families. So, from this finding, I saw a

gap where I could introduce my study. As a society we are moving forward and it is important to naturalise these topics, as they are part of our nature as human beings.

**Phases and method:** This article follows an interpretative paradigm based on analysing qualitative and quantitative data from an exploratory perspective. It is a cross-sectional project based on a field study.

**Participants:** In order to collect the data necessary to achieve O1, three structured interviews have been carried out with three experts in the psychological and educational fields: participant 1, a psychologist (M), participant 2, a psychopedagogue (C), and participant 3, a primary school teacher (J). For privacy issues, the participants are represented with their initials in. They were selected for their expertise in various areas relevant to the development of a project on CSE, including psychology's perspective on emotional and cognitive development, classroom dynamics, and pedagogical approaches.

On the other hand, with regards to the gathering of data for achieving O2, the participants have been a total of 139 young people, 90 women and 49 men, aged between 18 and early 30s, who were in primary education more than ten years ago: 103 (74,1%) of 18 to 22, 25 (18%) of 23 to 26, 2 (1,4%) of 27-30 and 9 (6,5%) of early 30s. The questionnaire was sent to known participants and they sent it to their acquaintances.

**Instruments:** Two different instruments have been used to conduct the data collection process. Firstly, the interviews were designed according to the objectives set at the beginning of the research. All three are semi-structured and have common closed-ended questions about the implementation of CSE at school and the characteristics to be taken into account, such as the evolutionary level of the pupils, the methodologies to be implemented and the topics to be addressed. In addition, there are also some questions about sexuality education nowadays and related to their professional fields.

On the other hand, the questionnaire is divided into three blocks, which have been used to address O1 and O2. In the first block, participants are asked about their age, gender, the type of school they attended (private, chartered or public) and whether it was religious or secular. The next block focuses on the primary curriculum they experienced in their educational stage, with questions related to the methodologies followed, the topics worked on and a personal reflection question on the knowledge they acquired about CSE and its application in their daily lives as young people nowadays. This second block helps us to

answer the second objective of this dissertation. Finally, the third block asks them about what they would have liked to have been taught, from which fields and how. (See Annex 2).

**Procedure:** According to the procedure that has to be followed, first theoretical research on the field has been in, reading relevant literature and authors, laws and policy instruments, and strategies. Then, in order to collect data to achieve the two objectives of this article, two different types of instruments have been designed for that task. Firstly, a qualitative method was used in order to achieve O1, three interviews were conducted in order to get information from different experts. Secondly, a quantitative method, a questionnaire was used to answer O2. This was used because it was the best way to measure and analyze the CSE that young people received ten or more years ago and to take into account what they would have liked to learn about the topic and the responses helped to achieve O1.

In order to collect the data, it was first necessary to contact the experts in the fields of psychology, pedagogy and teaching to inform them about the study and its objectives as well as their agreement to participate in the study, and to allow them to read and prepare the questions. Once they agreed, the dates for the interviews were scheduled. When they were conducted, they signed an informed consent form to be interviewed (See Annex 3), and the interviews were then carried out in person (See Annex 4). Afterwards, the collected data have been analysed in order to write the results and discussions and take them into account for O1 and O2. The procedure followed for analysing the data from the interviews involved transcribing the answers, employing SoftCatalà and Vocalmatic, in order to compare and contrast experts' opinion and create the codes for common topics, all the answers were copied in a Google Docs in order to identify the shared ideas. The questionnaire has been analysed thanks to the statistics created by Google Forms.

**Ethical conditions:** During the process and design of my article, I committed myself to working responsibly, participants have been made conscious of the research and its aims, as well as not invading their privacy and personal lives. Before participating in the interviews, the experts signed an informed consent form allowing the information obtained to be used for research. On the other hand, the participants in the questionnaire are guaranteed anonymity and the participation was voluntary without compensation, as all of them were adults, any consent from parents or tutors was not required. In this way, I committed myself to use the information obtained in a confidential manner. Also, it was treated in an objective way, without misrepresenting the presented ideas. Needless to say, during this research values have remained unchangeable, such as mutual respect, solidarity and people's dignity. Clearly, this includes abstaining from literally copying other research works, using quotations

from other authors without proper referencing or taking advantage of an author's intellectual property without their permission following the APA 7 guidelines.

## 5. RESULTS AND DISCUSSION

Regarding the first objective (to create a comprehensive sexuality education (CSE) program for upper primary school students using an action-research approach), the results from the questionnaire and the interviews show that all three experts agree that CSE is an essential part of pupils' teaching. (C) also adds that it should be present in all the school stages, adapted to each age developmental stage. Also it is necessary to point out that (M) explains that she had cases in consultation where if there had been a good sexual education, they would not have had different mental disorders that have derived from mismanaging their adulthood.

First of all, both (J) and (C) expressed that the most important topics to work on when implementing CSE at school should be related to biological aspects such as STD, along with those related to relationships and emotions such as consent, sexual diversity and safe sexual practices. They suggested a highly experiential methodology based on corners<sup>1</sup> and workshops, featuring both individual and collaborative activities. Activities should be really dynamic and open, and they should inspire debates, "que s'ofereixin espais segurs i amables on poden abocar preguntes sense sentir-se qüestionats<sup>2</sup>" (J).

Also, both (M) and (C) state that CSE should be present in schooling starting at early ages, but that everything has to be done in accordance with the needs and requirements of the group. (M) exemplifies this with the arrival of menstruation, also depending on the questions that arise, with which you can see the social situation occurring in the class, "a una niña de siete años que te pregunta le puedes decir una cosa y a una niña de diez le puedes decir otra<sup>3</sup>" (M). This result seems to corroborate what IPPF (2017) states, CSE programs should be adapted to the age and stage of development of the target group. Children in upper primary education start exploring topics like love, attraction and consent, and start applying emotional intelligence, as Clelland (2022) and Piaget (1986) explain.

All these results match UNESCO and Education 2030 (2018), where the different topics to take into account are listed. The participants enumerate them from a more global view, but the main ones are named, such as relationships, encompassing issues like values, rights,

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<sup>1</sup> "Racons" methodology.

<sup>2</sup> "that safe and friendly spaces are provided where they can pour out questions without feeling questioned".

<sup>3</sup> "you can tell a seven year old girl who asks you one thing and a ten year old girl something else".

emotions, or staying safe, which is strongly related to, as (C) mentions, those ones about skills for health and well-being, the human body and sexual and reproductive health, also STD, adds IPPF (2017).

Referring to the question about what profile the CSE teacher should have, they all respond that, above all, it should be a person who deals with the subjects very naturally and who has a minimum of training. (C) and (J) also agree that one should be able to transmit the topics with sensitivity, avoiding scandalizing or creating taboos, be an empathetic person and be well trained in sexual and social diversity. All agree that the teacher should have a close relationship with the pupils in order to establish open and trustworthy communication that allows them to resolve doubts and concerns effectively. This result matches what BZgA (2017) describes as a CSE teacher referred to as a person with a commitment to sexuality education, respect for boundaries, an open mind and respect for others, the ability to create and maintain a safe and inclusive learning environment and communicates effectively.

On the other hand, (C) listed some activities she would do in order to work on the different topics about sexual education. Taking into account the topics that had been mentioned in the theoretical framework and should be worked on according to UNESCO (2018), Coeduca't (2023), and IPPF (2017), she mentioned activities related to menstruation, gender equality, and STD. (See Annex 5).

