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Positive-focused Sex Education in the Netherlands

An analysis of two different information sessions; the adolescent opinion.

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“We must know more about how young people think and feel about sex, for us to understand why they do what they do. And we not only have to teach young people to say ‘no’ to things they don’t want, we also have to teach them to say ‘yes’ to the things they do want.”

Daphne van de Bongardt

TED-talk 2020

Abstract

The aim of this study was to investigate how adolescents experience attention for pleasure in sexual education from Qpido through three objectives: 1. Investigate how attention is paid to pleasure in the material. 2. Whether adolescents experience the lessons as positive-focused. 3. Whether positive appreciation contributes to higher evaluation of the lessons. In this cross-sectional study ($N = 73$, $Age = 14$) mixed methods (content analysis/questionnaires) were used. The results of the qualitative part show that pleasure is included in almost every theme that is discussed during the lessons. In the theme social media there can be more attention to the pleasurable sides of online sexual behavior. The general message of the lessons is: “*it is okay to be who you are.*”. The results of the quantitative part have brought to light that explicit mentioning of pleasure is an important factor in the degree of positive appreciation of adolescents. In addition, pleasure also plays a role in the grading of sexual education by youngsters. It can be concluded that Qpido provides adolescents with a realistic, positive and pleasurable view of sexuality, and that pleasure is an, if not the most, important factor of positive-focused sexual education.

Key words: Adolescents, Pleasure, Pleasure-focused sex education, Sexual health, Sex-positive education, Key issues sex education, Sex and relationship education

Samenvatting

Het doel van deze studie was om te onderzoeken hoe adolescenten aandacht voor plezier ervaren tijdens seksuele voorlichting van Qpido door middel van drie onderzoeksvragen: hoe wordt er aandacht besteed aan plezier in het materiaal, ervaren adolescenten de lessen als positief en draagt een positieve waardering bij aan een hogere evaluatie van de lessen. In deze cross-sectionele studie ($N = 73$, $M_{leeftijd} = 14$) werden verschillende methoden (inhoudsanalyse / vragenlijsten) gebruikt. De resultaten van het kwalitatieve deel laten zien dat plezier bijna in elk thema dat tijdens de lessen aan bod komt wordt besproken. In het thema sociale media kan er echter meer aandacht worden besteed aan de plezierige kanten van online seksueel gedrag. De algemene boodschap van de lessen is: *“het is oké om te zijn wie je bent.”*. De resultaten van het kwantitatieve deel laten zien dat expliciete vermelding van plezier een belangrijke factor blijkt te zijn in de mate van positieve waardering van adolescenten. Daarnaast speelt plezier ook een rol in de hoogte van het cijfer dat jongeren toekennen aan seksuele voorlichting. Geconcludeerd kan worden dat Qpido adolescenten een realistische, positieve en plezierige kijk biedt op seksualiteit, en plezier een belangrijk onderdeel is van positieve seksuele voorlichting.

Kernwoorden: Adolescenten, Plezier, Positieve seksuele voorlichting, Seksuele gezondheid, Seks-positieve voorlichting, Belangrijke kwesties seksuele voorlichting, Seks en relatie educatie

Positive-focused Sex Education in the Netherlands

An analysis of two different information sessions; the adolescent opinion.

In June 2019, adolescents in the Netherlands responded to questions on sex education (SE) in schools and noted that this type of education has to be improved; they grade SE implemented by schools with a moderate 5.8 (Kamphuis, 2019). According to adolescents there is (too) much focus on reproduction, functioning of the human body, prevention of pregnancy and sexual transmitted diseases (STDs) and changes in adolescence during this form of SE (Allen & Carmody, 2012; Kamphuis, 2019). Young people's interest can be aroused by aspects that are more relevant to their sexual life, for example, information about love, sexuality, relationships, setting boundaries and emotional aspects of sexuality (Allen & Carmody, 2012; Barbé, 2019; Helmer, Senior, Davison, & Vodice, 2015; Kamphuis, 2019; Koepsel, 2016).

Qpido is a Dutch organization that develops and implements SE at secondary schools and (youth) care institutions. Qpido distinguishes itself from SE implemented by schools by aiming at positive sexual development and discussing topics such as love, setting boundaries, gender diversity and social media. Positive sexual development reaches beyond basic needs such as reproduction and survival; it also contains higher needs like recreation and pleasure (Kar & Tripathi, 2018). Discussing pleasure will lead to a more positive view on sexuality (Van Lunsen & Laan, 2017) and adolescents who have a positive view on sexuality not only have more pleasant sexual experiences, but are also able to better determine their boundaries and deal with contraception and STD prevention (Van Lunsen & Laan, 2017; Wood, Hirst, Wilson, & Burns-O'Connell, 2019). Although Qpido addresses topics that match the interest of young people better than SE implemented by schools, it has never been investigated whether Qpido pays sufficient attention to pleasure during the lessons. Because pleasure appears to be a crucial element of positive sexual development, this research aims to investigate how adolescents experience attention to pleasure in relation to the topics discussed during the SE sessions 'Love is for girls' and 'Love is for boys' from Qpido and whether a more positive appreciation contributes to a higher grading of the SE.

Theory and empirical studies on including pleasure in sexual education

According to the psychosocial theory of Erikson (1968), identity formation is the most important developmental task for adolescents. Identity formation consists of making important choices related to education, profession, religion, politics and moral values (Erikson, 1968). Although it is not explicitly mentioned in Erikson's general model, choices regarding sexual preferences, gender identity and relationships are also important for identity formation

(Rosario, Schrimshaw, & Hunter, 2011). Limiting young people in their freedom to experiment with these choices, by imposed rules and experimental behavior punished by parents, caregivers or teachers, conflicts with the developmental needs of adolescents to make independent choices (Dishion, Nelson, & Bullock, 2004; Naezer, 2018). This implies that it is more important to teach young people to experiment safely with sexual attitudes and behavior, rather than setting strict rules (Erikson, 1968; Naezer, 2018).

Pleasure is one of the key motivators for sexual behavior of (young) people (Gruskin, Yadav, Castellanos-Usigli, Khizanishvili, & Kismödi, 2019). When a person acts from internal value ("I want it") and because of the pleasure that an activity brings, the self-determination theory speaks of intrinsic motivation (Deci & Ryan, 1985). Applying the principal of intrinsic motivation in SE implies that addressing reducing risks, such as preventing STDs and pregnancy, is not enough to have SE's desired effect of positive sexual development; a more positive view on sexuality (Van Lunsen & Laan, 2017; Wood et al., 2019). Talking about pleasure should be included in SE because it is an important source of positive sexual development (Kar & Tripathi, 2018; Van Lunsen & Laan, 2017).

Positive-focused SE has a number of benefits for the development of adolescents. First of all, it leads to improved attitudes and health outcomes, such as condom use and other safe sex behaviors (Ford et al., 2019; Hanbury & Eastham, 2016; Hirst, 2013; Koepsel, 2016). One of the most important reasons for not using a condom is that condom use is perceived as a barrier to pleasure (Hirst, 2013; Van Lunsen & Laan, 2017). By teaching young people to '*slow down and enjoy the ride*', rather than rush to '*sealing the deal*', condom use will increase (Barbé, 2019). Safe sex behavior strategies should emphasize pleasure, as well as protection (Hirst, 2013; Van Lunsen & Laan, 2017).

Second, positive-focused SE ensures a better self-image and more self-confidence among adolescents, due to open and honest conversations about how they can discover their needs and desires (Hirst, 2013; Ford et al., 2019; Van Lunsen & Laan, 2017). When adolescents primarily learn about refusal skills, instead of positive affirmations and (sexual) pleasure, adolescents have less means to identify and develop their sexual desires (Koepsel, 2016; Saliaries, Wilkerson, Sieving, & Brady, 2017). Encouragement to identify and explore these desires will most likely cause young people to gain more self-confidence to express their wishes, which ultimately ensures sexual resilience (say 'no' when needed) (Ford et al., 2019; Hirst, 2013).

Third, positive-focused SE is based on a gender equal approach, where more attention is paid to the person, rather than to the gender of that person (Barbé, 2019). In general, girls are

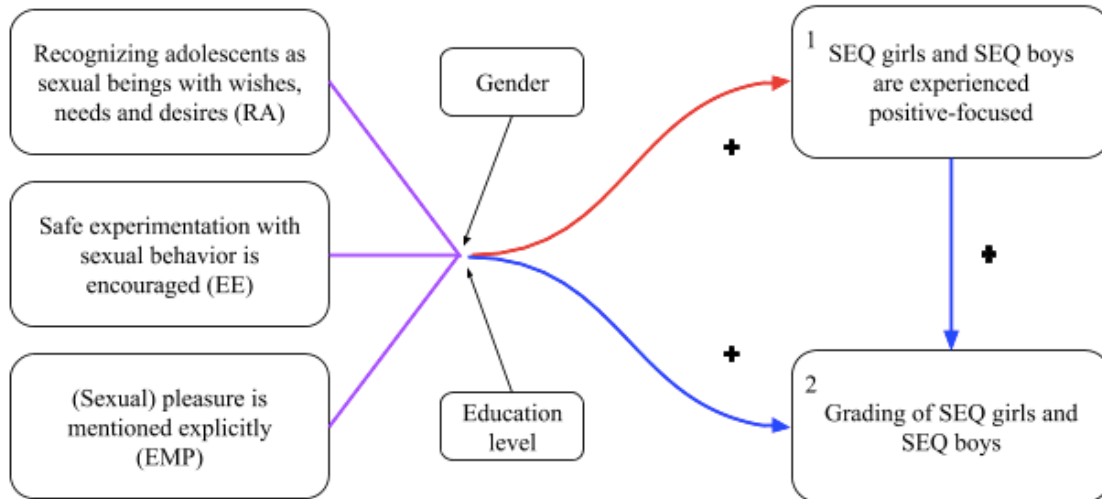
not encouraged to explore different sexual behavior and desires and seek pleasure to the same degree as men (Allison & Risman, 2013; Ford et al., 2019; De Looze, Madkour, Huijts, Moreau, & Currie, 2019; Saliaries et al., 2017). There is (a fear of) the phenomenon slut-shaming: women are labeled as sluts if they permit themselves the same sexual liberties as men (Allison & Risman, 2013; De Looze et al., 2019; Van Lunsen & Laan, 2017). On the other side, there is a fear that porn will affect boys' image of healthy, male sexuality: virile and always ready to go (Goldstein, 2020). In adolescence, there is pressure to be extremely masculine (Claussen, 2019). Boys need a safe space with role models; by demonstrating vulnerable manifestations of masculinity, boys' emotional capacity will increase (Claussen, 2019). Empowering both boys and girls by teaching them about sexual behavior, desires and pleasure, will lead to both sexes respecting one another (Van Lunsen & Laan, 2017).