To sum up O1, all of them claim that it would be great and very necessary to implement a CSE project that covers the whole primary stage. All three experts agree on the importance of sexual education from an early age. (J) proposes starting with workshops at a very young age to prevent them from reaching adolescence with doubts and insecurities. All agree that this education is essential for the well-being and health of young people, and it should be a priority in education systems. The last part of this objective, which is the description of the activities of the project, will be fully developed at the end of this section.

Regarding the second aim (to assess the current level of understanding and knowledge about sexuality among young adults who completed their primary education more than ten years ago), it contributes a lot to O1, since we can see what was worked on ten years ago in primary school and what was not, the level of satisfaction of the youth surveyed with the sexuality education they received and what they would have liked to work on and how, that also contributes to the achievement of the first objective.

A total of 139 young people between 18 and early 30s participated in the questionnaire, including 90 women (64,7%) and 49 men (35,3%), of whom 67 (48,2%) attended a religious school and 72 (51,8%) a secular school. Of these schools, 40 (28,8%) were public, 87 (62,6%) were charter schools and 12 (8,6%) were private schools.

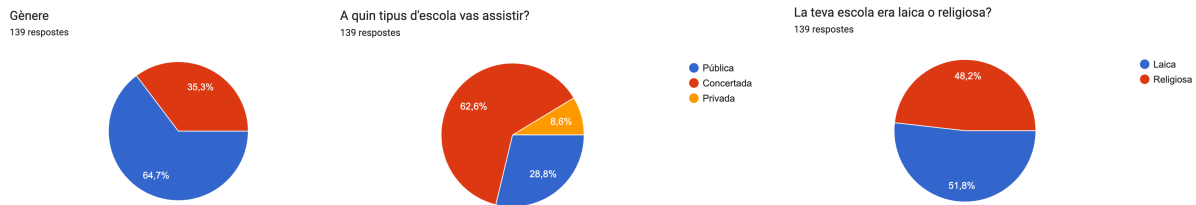


Figure 1: participants' gender and type of school

Thanks to this questionnaire we can see the difference between those schools that are governed by religion and those that are not, since it should be remembered that the treatment of topics related to sexuality, beyond biological and reproductive issues, is not well regarded by religion. (M) expressed it in the interview with regard to current sexual education, “en los colegios públicos y concertados abiertos, pero en los religiosos o del Opus pues no, están educando exactamente igual que antes<sup>4</sup>”.

According to (J), Catalan CSE has improved a lot in recent years and he states in the interview, "penso que Catalunya és pionera dins d'Espanya, (...) Barcelona és capital feminista i una de les ciutats de referència del col·lectiu LGTBIQ+ (...), però penso que continuem necessitant un recorregut en aquesta direcció<sup>5</sup>", he adds, “El context social i polític ho posa de manifest, perquè de seguida que es posen lleis a nivell educatiu que siguin més obertes i més flexibles (...) apareixen altres parts de la societat que no hi estan tan d'acord, (...) penso que la millora és molt significativa (...)”<sup>6</sup>.

Regarding the results obtained from the questions related to the primary curriculum, 134 (96,4%) participants answer that they did work on the male and female reproductive system at school, but from a biological perspective; on the contrary, only 42 (30,2%) claim to have talked about aspects related to emotions, intimacy and relationships with others. When asked about the biological aspect of sexual education and whether the clitoris was mentioned when they worked on the female reproductive system, 89 (64%) said no,

<sup>4</sup> “in public and state schools that are open, but not in religious or Opus schools, they are educating in exactly the same way as before”.

<sup>5</sup> “I think that Catalonia is a pioneer within Spain, (...) Barcelona is a feminist capital and one of the cities of reference for the LGTBIQ+ community (...), but I think that we still need to go in this direction”.

<sup>6</sup> “The social and political context makes this clear, because as soon as laws are put in place at the educational level that are more open and more flexible (...) other parts of society appear that do not so agree, (...) I think the improvement is very significant (...)”

compared to 50 (36%) who said that it was. I admit that I was surprised by this result and expected a much higher percentage of “no”, as until relatively recently, this part of the female reproductive system has not been much discussed throughout history. The physical changes related to age were taught in 70 (50,4%) cases, but, on the other hand, only 23 (16,5%) answered affirmatively for the emotional changes involved.

Referring to STDs, the result was even, with 70 people answering that they had not worked on them, compared to 69 who said they had. Similarly, when talking about pregnancy prevention and talking to girls and boys about menstruation, more or less half of them haven’t worked on those topics. Seeing these results, teachers need to be aware that “sexuality not only addresses genital and healthcare reproductive matters but also encompasses a holistic vision of body image, how we have relationships with our peers and our feelings during those relationships” (Plaza-del-Pino et al., 2021, p.6).

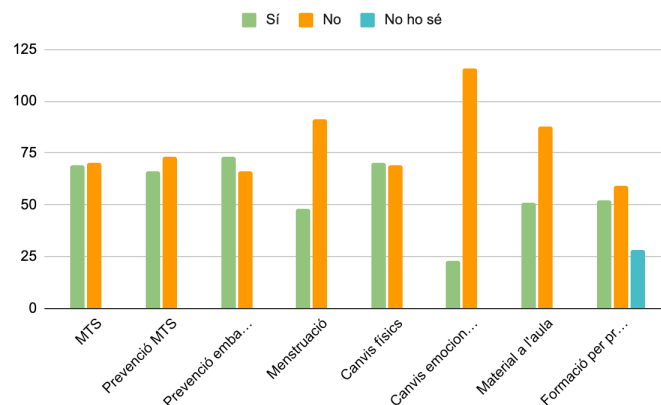


Figure 2: topics worked on at school.

Furthermore, regarding the use of materials when working on all these topics, only 51 (36,7%) said yes, and regarding the treatment of these topics through workshops by specialised professionals, 59 (42,4%) said they did not receive training from anyone external, 52 (37,4%) said they did and 28 (20,1%) said they did not know. In this case, the theory of social constructivism was not being applied ten years ago, this theory “emphasises the importance of culture and context in understanding what occurs in society and constructing knowledge based on this understanding” (Kim, 2001, p. 2). I wasn’t expecting this last result, as in our years, workshops were already being held, especially on sexual education, as it was still considered taboo for teachers. This is strongly related to what Browne (2015) and IPPF (2017) state, where several studies on the importance of involvement with groups and civil society organizations promoting CSE.



Other topics participants were asked about included masturbation, both male and female, sexual desire, gender identity awareness, same-gender falling in love, gender equality and activities to break gender stereotypes. In most cases the negative responses were 90%, showing that the topics set out by IPPF (2017), UNESCO (2018) and Coeduca't (2023) were not being followed. Then, they were asked to mark the different topics they worked on and in which subjects. The main topics, on which more than 90% of the participants answered were reproduction (131, 94%), female reproductive system (132, 95%) and male reproductive system (130, 93,5%), seeing that only reproductive health topics were worked on, but according to the three entities, from a biological perspective, the content should be focus on sexual and reproductive health (sexual rights, human body development, menstruation, sexually transmitted diseases, self-knowledge...).

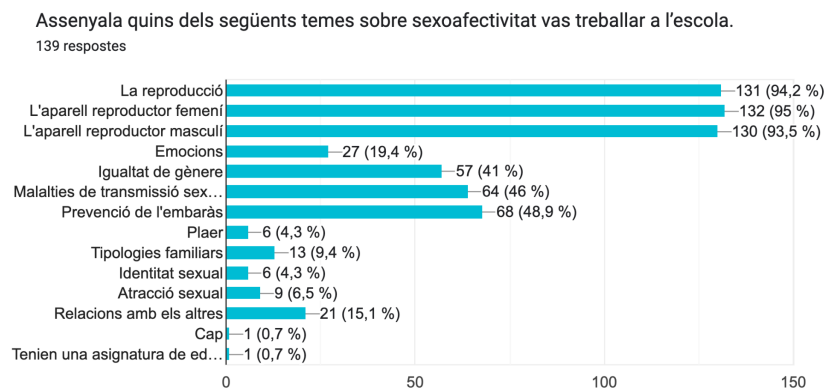


Figure 3: topics worked on.