Lastly, young people should be able to experiment with their sexuality online and positive-focused SE supports this. Sexting is an example of an online activity in which sexually explicit text, images or video are shared through (social) media (Lunsen & Laan, 2017; Naezer, 2018; Van Ouytsel, Madigan, Ponnet, Walrave, & Temple, 2019). SE mainly focuses on the risk that adolescents share sexually explicit text, image, or video beyond the intended audience (Van Ouytsel et al., 2019), which translated into practice in discouraging or even banning sexting (Naezer, 2018). This can cause 'victim blaming' or limited sexual freedom (Lunsen & Laan, 2017; Naezer, 2018). Neazer (2018) proposes to look at risk as a potentially constructive force that can work out in different ways, not as a negative force that should be eliminated.

The current study

The literature review shows that pleasure is important, and that positive-focused SE has multiple benefits for adolescents' development. That is why we first of all investigate to what extent the material of SE lessons 'Love is for girls' and 'Love is for boys' from Qpido (SEQ girls and SEQ boys) is positive-focused (RQ1). Subsequently, the second research question is whether young people actually experience these lessons as positive-focused (RQ2). Positive-focused SE is mainly about recognizing adolescents as sexual beings with wishes, needs and desires (Hanbury & Eastham, 2016; Van Clief & Anemaat, 2019), where safe experimentation with sexual behavior is encouraged (Van Lunsen & Laan, 2017) and where (sexual) pleasure is discussed explicitly (Hirst, 2013; Van Lunsen & Laan, 2017). Therefore, it is expected that adolescents experience SEQ as positive-focused if these three conditions are met (*see model 1, red line*). Finally, the last research question focuses on whether the three 'positive-focused' conditions and a more positive appreciation of SE (experience of the lessons by adolescents),

contributes to a higher grading of SE (RQ3) (*see model 1, blue line*). Girls and boys have different sexual needs and SE can take place at different education levels (VMBO, HAVO, VWO). Therefore, this research will also investigate whether gender and education level can be seen as a moderator.



Model 1; Research model

Method

Procedure

In this cross-sectional study, mixed methods have been used to collect and analyze data about SEQ boys and SEQ girls. Manuals, workbooks and Prezi presentations were analyzed in a qualitatively way. New quantitative data was collected at a school in Amsterdam (Spinoza20First), using an offline questionnaire with 4-point scale questions (*see appendix 1*). A pilot of the questionnaire was conducted to create an understandable questionnaire and ensure validity. The participating school was selected by Qpido and data collection took place after lesson 2 (T1) and lesson 4 (T2) of pre-planned SE (4 lessons total). The teachers were informed a week in advance. The teachers conducted the questionnaire during the last 5 minutes of the lesson under the supervision of the researcher. Parents have given the school permission for their children to receive SE and to participate in its evaluation. The students were informed during the lesson about the purpose of the questionnaire, including confidentiality, anonymity and non-commitment. The study has been approved by the Ethics Committee of the Faculty of Social and Behavioral Sciences of Utrecht University.

Participants

In total 86 adolescents in third grade of high school filled in the questionnaire. 12 respondents did not complete the questionnaire (at time T1, T2 or both) due to absence. Everyone completed the questionnaire. The final sample consisted of 74 adolescents aged 14 and 15 and 54,1% of the sample consisted women. The respondents were recruited from three different educational levels, of which 17,6% at VMBO, 45,9% at HAVO and 36,5% at VWO.

Measuring instruments¹

All the items of the scales on experimenting, recognizing adolescents and explicit mentioning of (sexual) pleasure are answered using a 4-point scale (1 = 'not at all'; 4 = 'a lot'). A higher scale score (Cronbach's alpha = α) indicates a higher reliability of the scale.

Encouraging Experimenting (EE). The same four items were used to measure the extent to which experimenting is encouraged during the SE for both boys ($\alpha = ,710$) and girls ($\alpha = ,809$). Experimenting is described in the items as "trying out". The validity check showed that this was the best description (De Graaf et al., 2017). This scale includes, for example, the question: "In this lesson it was said that I can try things in the field of sex, as long as I and the other person like it and it is safe."

Recognizing Adolescents (RA). For boys, four items were used to measure RA ($\alpha = ,724$). Four items were also used for girls ($\alpha = ,772$). Recognition of adolescents as sexual beings mainly indicates addressing adolescents' needs and desires when it comes to sexual behavior (Hanburt & Eastham, 2016; van Clief & Anemaat, 2019) and talking about this during SE (Van Lunsen & Laan, 2017). The scale for boys includes, for example, the question: "In this lesson attention was paid to what I thought was important to know and questions about porn". The girls' scale contains questions such as: "This lesson focused on what I thought was important to know and questions about street harassment and sexual violence."

Explicit Mentioning (sexual) Pleasure (EMP). For boys, three items were used to measure EMP ($\alpha = ,715$). For girls, four items were used ($\alpha = ,715$). Pleasure refers to various elements. For example, fun, happy, excitement, nice, cheerful and enjoyment are all scaled under pleasure. In this study, pleasure is made measurable by questions such as: "We talked in class about how I can have fun with sex." (for both boys and girls). In addition, the question "During this lesson I learned that..." was asked to measure pleasure in a qualitative way.

¹ The SE is entirely in Dutch. The 4-point scale and example questions have been translated into English for this study. For the original (Dutch) scale and questions see appendix 2

Appreciation of SEQ. To test whether adolescents experience SEQ positive-focused (RQ2), the question *‘During the lessons, more attention was paid to the fun, pleasant and exciting (positive) things of love and sex, than to the negative things of love and sex.’* using a 4-point scale (1 = *‘totally disagree’*; 4 = *‘totally agree’*) was added at T4.

Grading of SEQ. The participating students had to grade SEQ on a scale from 1 to 10.

Data-analysis

1. *Qualitative Analysis: Content Analysis.*

A content analysis was performed to count how often and in which way there is attention for (sexual) pleasure in the material of SEQ. In this analysis the labels *‘enjoyable’*, *‘pleasant’*, *‘nice’* and *‘pleasure’* were used to make the concept of pleasure measurable. The content analysis in this study consisted of three forms of coding; open, axially and selective coding. During open coding, labels were globally assigned to text fragments from the manuals, workbooks and Prezi presentations (Boeije, 2005). Next, certain themes were formed from the different labels, which were more overarching in nature (Boeije, 2005). In the last step, selective coding, coding themes were analysed for mutual relationships and differences and the final (Dutch) codebook was compiled, which can be found in *appendix 3*. The analysis was carried out using the qualitative software program QRS NVivo12.

2. *Quantitative Analysis: Multiple Linear Regression.*

The next analysis, performed in IBM SPSS Statistics 25, aimed at the perception of the adolescents who are confronted with this material. Descriptive statistics of the variables were obtained. Attention was paid to checking the assumptions of linearity, normality, homoscedasticity, exogeneity and multicollinearity due to the small sample size ($N=73$). To investigate the hypothesis that EE, RA and EMP contribute to positive-focused SE according to adolescents, a multiple regression analysis was performed. The Cronbach alfa (α) was checked separately at SEQ boys and girls, and then the data sets were merged. In addition, it was examined whether educational level and gender can be seen as a moderator. Dummies were created for these variables. To examine whether a more positive appreciation of SEQ predicts a higher grade, multiple regression was used. A significance level of $p < .05$ was used to interpret the results.

Results

Qualitative content analysis; Attention for (sexual) pleasure (RQ1)

The following group of labels were used to encode SEQ boys and girls: '(sub) goals'(1), 'guidelines'(2), 'material'(3), and 'narration'(4). '(Sub)goals' (for discussing a theme or doing a specific activity) and 'guidelines' (for creating a positive atmosphere and how to handle themes and the adolescents) are background information described in the manual for instructors. 'Material' and 'narration' contains content that is explicitly communicated to the adolescents through material (workbook, Prezi and videos) or the presentation (narration). The overarching themes, mentioned in table 1, are topics that are discussed during SEQ. The other themes are the most important and frequent codes given during the analysis. The numbers refer to the different labels: content for instructors (*labels 1 and 2*) or adolescents (*3 and 4*).

Table 1

Coding Labels per SE Theme²

Theme	Boys		Theme	Girls	
		<i>Grouplabel</i>			<i>Grouplabel</i>
Sex			Sex		
Orgasm		3 – 4	Orgasm		3 – 4
Nice (<i>fijn</i>)		2 – 3 – 4	Pleasure (<i>plezier</i>)		3 – 4
Delicious (<i>lekker</i>)		3 – 4	Delicious (<i>lekker</i>)		3 – 4
Enjoyable (<i>leuk</i>)		1 – 3 – 4	Nice (<i>fijn</i>)		1 – 4
Pleasure (<i>plezier</i>)		1 – 4	Pleasant (<i>prettig</i>)		1 – 4
Pleasant (<i>prettig</i>)		2 – 3 – 4	Sensitive (<i>gevoelig</i>)		3 – 4
Body			Body		
Clitoris		3 – 4	Clitoris		3 – 4
Penis		3 – 4	Penis		3 – 4
Identity			Identity		
Own choice		1 – 3 – 4	Be proud of		1 – 2
Ideal (girl)friend		3 – 4	Ideal (girl)friend		3 – 4
Positive qualities		1 – 3 – 4	Positive qualities		1 – 3 – 4
Gender			Gender		
Good as you are		1 – 4	Good as you are		3 – 4
Approaching women			Relationships		
Nice (<i>fijn</i>)		2 – 4	Pleasure (<i>plezier</i>)		3 – 4
Pleasure (<i>plezier</i>)		1 – 3 – 4	Enjoyable (<i>leuk</i>)		3 – 4
Respect		1 – 3 – 4	Being in love		3 – 4
Boundaries			Boundaries		
Saying yes (wishes)		1 – 3 – 4	Saying yes (wishes)		1 – 3 – 4
Social media			Social media		
Respond to		3 – 4	Respond to		3 – 4

Note. '(sub) goals'(1), 'guidelines'(2), 'material'(3), and 'narration'(4)

² The SE is entirely in Dutch. The themes, labels and quotes have been translated into English for this study. For the original (Dutch) themes, labels and quotes see appendix 2.