Finally, they were asked questions about personal reflection. One of the last ones in the second block was if they were aware of what the reproductive apparatus of the opposite gender (male or female) looked like internally. In the case of men, more than half of them answered yes, 40 (81,6%), and 9 (18,4%) no. In the case of women, there were also favourable results, with 63 (70%) answering yes and 27 (30%) answering no. I was surprised that men know proportionally more about the females' reproductive system, since, throughout history, there has always been more knowledge about male's reproductive system.

Reaching the third block of the survey, participants were asked two questions: what topics they would have liked to work on and how they would have liked them to be taught. The most repeated topics were emotions, 108 (77,7%), pleasure, 96 (69,1%), the relation of sex-affectivity and 96 (69,1%).

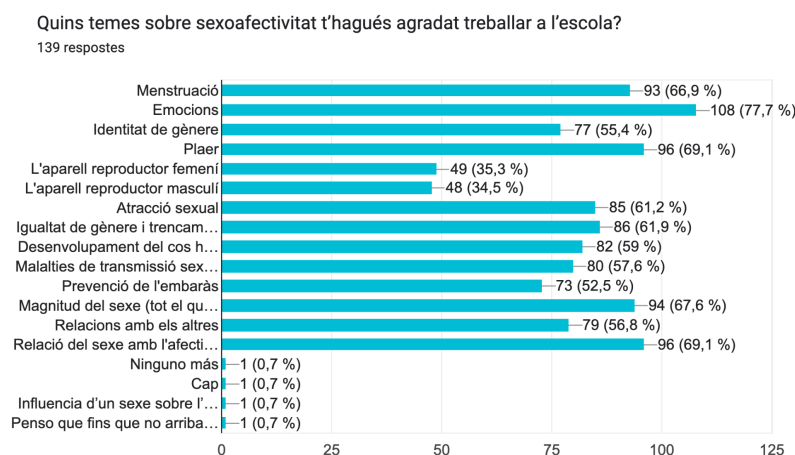


Figure 4: topics youth would have liked to work on at primary school.

The majority agrees that CSE should be a normalised topic that is talked about openly and without inhibitions or taboos, based on an integral education and there should be a subject dedicated to it, with talks, opening up space for debate, real situations, dynamics and workshops, and above all, dealing with CSE beyond a purely biological subject. These results match what CSE stands for, according to UNESCO (2018) it aims to equip young people with the knowledge, attitudes, values, and skills necessary to determine and enjoy their sexuality, emotionally and physically, whether individually or in relationships. It is clearly seen that its main goal nowadays is to move away from the dynamics and teachings that people of past generations had to live with, which did not contemplate many essential aspects of sexuality, beyond reproduction and anatomy.

To finish, highlight the points of view of the two experts (M) and (C) on sexual education today and the progress over the years. (C) thinks that not enough CSE is given in schools and, if it is taught, only dealing with the biological topics, leaving aside the affective and relational issues, as reflected in the survey. (M), thinks that in general, schools do not offer enough sexual education, but that there is more openness and it is necessary to normalise sexuality as another part of the human being.

The proposal is entitled "Supereducació sexual." It follows the project methodology and incorporates the different topics established by IPPF (2017), UNESCO (2018) and Coeduca't (2023). The project is aimed in a transversal way, covering different curricular areas such as science, linguistics, arts, english and values, and lasts a month and a half.

The different activities revolve around students' interests and worries, so, to start, the first activity consists of a preliminary questionnaire in which they will fill in the different questions

on the subject. The idea is to keep them until the end of the project, where collectively teachers and students will read them aloud and answer them. After doing that, the teacher will divide the class into collaborative groups that will last until the end of the project, so it is very important that the groups are heterogeneous and have different levels of learning.

The starting point will be two books: “El teu cos mola”, by Marta Torrón and Cristina Torrón (2022), and “El semen mola”, by Anna Salvia and Cristina Torrón (2022), which are from the same collection: Menstruita. They are illustrated and didactic books to learn about everything involved in a woman's body, including menstruation, physical and emotional changes, etc, and the other one about the male's body, reproductive system, hygiene and erection, etc. With these books the project will be conducted, as they talk about the different topics to be worked on. The collaborative group will have to decide which people will read one book and the other. During this project, they will be filling a “Superquadern”, with the different activities and tasks that they will be carrying out and using it as a diary.

Firstly, we will talk about puberty, so it will be important to make a little talk in class about what they have read and what they don't know about, they will be using the app “Mentimeter” to collect the different words related to puberty, such as hair growing, pimples, voice changing, etc. After that they will have to draw themselves in a piece of paper in their adolescent version, with all the physical changes they will experience, as well as the way they will dress, how they will relate with family, friends, etc. In order to also work on self-esteem, on the other side of the paper, they will have to draw their naked bodies adding all those unique characteristics that make them who they are, such as freckles, scars, hair, etc. The aim of this activity is to talk without taboos about the differences and imperfections impact later in adolescence. The challenge is the acceptance, understanding and observation of so much shared difference. This last part of the activity has been taken from Ortiz (2022) in Servei Educatiu Ciutat de Badalona.

Next block will be working on biological topics. They will read the chapters in the books about the anatomy of female and male's reproductive systems. In collective groups, they will be assigned to do the female's reproductive system or male's, and they will have to create a model with clay or other materials such as mud, cardboard, etc, of the sexual organs, both internal and external, and each one of a different colour. Once finished, they will present them in front of the rest of the class and will have to explain how they work. To do this, they will have to fill in a form before and after the construction, where they will explain the materials used, explain how they have worked and a funny situation during the construction and presentation of the model and new things they have learnt.

The following part is menstruation and the seminal fluid, it will start with a very experimental activity, in which they will discover the different textures of both fluids. Seminal fluid will be done with hand soap and a little bit of water and menstruation with red colourant, water and flour to make it thicker. The teacher will do it as an example and they will have to answer some questions on their "Superquadern" about these two topics, as well as naming the components of menstruation and marking the organs where seminal liquid is created. This will be answered thanks to the teacher's explanation and the book, for example, that menstruation gets thicker throughout the days. Thanks to this activity, they will learn about the textures of both fluids and their composition. The questions have been extracted from "Superquadern d'educació sexual", by Anna Salvia and Cristina Torrón (2023).

Once this activity is done, they will start creating a menstrual cycle, using different materials, as well as the experiment that they have done with the textures. In this case, they will have to create the whole menstruation cycle, they can choose how many days it lasts. It will include the ovulation stage, bleeding and emotional and physical changes. They can do it in a horizontal format or in a wheel one. These two activities aim to encourage critical thinking and understanding of issues related to menstruation and sexuality, both female and male.

After carry out the biological block, they will be doing some activities following the methodology of corners<sup>7</sup>, with different stations where they will find cards with the different parts of the two reproductive devices and they have to match them with the corresponding drawing. In another they will have cards to work on the development of the foetus, with which they will have the support of iPads or tablets to look up the information, this last is extracted by Pizarra de colores (2020).