In SEQ boys, a total of 153 text fragments were encoded with 56 codes. The content consisted of 54 pages (manual and workbook), 85 Prezi slides and 15 videos (46.37 minutes). In SEQ girls, a total of 125 text fragments have been coded with 56 codes. The content consisted of 61 pages (manual and workbook), 75 Prezi slides and 15 videos (38.51 minutes). For the total codebook see *appendix 3*.

Background information for instructors.

Boys. *Sex* is the subject that is most discussed in a positive way in the (sub)goals and guidelines for instructors. They state multiple times that sex should be “*enjoyable*”, “*pleasant*” and “*nice*”. *Identity* (self-concept and unique as a person) is also regularly approached from a positive angle. For example, attention is paid to the positive qualities of the boys and the importance of making your own choices: “*The boys realize that making your own choices is more valuable than with a group of people.*”. Attention for positive qualities and making choices are connected with the themes *good as you are (gender)* and *approaching women*: “*The boys are aware of respectful and disrespectful ways of dealing with a woman.*”. Gender has to do with the socio-cultural aspects of being a man or woman (qualities, behaviors and role patterns). *Boundaries* is a theme that is reflected in the form of saying yes and knowing what you want.

Girls. For girls only 1 (sub)goal is formulated with the terms “*nice*” and “*pleasant*” related to *sex*, in contrast to boys. There is an emphasis on being okay with who you are as a person (*identity*) as a condition for enjoying sex and love. For example, it is noticed that the girls should be empowered: “*Empower what is going well! Never say this is not good. Say, for example: that went well. If you do this or that, then it is even better (clearer, more powerful).*”. In addition, the (sub)goals and guidelines discuss the importance of increasing the girls’ self-confidence (“*What are they proud of*”). Finally, *boundaries* is a theme that is reflected in the form of saying yes and knowing what you want, explicitly as a condition to set boundaries.

Content of the SE for adolescents.

Boys and girls. For both boys and girls, the theme *body* is reflected in the material and narration. This is mainly about the “*nice*” and “*delicious*” areas of the body; the clitoris and penis. For girls the word “*sensitive*” is used as well. Body and sex were often mentioned together: “*By rubbing the clitoris you can have an orgasm, it can be very sensitive.*” (*girls*). For boys, the body was also discussed in relation to pornography: “*The average penis is also fine, the image from porn is often not realistic and it does not apply to all men.*”.

Social media is hardly discussed in a positive way, it is mainly about the risks. The few times it is positive, it is about the reaction you can give to victims of scattered nude photos or videos without their permission: "what is positive to say" and "what is best to say".

Boys. *Sex* is treated considerably more in SEQ boys than in SEQ girls. This is reflected in both the material and in the narration. In SEQ boys, instructors often refer to pornography: what is fake (porn) and what is realistic (real sex). It is striking that "enjoyable" is used more often in SEQ boys than in SEQ girls: "Instead of thinking too much, it's better to think that your partner probably wouldn't be in bed with you if she didn't like you very much and that sex is a fun game you can learn together. It also helps to talk about what you like and enjoy in bed."

The theme *identity* focusses in boys on making their own choices, thinking about what they want in life and thinking about positive qualities that they have. All this is related to focusing on your own identity, without being influenced by the opinions and behavior of friends (peer pressure).

Gender is discussed less extensively with boys than with girls. Where the theme of *gender* is also reflected in the material for the girls, it is only reflected in the narration for the boys: "There are many different variations of persons. When you came in you may have thought you were either truly male or truly female, but now you find out that you are a little bit of this, a little bit of that. And sometimes even and / and that. It is not whether / or. And that's okay."

Approaching women is a theme in boys which is similar in content to *relationships* in girls. This involves establishing, building and maintaining a relationship. The difference in themes is that SEQ boys also emphasize establishing positive contact and relationships, whereas the girls do less. The focus is mainly on romantic relationships with women, sometimes on romantic relationships with men or relationships with friends. Another difference with the girls is that there is much more focus on respect in SEQ boys: "Which of the words on the board do you consider respectful and which ones not?"

The last theme is *boundaries*. This is about "saying yes", what do you want and don't want: "Today we are going to talk to each other: what is nice and what is not, where are the boundaries, and how can you deal with each other in such a way that you both feel good about it." In addition to discussing boundaries, the boys also talk about wishes, those of themselves and women. Much attention is paid to what women do and don't want. This is related to the theme of *approaching women*.

Girls. Sex is treated less frequently and extensively in SEQ girls than in SEQ boys. However, if attention is paid to it, much attention is paid to pleasure. In the narration, for example, “*pleasure*” is encoded 13 times, followed by “*nice*”; which is encoded 5 times. Own pleasure, the pleasure of the partner and having pleasure together are discussed. There is a striking amount of attention for the fact that having sexual pleasure is more typical for men than for women: “*What do you think of the statement that women should also enjoy sex?*”.

In SEQ girls, the theme of *identity* is mainly about gaining insight into positive qualities of oneself: “*Write down four fun / important qualities that you can offer to the other person!*” and what they are looking for in a future partner: “*We have talked about how falling in love feels for you, now we are going to talk about what you think are important qualities for your partner. What do you pay attention to when you meet a nice person?*”. The main difference with the boys is that the girls are more focused on themselves and there is no attention for peer pressure.