After that, the following activity uses a manipulative medium, coffee drops, to explain STD in an original and didactic way. There are five transparent plastic glasses with water in four of them and coffee in the fifth. Five volunteers are sought out and each one is given a glass. They are asked to ask questions such as: "Do you want to make out with me?". Then, metaphorically, "to make out" is to pass the liquid from one drop to another. As the liquid passes from one drop to the next, it can be seen that all the drops turn brown. The glasses containing water represent healthy people, while the ones with coffee represent a person with an STD. In a second round, the same thing is done, but the glasses are protected with plastic film. The same procedure is followed and it can be seen that the water is still intact.

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<sup>7</sup> "Racons".

More glasses can be added. After that, through Servei Salut i Escola, nurses will be asked to come to school to give a talk about diseases and protection and prevention.

This next activity is directed at the area of English. In this activity, the students will choose a song in English that contains sexist or exclusionary lyrics. Then, in groups, they will rewrite it to make it more inclusive and respectful, regardless of gender or sexual orientation. Students will have to work in teams to analyze the original lyrics of the song and think of alternatives that are more inclusive and respectful. They should also make sure that the new lyrics fit, as much as possible, with the music and rhythm of the original song. This activity not only allows students to practise their English skills but also helps them understand that inclusive language is a way to promote equality and respect for all people, regardless of gender or sexual identity.

In order to dig in more and talk about gender, sexual identity and diversity, the class will do a visit to Centre LGTBI de Barcelona, to do a workshop with the students, so that they can learn that gender and biological sex are different, each person has an identity, one's identity is something chosen. To continue in this block, to work on values, the students will watch the film "Billy Elliot" (2000) to work on gender roles. After watching it, they will have to bring an empty suitcase which they will have to fill with objects and clothes that represent the characters and situations of the film, for example ballet pointe shoes.

This next activity is called "The flat". In this activity, the children will be given an index card and they will have to observe who does the different tasks at home and mark them, pointing out who does them and how often. Then, they will have to reflect on the different gender roles, who collaborates more or less at home, and if they consider it equitable. Next day, when they come to school we will divide the class into different spaces of a house: living room, kitchen and bedroom. Each one of them will have to represent what they have seen at home and do a reflection on their "Superquadern", the aim of this activity is to encourage reflection on the gender stereotypes present in the distribution of household chores and to promote gender equality in the home.

To finish this project, the students will sit in a circle and with cards that contain questions about what they have worked on and the questions that were posed at the beginning of the project, designed by the teacher, will be read out. The teacher responds to the questions they don't know the answers to with the group as a whole. In this way the pupils reflect on what they have learnt and how they have worked individually and collectively. (See Annex 6)

## 6. CONCLUSIONS

This dissertation focused on the development of a CSE program for upper primary school and explored the current level of understanding and knowledge about sexuality among young people who were in primary education more than ten years ago. Returning to the research question and the objectives of this article, it can be concluded that, thanks to the instruments used, they have been achieved. It is important to highlight the importance of CSE didactics as an essential part of education nowadays, providing skills and knowledge that will be applied in pupils' daily lives. In relation to this, it has been seen that the most important topics that should be covered according to the literature and the experts, such as STD, relationships, emotions and human development, follow approaches that stimulate children and create a safe space for them. The proposal has been successfully designed according to the topics mentioned above and following the methodologies, activities and tips provided by the experts and the participants, achieving this way, O1. However, from my perspective, it would have been more interesting if this could have been implemented or tested, as well as with more activities, but it would have ended in a really long article.

Regarding O2, it has been proven the low level of satisfaction of the youth surveyed about the sexuality education they received. It is clearly seen that, a few years ago, sexuality education was only seen from a biological aspect and how humans reproduce, as well as from a point of view of abstinence and taboo towards one's own sexuality.

To conclude, I would like to highlight the importance of CSE from an early age and its essential role in the well-being and health of young people, emphasising the need for it to be a priority in education systems. It is true that in recent years there has been an improvement in terms of sexual education; by looking at the results of the questionnaire, now people talk more openly about menstruation, mental health, self-esteem and healthy relationships, but, as one of the experts says "there stills a lot of work to do". I believe that we will have made a big step forward as a society when CSE programmes are implemented in all schools, either as a transversal project or as a subject.

**Limitations and future research:** In designing this dissertation, some limitations have been identified, both in the methodological and research aspects. The main research limitation that I found was that I was not able to apply an instrument involving children, as in my placement school, they already had a project on sexual education at the beginning of the course, meaning I was not able to do anything related with my dissertation as they already had knowledge about the subject. If I had been able to attend CSE classes, I would have used different instruments such as a focus group or a survey to see children's interests on

the topic, current level of knowledge, observation of the methodology, activities and teacher's role, and have a sample based on the reality of the school and get more specific results. Another limitation I have faced is, as there is a maximum of words, I haven't been able to propose all the activities I would have liked to. Future research should focus on the creation of a CSE project for the whole primary stage, which entails children from six to twelve years old, and its implementation at school, as well as interviewing more teachers to have different points of view about CSE and its implementation at primary school. Another idea could be the creation of a subject in CSE in the primary education degree.

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## 8. ANNEXES

### Annex 1: ATTITUDES THAT A TEACHER SHOULD HAVE ACCORDING TO BZgA (2017)

The following table is extracted from “Training matters: A framework for core competencies of sexuality educators” by the World Health Organization and Federal Centre for Health Education [BZgA] in 2017.

ATTITUDES	SKILLS	KNOWLEDGE
<ul style="list-style-type: none"><li>- Commitment to sexuality education.</li><li>- Respect for integrity and understanding of boundaries.</li><li>- Open-mindedness and respect for others.</li></ul>	<ul style="list-style-type: none"><li>- Ability to create and maintain a safe, inclusive and enabling learning environment.</li><li>- Ability to use interactive teaching and learning approaches.</li><li>- Ability to communicate effectively.</li><li>- Ability to reflect on beliefs and values.</li></ul>	<ul style="list-style-type: none"><li>- Knowledge about relevant topics in sexuality education</li><li>- Basic knowledge of health promotion and psychology</li><li>- Knowledge of methods on how to deliver sexuality education</li><li>- Knowledge about different sexuality education approaches and their impact.</li></ul>

## **Annex 2: SEXUALITY EDUCATION AT SCHOOL QUESTIONNAIRE**

### **L'educació sexual a l'escola**

El meu nom és Anna Badia i soc estudiant de 4t curs d'Educació Primària a la Universitat Ramon Llull (Blanquerna). El tema del meu treball de final de grau és "l'educació sexoafectiva a l'escola". L'objectiu d'aquest qüestionari és saber el nivell d'educació sexoafectiva que hi havia a les aules quan els joves d'avui dia estaven a l'etapa de primària per tal de, posteriorment, dissenyar una proposta educativa per poder implementar a l'escola. Contestar-lo no us portarà més de 5 minuts i els resultats obtinguts seran completament anònims.

Moltes gràcies!

Confidencialitat: El material i/o les dades obtingudes seran d'ús exclusiu intern de la Facultat de Psicologia, Ciències de l'Educació i l'Esport-Blanquerna. En el cas que fossin incloses en una publicació dins de l'àmbit acadèmic i científic complirien estrictament les condicions ètiques de confidencialitat exigides en una recerca d'aquestes característiques.

### SECCIÓ 1

Quina edat tens?

- a. 18-22
- b. 23-26
- c. 27-30
- d. més de 30

Gènere

- a. Dona
- b. Home
- c. Altres:

A quin tipus d'escola vas assistir?

- a. Pública
- b. Concertada
- c. Privada

La teva escola era laica o religiosa?

- a. Laica
- b. Religiosa

### SECCIÓ 2 - Currículum

A l'escola, vas treballar l'aparell reproductor femení i masculí?

- a. Sí

b. No

A l'escola, va parlar sobre els aspectes relacionats amb les emocions, la intimitat i la relació amb els altres?

a. Sí

b. No

A l'escola va parlar sobre les malalties de transmissió sexual?

a. Sí

b. No

Vau treballar la prevenció d'aquestes malalties?

a. Sí

b. No

Vau parlar de la prevenció de l'embaràs?

a. Sí

b. No

A l'escola, us parlaven obertament sobre la menstruació tant a nens com a nenes? (Què és el cicle, què comporta, els canvis hormonals de la dona durant aquest període...).

a. Sí

b. No

Es van tractar els canvis físics propis de l'edat? (dels 11 als 13)

a. Sí

b. No

I dels canvis emocionals?

a. Sí

b. No

Es va parlar i vas rebre informació sobre la masturbació masculina a l'escola?

a. Sí

b. No

Es va parlar i vas rebre informació sobre la masturbació femenina a l'escola?

a. Sí

b. No

En les vostres classes, es va parlar sobre el desig sexual i per què es desperta?

a. Sí

b. No

Us van conscienciar que els genitals no defineixen algú com a nen o nena?

a. Sí

b. No

Vau parlar que l'enamorament es pot produir entre persones del mateix gènere?

- a. Sí
- b. No

Es va parlar sobre la igualtat entre homes i dones?

- a. Sí
- b. No

Vau dur a terme activitats relacionades amb el trencament d'estereotips de gènere?

- a. Sí
- b. No

En cas afirmatiu, quina? \_\_\_\_\_

Quan treballàveu tots aquests aspectes, es va portar material a la classe? (ex: condons, compreses...)

- a. Sí
- b. No

Assenyala quins dels següents temes sobre sexoafectivitat vas treballar a l'escola. [multiple selection]

- a. La reproducció
- b. L'aparell reproductor femení
- c. L'aparell reproductor masculí
- d. Emocions
- e. Igualtat de gènere
- f. Malalties de transmissió sexual
- g. Prevenció de l'embaràs
- h. Plaer
- i. Tipologies familiars
- j. Identitat sexual
- k. Atracció sexual
- l. Relacions amb els altres
- m. Altres: \_\_\_\_\_

En quins àmbits va treballar o parlar sobre educació sexoafectiva? [multiple selection]

- a. Naturals
- b. Socials
- c. Valors
- d. Ciutadania
- e. Educació física
- f. Tutoria
- g. Altres: \_\_\_\_\_

Quan us mostraven cossos per parlar d'anatomia a classe, els models eren majoritàriament masculins o femenins?

- a. Masculins
- b. Femenins

Quan treballaveu l'aparell reproductor femení es mencionava el clítoris?

- a. Sí
- b. No

Els mestres parlaven obertament del tema o estaven cohibits?

- a. En parlaven obertament
- b. Estaven cohibits

Algun company o companya teu va mostrar rebuig a l'hora de tractar aquests temes?

- a. Sí
- b. No

Recordes si vau rebre formació per part d'algun professional especialitzat en el tema? (ex: tallers de sexualitat, sexòlegs/gues, infermers/eres, associacions especialitzades...)

- a. Sí
- b. No
- c. No ho sé

Si ets noi, actualment, ets conscient de com és l'aparell reproductor femení internament?

- a. Sí
- b. No

Si ets noia, actualment, ets conscient de com és l'aparell reproductor masculí internament?

- a. Sí
- b. No

Series capaç de compartir informació real amb els teus amics i amigues sobre la responsabilitat sexual basant-te només en l'educació sexual que has rebut a l'escola?

- a. Sí
- b. No
- c. No ho sé

### SECCIÓ 3 - El que haguessis volgut

Quins temes sobre sexoafectivitat t'hagués agradat treballar a l'escola? [multiple selection]

- a. Menstruació
- b. Emocions
- c. Identitat de gènere
- d. Plaer
- e. L'aparell reproductor femení
- f. L'aparell reproductor masculí

- g. Atracció sexual
- h. Igualtat de gènere i trencament d'estereotips
- i. Desenvolupament del cos humà i canvis físics
- j. Malalties de transmissió sexual
- k. Prevenció de l'embaràs
- l. Magnitud del sexe (tot el que implica)
- m. Relacions amb els altres
- n. Relació del sexe amb l'afectivitat
- o. Altres: \_\_\_\_\_

Com t'hagués agradat que t'ho haguéssin ensenyat? Des de quins àmbits? \_\_\_\_\_



### **Annex 3: INFORMED CONSENT**

#### **CONSENTIMENT INFORMAT PER LA PERSONA PARTICIPANT**

Títol del Treball de Recerca: **Unlocking the Potential of Comprehensive Sexuality Education in upper primary schools.**

Investigador responsable: **Anna Badia Mora**

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#### **INFORMACIÓ BÀSICA del Treball de Recerca**

Tema del TFG: **L'educació afectivosexual a l'escola**

Objectius del TFG: **1. Desenvolupar un projecte d'educació sexual integral basat en la investigació-acció per a alumnes de cycle superior de primària.**

**2. Explorar el nivell actual de comprensió i coneixement sobre la sexualitat entre els joves que van cursar l'educació primària fa més de deu anys.**

Activitats que se li demana al participant: **entrevista**

El material i/o les dades obtingudes gràcies a la seva participació en aquest Treball de Recerca seran d'ús exclusiu intern de la Facultat de Psicologia, Ciències de l'Educació i l'Esport-Blanquerna. En el cas que fossin incloses en una publicació dins de l'àmbit acadèmic i científic complirien estrictament les condicions ètiques de confidencialitat exigides en una recerca d'aquestes característiques.

La persona participant ha de llegir i contestar les següents preguntes amb atenció (encerclar la resposta correcte):

Ha llegit tota informació que li ha estat facilitada sobre aquest projecte? SÍ/NO

Ha tingut l'oportunitat de preguntar i comentar qüestions sobre el projecte? SÍ/NO

Ha rebut suficient informació sobre aquest projecte? SÍ/NO

Ha rebut respostes satisfactòries a totes les preguntes sobre el projecte? SÍ/NO

Està d'acord en participar-hi? SÍ/NO

Autoritza la seva participació en el projecte? SÍ/NO

Autoritza la participació de les persones de les quals és responsable (en el cas d'una representació institucional)? SÍ/NO

Data: .....

Signatura de la persona participant (noms i cognoms entre parèntesi):

.....

Exemplar per al participant / Exemplar per a l'investigador

## Annex 4: TRANSCRIPTION OF THE INTERVIEWS

### Interview to a teacher

- 1. Quins consideres que són els principals temes a tractar a l'aula sobre educació sexual?** Per mi els bàsics serien el consentiment, i per consentiment no parlem només del "sí és sí", que ara es parla molt d'això, sinó només que qualsevol tipus de contacte físic has de rebre un consentiment previ. La diversitat sexual, a nivell d'orientacions, les pràctiques sexuals amb seguretat, que es poden iniciar a l'etapa d'adolescència, i les malalties d'infecció sexual.
- 2. A partir de quina metodologia de treball creus que l'alumnat pot sentir-se més còmode i assimilar millor els aprenentatges?** Les metodologies poden variar a nivell individual i grupal, en base a si els nens es senten segurs a l'hora de parlar d'aquests temes, (...) han de ser dinàmiques, obertes i de debat. Que s'ofereixin espais segurs i amables on poden abocar preguntes sense sentir-se qüestionats.
- 3. Creus que el centre hauria de proporcionar eines per la implementació de programes d'educació sexual?** (...) sí. De totes maneres cada cop hi ha més escoles que cercen aquest tipus de formació als seus docents. (...).
- 4. Creus que és necessari que els mestres es formin en tema?** Òbviament sí. Em sembla un bàsic i crec que el currículum també va en aquesta direcció.
- 5. T'has trobat amb situacions dins l'aula que han requerit tractar o treballar la sexualitat a l'aula?** Sí, (...) m'he trobat sobretot preguntes, dubtes, inquietuds o preguntes d'orientació sexual, (...) pel que podem veure a la televisió o al carrer. Alguna vegada també hi ha hagut faltes de respecte en aquesta direcció. També s'ha hagut de fer debat, respectar les persones, no només a qui estimin, sinó a qui siguin.