Gender is treated more extensively in SEQ girls than in SEQ boys. SEQ girls also make use of videos, which is not the case with the boys. Key messages are: you are good the way you are, it doesn't matter who you fall for and everyone can be who he / she is: “*There are at least (almost) no qualities that only belong to men or only to women, everyone has something in them and that is fine. So you should not be ashamed if, for example, you are a bit tougher than your peers, or if you love playing soccer. We all have different qualities and talents! We can be as we are!*”.

How does it feel to be in love? How do you build a relationship and how do you keep it fun? These are questions that are answered in the theme *relationships*. SEQ girls look at flirting between boys and girls: “*What kind of flirting by boys do you like and dislike as girls?*” And the relationship between friends: “*In what way could you be a good friend if someone finds it difficult to deal with his / her feelings and identity?*”.

In the last theme, *boundaries*, the girls discussed what they want and don't want. In addition to setting boundaries, attention is also paid to indicating wishes (saying yes): “*Discuss with your loved one what you would like, what you don't like and what you expect.*”. In this theme, attention is mainly paid to the wishes and boundaries of the girls. Boys' wishes are discussed, but boundaries are barely mentioned. “*The clearer you are, the better the other person understands you. Boys best understand clear language. They can't read minds and usually guys don't look for anything behind your words. Flirting is fun and everyone does it their way. Just be aware that if you keep saying "no" while you mean "yes", boys will no longer*

take your "no" seriously. You can just say "yes": boys often like it when a girl tells what she wants. And girls are allowed to take initiative in the field of love."

Themes that are covered in SEQ, but not coded, are street harassment for boys and (sexual) violence and loverboys for girls. These themes have been inspected during coding, but as expected, these are not topics that can be viewed from a positive angle.

Open questionnaire question

At the end of each lesson, the students had the opportunity to fill in what they had learned that day. A summary of the most common answers is made.

Boys. Eight times boys noted issues related to dealing with women. It was about respect: *"you should not call a woman a whore."* and paying attention to a woman, especially in the sexual field: *"foreplay is important."* It was mentioned six times that sex is often misunderstood by porn: *"porn is fake."* The male orgasm was discussed three times and the female orgasm three times: *"A women can have an orgasm multiple times."* Furthermore, it was mentioned four times that *"you can be who you are."* and twice that *"you can talk about everything."*

Girls. The girls noted thirteen times that they have learned something about the female body. This is mainly about the vagina or clitoris. It is striking that seven girls said *"sex should not hurt."* and four girls *"that you can cum as much as a boy."* Finally, it is mentioned five times that everyone has a different identity, and that this is okay: *"everything is normal."*

Quantitative analysis; Descriptive statistics

Before interpreting the results of the multiple regression analysis, assumptions were checked. First, the assumptions of normality, linearity and homoscedasticity were checked by inspecting the normal probability plots (standardized residuals) and scatterplots (standardized residuals). All values of VIF were below ten, indicating that there was no multicollinearity (Field, 2013). The Mahalanobis distance did exceed the critical χ^2 for $df = 15$ (at $\alpha = .001$) of 30.58, which indicated there was at least one outlier (Field, 2013). The influential cases have been investigated by looking at Cook's distances and showed no reason to exclude them from the analysis.

Means (M) and Standard Deviations (SD) were calculated for the dependent and independent variables. A t -test was performed to investigate if there are any differences between boys and girls. As displayed in Table 2, there is a significant difference ($t(73) = -2.63$; $p = .011$) between boys ($M = 7.78$; $SD = 1.08$) and girls ($M = 8.08$; $SD = 1.09$) in the grading

of SEQ. Girls graded SEQ significantly higher than boys. Striking is that there is no significant difference between boys and girls on all the other variables.

Table 2

Descriptive Statistics of Experimenting, Recognizing adolescents, Explicit mentioning (sexual) pleasure, Appreciation of SEQ and Grade of SEQ by Sex.

Variables	Girls (N=40)	Boys (N=34)	Total (N=74)	<i>t</i>	<i>p</i>
	<i>M</i> (<i>SD</i>)	<i>M</i> (<i>SD</i>)	<i>M</i> (<i>SD</i>)		
EE	3.15 (0.64)	2.98 (0.62)	3.07 (0.63)	1.21	.266
RA	3.35 (0.47)	3.16 (0.38)	3.26 (0.44)	1.90	.062
EMP	3.07 (0.59)	3.04 (0.47)	3.06 (0.53)	0.22	.830
Appreciation	3.30 (0.61)	3.09 (0.57)	3.20 (0.60)	1.54	.129
Grade	8.08 (1.09)	7.44 (0.96)	7.78 (1.08)	2.63	.011*
Education level	2.25 (0.71)	2.12 (0.71)	2.19 (0.17)	-	-

Note. * significant $p < .05$, *M* = mean, *SD* = standard deviation, Scale range 1 (less positive) – 4 (more positive).

Effect of EE, RA and EMP on Appreciation of SEQ (RQ2).