El tema de la regla de les nenes, que també comença amb una cicle superior, (...).

(...) coses que han pogut veure a la tele o en altres dispositius digitals, que també moltes vegades ens esquitxen a l'aula. I un tema que sobretot va sortir moltes vegades és el de les lletres de les cançons, perquè cada cop tenen més contingut sexual i et pregunten, es qüestionen... Crec que no les hem de prohibir o tapar, sinó que podem reproduir una cançó i entendre per què creiem que és masclista o que té un contingut sexual molt elevat, etc.

- 6. Quin paper consideres que tenen les famílies en l'educació sexual dels seus fills i filles?** Crec que és fonamental, (...), la família sempre és el primer model que es reproduceix.
- 7. Com valores l'educació sexual actual en l'educació catalana? I la que vas rebre tu?** Penso que ha millorat molt i, (...) Catalunya és pionera dins d'Espanya en

aquesta direcció, d'altres més actualitzats i europeus, però penso que continuem necessitant un recorregut encara en aquesta direcció.

El context social i polític ho posa de manifest, perquè de seguida que es posen lleis a nivell educatiu que siguin més obertes i més flexibles a nivell d'educació sexual apareixen altres parts de la societat que no hi estan tan d'acord, per tant encara hi ha molt de bagatge al darrere a fer, però penso que la millora és molt significativa respecte al que vaig viure com a alumne.

Per exemple, al meu cas, pertanyo al col·lectiu LGTBIQ i no vaig tenir cap model a seguir i això em va fer que em costés molt relacionar-me després a l'etapa d'adolescència. Crec que una millora n'hem fet.

8. **Quin creus que hauria de ser el perfil del mestre/a que imparteix educació sexual integral a l'escola?** (...) persona empàtica, ben formada, que conegui la realitat de la diversitat sexual social en tota la seva amplitud de la paraula i si pot ser que tingui una mica de formació sanitària (...), tenir un tracte molt proper amb els infants.
9. **Què opines sobre la implementació d'un projecte sobre educació sexual que abordés tota l'etapa d'educació primària?** Penso que seria meravellós començar des dels més petits, ja que moltes vegades els tallers arriben massa tard, (...). A vegades ja estan immersos en dubtes i a vegades aquests dubtes comencen de molt petits quan estan amb la coneixença del propi cos.

#### Interview to a psychopedagogue

1. **Quins consideres que són els principals temes a tractar a l'aula sobre educació sexual?** Doncs els biològics, els de relació i els emocionals.
2. **A partir de quina metodologia de treball creus que l'alumnat pot sentir-se més còmode i assimilar millor els aprenentatges?** Experimental, que no tot sigui teòric, que hi hagi classe pràctica, que si per exemple s'ensenya i s'explica què són les compreses, doncs explicar com es posen i fer-ho a la pràctica. I fer un taller amb què l'alumnat doncs en posi i en tregui. (...) l'ideal seria, (...) treballar a base de tallers o de racons.
3. **Des que quins àmbits, a part del de valors, creus que es pot treballar millor l'educació afectivosexual?** Es pot treballar de manera transversal a tots els àmbits. Perquè, per exemple, en l'àmbit lingüístic es pot treballar tot el que és el vocabulari, en l'àmbit de les ciències naturals es pot treballar tot el que és la biologia del cos, en l'àmbit de la filosofia es pot treballar també el pensament en aquest sentit, etc.

- 4. Quines activitats proposaries tu per treballar diferents temes sobre l'educació sexual, com són la menstruació, la igualtat de gènere, les relacions entre ells, autoestima, la sexualitat, les malalties...?** Jo faria tallers. (...) per treballar la menstruació, (...) faria potser fer un calendari amb el cicle, que dura 28 dies, aleshores que vegin que el vint-i-vuitè dia la dona sagna, i llavors simular un sagnat i posar, per exemple, les compreses i els tampons perquè veiessin com absorbeixen aquesta sang.

La igualtat de gènere. Primer els portaria a fer una sortida a un centre d'aquests que treballen LGTBIQ+ o que vinguessin a impartir personal extern, que vinguessin a impartir algun taller perquè coneguin que el gènere i el sexe biològic és diferent, que cadascú té una identitat, la identitat del que escull, i potser posaria també alguna pel·lícula per exemplificar-ho.

Les relacions entre ells i elles. A través de dinàmiques de grup que treballin tot el que són les habilitats socials, els valors i les emocions.

L'autoestima. També es pot treballar a través de dinàmiques de grup i després el professorat pot fer molt per l'autoestima de l'alumnat, sempre fent reforç positiu, reconeixent allò que fan bé, potenciar allò que fan bé i després esperonar-los per corregir allò que no fan tan bé. O sigui, treballaria més en tipus currículum ocult.

Les malalties. Doncs mira, a través del Servei Salut i Escola, que les infermeres que venen fan una xerrada sobre les malalties, després jo faig servir una dinàmica que és molt gràfica, que és amb gots d'aigua i cafè, anar tenyint l'aigua amb el cafè.

I després una cosa, que les malalties de transmissió sexual és important treballar-les, perquè normalment només es treballa la prevenció de l'embaràs. I aleshores aquestes queden una mica com a l'ombra, i que s'ha de treballar tot això també a través de l'anticoncepció i de la protecció.

- 5. Creus que el centre hauria de proporcionar eines per la implementació de programes d'educació sexual?** Totalment. A més, hauria de ser un tema que es treballés de manera vertical des que són súperpetits fins que acaben l'escolaritat. (...) moltes de les coses que passen, passen perquè o tenen sobreinformació de mala qualitat i, que realment és important, no entenen, i per prevenció de violències masclistes i determinades actituds.
- 6. Quin creus que hauria de ser el perfil del mestre/a que imparteix educació**

**sexual integral a l'escola?** Doncs un professional format i informat i amb molta sensibilitat per poder transmetre tots aquests temes. (...) una persona que ho transmeti amb naturalitat, que pugui parlar de qualsevol tema sense escandalitzar-se (...) amb la màxima naturalitat possible perquè és una part de la vida humana.

7. **Creus que és necessari que els mestres es formin en tema?** Totalment. Jo crec que els mestres s'han de formar amb tot. O sigui, han d'anar evolucionant conforme evoluciona la societat i evolucionen els nostres infants. I on hi ha necessitats, el professorat s'ha de formar. (...)
8. **Què opines sobre la implementació d'un projecte sobre educació sexual que abordés tota l'etapa d'educació primària?** És molt necessari. (...). Amb tots els temes de sexualitat i afectivitat anem molt molt retrassats.
9. **Quin paper consideres que tenen les famílies en l'educació sexual dels seus fills i filles?** Essential, com amb tot. La família té un paper bàsic en totes les esferes de l'educació dels seus fills, perquè els infants segueixen els patrons que tenen a casa. I aleshores és allà on s'aprenen les primeres coses i els aprenentatges més bàsics per la vida. (...) No poden deixar a les famílies la responsabilitat d'educar a les escoles ni a les escoles la responsabilitat d'educar a les famílies. (...).
10. **Creus que es dona prou educació sexual a les escoles?** No, i si es dona, es dona només des del punt de vista biològic, llavors es deixa molt de banda el tema afectiu, el tema relacional, les implicacions que tenen les persones tenint relacions sexuals, (...).
11. **A quina edat creus que hauria de començar?** Des de l'inici de l'escolaritat.
12. **Creus que hauria de estar present al llarg de tota l'escolaritat?** Sí. Evidentment, adaptat segons les característiques dels infants de cada edat, però crec que hauria d'estar sempre. (...).
13. **Has vist un canvi amb el que es treballava abans a les aules? O segueix tot igual?** Jo crec que s'ha de fer més. Jo crec que segueix bastant igual. Almenys pels centres on he treballat, crec que segueix bastant igual. (...).

#### Interview to a psychologist

##### **1. Creus que es dona prou educació sexual a les escoles?**

A ver, eh, yo te puedo hablar de, por ejemplo, de lo que yo veo con mis hijos. (...) la educación que ellos les han ido dando es mejor que la que yo tuve, sí, porque lo mío era patético. (...). O sea, yo veo que, por ejemplo, ahora mi hija, la pequeña de 14 años en quinto de primaria y en sexto, ya han dado, ya han hablado y han tenido charlas. Y en primero y segundo de la ESO también. (...).

## **2. A quina edat creus que hauria de començar?**

Es variable, a veces hay niñas que, ya sabes que la regla, (...) hay que ir introduciendo y en casa que vayan viendo: “pues mira esto es una compresa, esto es un tampón, la copa menstrual”. (...). Entonces hay una cosa y es que, depende un poco de la evolución de las niñas de lo que veas porque hay factores, eh, sexuales como son los pezones, el vello público, todo eso. Cuando vas viendo que la niña ya está, hay que ir hablando de ello.

Luego también, sobre todo, sobre todo cuando en función de las preguntas, cuando te preguntan entonces es como, tu cuando ya te van haciendo preguntas o ves tú que la situación social en el entorno ya se están produciendo, que si novios que si por aquí, por allá es un poco adelantarte a eso, esta demanda es en función de la edad y en lo que te preguntan contestar también con el vocabulario adecuado, hay adaptar el vocabulario a la edad. Entonces, a una niña de siete años que te pregunta le puedes decir una cosa y a una niña de diez le puedes decir otra cosa. Es decir, adaptando tú el vocabulario y sobre todo de una forma absolutamente natural, (...).

## **3. Creus que hauria de estar present al llarg de tota l'escolaritat?**

Sí, porque la sexualidad es algo inherente al ser humano, como el respirar o alimentarse, o el hacer deporte, por lo tanto la sexualidad es una parte más, con lo cual, sí, a lo largo de todos los cursos se podría tocar con el nivel adecuado en la comunicación y en el contenido a cada edad. (...). Si lo metes así sin ningún tipo de drama y ningún concepto negativo, (...). Yo he tenido pacientes con problemas graves en la vivencia de su sexualidad y luego en las relaciones porque han crecido en un entorno de estos fundamentalista. (...).

## **4. Consideres important treballar les emocions (a nivell individual i amb els altres) a l'escola?**

(...). Sobre todo el problema de los adultos es que jamás aprendieron a aceptarlas, sostenerlas, expresarlas y saber gestionarlas, pero por lo pronto: hay que aceptar lo que me pasa, y si tengo rabia, pues sí, tengo rabia, ¿y qué hago con esta rabia? Pues ya vemos lo que haces. ¿Tengo tristeza, pues sí?, tengo tristeza. Tengo que llorar, pues lloro, porque es lo normal, es aceptación de las emociones, no huir de ellas, porque el aprendizaje sociocultural religioso es: que no se entere nadie, aparentar que no me pasa nada y esconder la emoción. En nuestra época era no expresar la emoción, tenías que decir no estabas pasando nada, lo comías para dentro y nadie se enteraba. Eso se enquista, produce malestar y hay que poder hablar de ello. Entonces esa es la base. (...).

(...) eso debería partir siempre primero de casa, de que en casa también estoy triste, venga, y no se acepta la emoción, ¿estás triste, verdad?, ¿y por qué estás triste? Entonces es como: No llores, no llores. Pues si tiene que llorar, llora porque está triste. Y (...) hay que

aceptar esa emoción y entender por qué estás triste. Y le damos un espacio a esa tristeza.

**5. Quin creus que hauria de ser el perfil del mestre/a que imparteix educació sexual integral a l'escola?**

La idea es que sea alguien que se haya, un poquito, especializado. (...). Yo creo que cualquier maestro, pedagogo y demás, con que te formes un poco en cómo, en lo que es un taller de explicación de la sexualidad a los niños, con eso es suficiente, (...).

**6. Ho haurien de fer persones especialitzades?**

Yo creo que, mira, el don del profesor que llega al alumno y que cualquier cosa que tenga que dar lo puede dar, es que con que te leas cuatro cosas, con que tengas un dossier, una información y tal, lo puede hacer. (...). Ahora sí que un poquito de lectura, de información, porque hay muchísimas cosas ahora. Y eso es muy bueno. Hay muchos libros, mucho material, para hacerlo llegar de la mejor manera posible y divertido y con juegos, y con total naturalidad. Lo que hay que hacer es salir del tabú, de donde venimos, de un patriarcado, de la educación religiosa, y salir de ahí, y (...) hacia la normalización. (...) que todo fluya de forma natural.

**7. Has vist un canvi amb el que es treballava abans a les aules? O segueix tot igual?**

Sí, sí. Gracias a Dios sí, en los colegios públicos y concertados abiertos, pero en los religiosos o del Opus pues no, están educando exactamente igual que antes, porque yo he tenido pacientes que, pues eso, se tienen que confesar si se masturba, o... Yo qué sé. Es que yo tengo que poner... Bueno, cuando llevaba mascarilla no se me veía, pero ponía caras de "¡Oh, my god!". Entonces eso sigue existiendo. Y sigue existiendo aquí en Barcelona. Pero en general, educación pública, educación, concertada abierta y laica, no. O sea, hay mucha más apertura y lo que se trata es de normalizar lo que es la sexualidad como una parte más del ser humano, también como una parte sagrada, porque luego se pasan... (...).

**8. Què opines sobre la implementació d'un projecte sobre educació sexual que abordés tota l'etapa d'educació primària?**

Bien, a mí me parecería perfecto. (...) adecuado a la edad, porque los niños de primero y los de sexto no tienen nada que ver. (...).

**9. Quin paper consideres que tenen les famílies en l'educació sexual dels seus fills i filles?**

Es el más importante. Primero es la familia y luego la escuela. Entonces, la escuela apoya el soporte y sostén de la familia, porque el niño es niño dentro de un ámbito familiar, entonces, lo primero son los padres o tutores o figuras de autoridad o de sostén o del apoyo y de crecimiento, porque hay todo tipo de familias, perfecto, padres, madres, dos padres, dos padres, da lo mismo, ya me entiendes. Pero eso es fundamental. A partir de ahí, luego,

el colegio da su porte y apoya y enseña y demás. Pero es que lo primero son las familias.