Multiple linear regression analysis was performed to assess whether EE, RA and EMP can predict a more positive appreciation of SEQ (table 3). In model 1 ($R^2 = .07$; $F(3, 70) = 2.86$, $p = < .05$), the control variables HAVO ($\beta = -.34$, $p = .003$) and VWO ($\beta = -.37$, $p = .021$) show a significant relation to SEQ. Which means that adolescents at HAVO and VWO appreciate SEQ less positive than youngsters at VMBO. In model 2, the first predictor EE was added ($\beta = .52$, $p = < .001$), which accounted for 26% of the explained variance of the outcome ($R^2 = .33$; $F(4, 69) = 9.90$, $p = < .001$). Model 3 ($R^2 = .41$; $F(5, 68) = 11.07$, $p = < .001$) indicates that also RA ($\beta = .35$, $p = .002$) contribute to a more positive appreciation of SEQ. In model 4, the last main predictor (EMP) was added and accounted for 40% of the explained variance of the outcome ($R^2 = .47$; $F(6, 67) = 11.77$, $p = < .001$). Of the three predictors, only EMP shows a significant relationship with SEQ ($\beta = .38$, $p = .004$). These results imply that in a multivariate set up, EMP is the most important predictor. No interaction effects were found (model 5). By Cohen's (1988) conventions, the effect of the significant models magnitude can be considered "large".

Effect of EE, RA , EMP and Appreciation of SEQ on Grading of SEQ (RQ3).

A multiple linear regression analysis was also performed to assess the effect of EE, RA, EMP and appreciation of SEQ on the grade adolescents assign to SEQ (Table 4). In model 1, the control variables gender and education level did not predict as significantly, therefore the model showed no significant variance in the outcome ($R^2 = .06$; $F(3, 70) = 2.42$, $p = .073$). In model

2, appreciation was added and accounted for a significant 21% of the variance ($R^2 = .27$; $F(4, 69) = 7.66$, $p < .001$), what indicates that more positive appreciation predicts a higher grade ($\beta = .49$, $p < .001$). In model 3 ($R^2 = .55$; $F(6, 67) = 15.99$, $p < .001$), it was tested if positive-focused elements predict higher grading. In this model the predictor EMP significant indicate a higher grade ($\beta = .57$, $p < .001$). This model also shows that girls grade SEQ significant higher than boys do ($\beta = .25$, $p = .003$). In the next model ($R^2 = .55$; $F(7, 66) = 13.51$, $p < .001$), appreciation was added again, only no longer predicts significantly. It emerged that EMP is the most important predictor ($\beta = .57$, $p < .001$). No interaction effects were found (model 5). By Cohen's (1988) conventions, the effect of the significant models magnitude can be considered "large".

Positive-focused Sex Education NL

Table 3

Multiple Linear Regression Including Main Effects of and Two-Way Interactions among Positive-focused elements on Appreciation SE.

	Model 1			Model 2			Model 3			Model 4			Model 5		
	B	SE B	β	B	SE B	β	B	SE B	β	B	SE B	β	B	SE B	β
<i>Background</i>															
Girls ³	0.24	.14	.20	0.15	.12	.12	0.09	.11	.08	0.14	.11	.12	0.64	0.90	.54
HAVO ⁴	-0.41	.19	-.34*	-0.37	.16	-.31*	-0.46	.15	-.38**	-0.43	.15	-.36**	0.43	1.60	.36
VWO	-0.46	.20	-.37*	-0.29	.17	-.24*	-0.43	.16	-.35*	-0.38	.16	-.31*	0.37	1.48	.30
Encouraging Experimentation				0.49	.09	.52***	0.33	.10	.35**	0.17	.11	.18	-0.13	.39	-.14
Recognizing Adolescents							0.47	.15	.35**	0.26	.16	.19	0.13	.45	.10
Explicitly Mentioning (sexual) Pleasure										0.42	.14	.38**	0.81	.41	.72
<i>Two-way interactions</i>															
Girls * Encouraging Experimentation													0.40	.34	1.06
Girls * Recognizing Adolescents													0.21	.35	.61
Girls * Explicitly Mentioning (sexual) Pleasure													0.02	.25	.05
HAVO * Encouraging Experimentation													0.25	.43	.67
HAVO * Recognizing Adolescents													0.11	.48	.30
HAVO * Explicitly Mentioning (sexual) Pleasure													-0.64	.43	-1.71
VWO * Encouraging Experimentation													0.34	.39	.85
VWO * Recognizing Adolescents													-0.04	.46	-.10
VWO * Explicitly Mentioning (sexual) Pleasure													-0.55	.46	-1.37
Adjusted R²		.07		.33			.41			.47			.44		
F change		2.86*		9.90***			11.07***			11.77***			4.83***		

Note. Dependent variable: Appreciation SE.

* $p < .05$, ** $p < .01$, *** $p < .001$.

³ Boys is the reference group

⁴ VMBO is the reference group

Table 4

Multiple Linear Regression Including Main Effects of and Two-Way Interactions among Positive-focused elements and Appreciation on Grading SE.