**10. A consulta, tens casos que si hi hagués hagut una bona educació afectivosexual, no hagués fet falta o s'hagués pogut evitar?**

Sí, sí, pobre hombre, tenía uno que estuvo 20 años en el Opus, era gay, imaginante. Entonces, este hombre, bueno, pasó allí por un mollón de psiquiatras, que intentaron curarlo. Entonces, pues lo que es horrible, horrible. Lo que pasa que este hombre sigue siendo muy religioso y no acepta su homosexualidad, pero se salió del Opus y la puede vivir de otra manera. (...). Yo tengo un montón de gente de 50 par arriba, alguno lo mejor de 40, pero que en general si hubieran tenido una buena educación sexual, no habrían tenido ansiedad, depresión y otro tipo de trastornos mentales, igual, incluso más serios, que han derivado de llevar mal y de gestionar mal esa parte de su vida, que es la sexualidad.



## **Annex 5: ACTIVITIES PROPOSED BY THE PSYCHOPEDAGOGUE**

### 1. Menstruation

Create a calendar to represent women's cycles and identify the key moments (bleeding, ovulation...), which lasts 28 days, in which they could see that on the 28th day, women bleed. In order to exemplify, let the pupils experiment with feminine hygiene products such as tampons or pads, to see how they absorb the blood.

### 2. Gender equality

Do an excursion to a centre in which they work with LGTBQ+, or external staff come to do a talk and do a workshop with the students, so that they can learn that gender and biological sex are different, that each person has an identity, the identity of the person is something chosen, and maybe I would also show a film to exemplify this.

### 3. Self-esteem and relationships

The relationships between them. Through group dynamics that work on social skills, values and emotions.



You can work on self-esteem, also through group dynamics and then the teachers can do a lot for the students' self-esteem, always giving positive reinforcement, recognizing what they do well, enhancing what they do well and then encouraging them to correct those that don't do so well. In other words, work more in the hidden curriculum type.

### 4. STD

Through Servei Salut i Escola, the nurses who come to school give a talk about diseases, then use a dynamic that is very graphic, which is with glasses of water and coffee, go colouring the water with the coffee.

And then one thing, that it is important to work on STD, because normally only the prevention of pregnancy is worked on. And then these remain a bit like in the shadows, and that all this must also be worked on through contraception and protection.

**Annex 6: MATERIALS FOR THE PROJECT**


	<p>Torrón, M., &amp; Torrón, C. (2022). <i>El teu cos mola, aprèn a descobrir-lo.</i> Montena.</p>
	<p>Salvia, A. &amp; Torrón, C. (2022). <i>El semen mola, però necessites saber com funciona.</i> Montena.</p>
<p>Nom: _____ / Data: _____</p> <p><b>El meu jo adolescent</b></p> <p><small>Dibuixa a tu mateixa com sents t'adolecent, com vesiràs, et magalliràs? et que t'agrada, com estas amb la família, quina música escoltes?</small></p> <div data-bbox="236 1294 454 1585" style="border: 1px dashed orange; height: 130px; width: 137px;"></div> <p><small>Ara anem a contar-mos en el present, dibuixa a tu mateixa dispujada (o en més moments) dibuixa i enumera les abes que en la cèl·lula són típiques característiques, per exemple: una piga, una cèl·lula, una marca de naixement.</small></p> <div data-bbox="236 1686 454 2000" style="border: 1px dashed green; height: 140px; width: 137px;"></div>	<p><a href="#">Link.</a></p>



### L'aparell reproductor

Integrants del grup: \_\_\_\_\_

Enganxar aquí la fotografia de la maqueta

Membres: 

Com hem treballat i alguna anèdota graciosa:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Què hem après?

\_\_\_\_\_

\_\_\_\_\_


\_\_\_\_\_

[Link.](#)

Nom: \_\_\_\_\_ / Data: \_\_\_\_\_

### La menstruació

Què són els tres components que formen el líquid menstrual?



Comença a les preguntes següents:

1. Quantes dies es prolonga a durar la regla?

Entre 3 i 7 dies.  
 Entre 10 i 14 dies.  
 Entre 35 i 40 dies.

2. Quina quantitat d'èl·lids de menstruació s'excreta durant tota la regla?

Entre 25 i 85 mil·límetres, tres culerades.  
 Uns 200 mil·límetres, com un got.  
 Aproximadament un litre, com un paquet de suc.

3. S'intensifica la mateixa quantitat de regla a tots els dies?

No, va augmentant a mesura que passen els dies.  
 No, va disminuint a mesura que passen els dies.  
 Sí, sempre es manté la mateixa quantitat.

4. La menstruació té sempre el mateix color?

Sí, sempre és vermella.  
 És sempre en blanc.  
 No, es va en fosc i, en canvi, passa del vermell al blanc.

5. Quina textura té la menstruació?

Sòlida.  
 Líquida com l'aigua.  
 Els primers dies, flueix amb petits coàguls, i de mica en mica es va fent més densa.

Observacions de l'experiment:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

[Link](#)

Reference: Salvia, A & Torrón, C. (2023). *Superquadern d'educació sexual, perquè créixer mola*. Montena.

Nom: \_\_\_\_\_ / Data: \_\_\_\_\_

### El líquid seminal

Encerca els òrgans on es produeixen alguns components del semen:

ESPALETA    TESTÍCULS    GLÀNDULA PRESEMPAL    TESTÍCULS    BULBA

RECTORI    GLÀNDULA    UTER    PENE    PENIS    VENTRICLE

Comença a les preguntes següents:

1. Quants mil·límetres de semen s'excreten a cada ejaculació?

Entre 2 i 6 ml.  
 Entre 30 i 40 ml.  
 Entre 2 i 6 l.

2. A quina velocitat pot sortir el primer rajol de semen?

A una 500m/h.  
 A una 1000m/h.  
 A una 5000m/h.

3. Com s'expulsa el semen?

Sense pressió, com una lagrima.  
 Per aspiració com un aspirador.  
 A l'aire, com una pistola d'aigua.

4. De què color és el semen?

Vermellós.  
 Blanc.  
 Blanc i rosat.

5. Quina textura té el semen?

Gelatinosa, viscosa, enganxosa.  
 Líquida com l'aigua.  
 Sòlida.


Observacions de l'experiment:

\_\_\_\_\_


\_\_\_\_\_

\_\_\_\_\_


[Link.](#)



**Vagina**  
Sertida del flux menstrual durant la regla. Lloc per on surt el fetus durant el part. Part del tractat de l'úter.



**Testicles**  
El líquid seminal s'origina aquí.

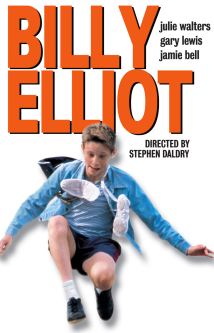


**Úter**  
Encarregat de la gestació. Comença l'ovul·lació i acaba el desenvolupament de l'embrió en el seu interior.

[Link.](#)

This are just three examples, more should be done.

Reference: Pizarra de colores (2020). *Desarrollo del feto*. <https://www.pizarradecolores.com/product-page/desarrollo-feto>



Daldry, S. (2000) *Billy Elliot* [Movie]. BBC Films.

Nom: \_\_\_\_\_ / Data: \_\_\_\_\_

### L'apartament

Nom	Taxa	Freqüència	Intensitat (en %)

Observacions:

Resolta en comú amb el grup

QUÈ VA PER MÉS?	
QUÈ VA PER MENYS?	
FREQÜÈNCIA	
Tot hom arriba igual a les tasques de casa?	
Es equitativa?	
Què podem fer-hi?	

[Link.](#)