	Model 1			Model 2			Model 3			Model 4			Model 5		
	B	SE B	β	B	SE B	β	B	SE B	β	B	SE B	β	B	SE B	β
<i>Background</i>															
Girls ⁵	0.65	.25	.30*	0.44	.22	.20	0.53	.18	.25**	0.54	.18	.25**	0.09	1.55	.24
HAVO ⁶	0.04	.34	.19	0.40	.31	.19	0.08	.24	.03	0.08	.26	.03	1.70	2.73	.79
VVO	-0.15	.36	-.07	0.26	.32	.12	0.10	.29	.04	0.09	.27	.04	1.01	2.53	.45
Encouraging Experimentation							0.29	.18	.17	0.29	.19	.17	1.02	.67	.60
Recognizing Adolescents							0.08	.26	.03	0.08	.27	.03	-0.03	.77	-.01
Explicitly Mentioning (sexual) Pleasure							1.15	.23	.57***	1.15	.25	.57***	1.05	.72	.52
Appreciation				0.88	.19	.49***				-0.01	.20	-.01	0.05	.23	.03
<i>Two-way interactions</i>															
Girls * Encouraging Experimentation													-0.36	.58	-.52
Girls * Recognizing Adolescents													-0.03	.60	-.05
Girls * Explicitly Mentioning (sexual) Pleasure													-0.17	.42	-.26
HAVO * Encouraging Experimentation													-0.78	.74	-1.17
HAVO * Recognizing Adolescents													0.10	.83	.16
HAVO * Explicitly Mentioning (sexual) Pleasure													0.19	.75	.27
VVO * Encouraging Experimentation													-0.65	.68	-.90
VVO * Recognizing Adolescents													0.02	.80	-.03
VVO * Explicitly Mentioning (sexual) Pleasure													0.42	.80	.58
Adjusted R²		.06		.27			.55			.55			.50		
F change		2.42		7.66***			15.99***			13.51***			5.48***		

Note. Dependent variable: Grading SE.

* $p < .05$, ** $p < .01$, *** $p < .001$.

⁵ Boys is the reference group

⁶ VMBO is the reference group

Discussion

The aim of this study was to investigate how adolescents experience attention to pleasure in relation to the topics discussed during SEQ through three, mutually complementary objectives: to investigate how attention is paid to (sexual) pleasure in the material of SEQ, whether adolescents experience this SEQ as positive-focused and whether a more positive appreciation contributes to higher grading of SEQ. The results of the qualitative analysis show that pleasure is covered in almost every subject of SEQ, except with regard to sexual violence. More specific, in boys, the emphasis is on distancing from the image pornography portrays of sexuality, how to respectfully interact with women and stimulating the boys' self-confidence in making their own, personal choices and thereby separation from peer pressure. In SEQ girls, attention is paid to empowering the self-confidence and self-image. In addition, much emphasis is placed on the fact that as a woman you can indicate what you want (during sex) to the same degree as man. For both genders, identity in general is an important theme; who am I, and what do I want? There is little positive attention for the theme of social media; only how to respond positive to unwanted sexting. The quantitative analyses brought to light that adolescents experience SEQ as positive-focused, with EMP as the most important predictor. Adolescents at VMBO appreciate SEQ the most positive. A more positive appreciation contributes positively to the grade that students assign to the SEQ, however EMP appears to be, again, the most important predictor here. Girls grade SEQ higher than boys do.

SEQ guides young people in making important choices regarding their sexuality. This is consistent with the psychosocial theory of Erikson (1968), which states that identity formation is the most important developmental task of adolescents. By honest and open discussion about the emotion and context behind (sexual) behavior and talking about pleasure, the intrinsic motivation of the adolescents gets triggered (Deci & Ryan, 1985) and the desired effect of positive-focused SE, a positive sexual development, is enhanced (Van Clief & Anemaat, 2019; Van Lunsen & Laan, 2017). With regard to online sexual behavior, SEQ, in accordance with previous research, primarily focuses on the risk of unwanted sexting through discouraging sexting in general (Naezer, 2018; Ouytsel et al., 2019). Treating sexting as a form of bullying creates stigma, that increases the risk of victim blaming (Setty, 2019; Naezer, 2018). By approaching sexting as experimental, fun behavior, Qpido can teach young people to use sexting in a responsible and safe manner (Setty, 2019; Naezer, 2018). This gives social media, like all other topics of SEQ, a more positive-focused character.

SEQ is, in line with earlier empirical studies, designed differently for boys and girls. SEQ boys emphasizes sex can be clumsy, intimate and sometimes a little awkward,

corresponding to the fear porn affect boys' image of healthy, male sexuality (Goldstein, 2020). By creating a safe space, through vulnerable examples from the instructors, boys can talk about and experiment with less masculine behavior (Claussen, 2019). This will lead to more respect towards women (Van Lunsen & Laan, 2017), increased self-confidence and less peer-pressure (Ford et al., 2019; Hirst, 2013; Van Lunsen & Laan, 2017). In line with previous research (Allison & Risman, 2013; Ford et al., 2019; De Looze et al., 2019; Saliaries et al., 2017), there is less encouragement to explore different sexual behavior and desires in SEQ girls than in SEQ boys. However, much attention is paid to the fact that women can have as much (sexual) pleasure as men, what contributes to more gender equal sexual opportunities, rights and liberties (Barbé, 2019; De Looze, 2019). SEQ tries to apply a gender-equal approach (Barbé, 2019). However, there are still some persistent, gender-related stereotypes, like men 'take the lead' and women 'receive', that need to be overcome before a full gender-equal approach is possible (Van Lunsen & Laan, 2017).

The first hypothesis of the quantitative part of this study is that EE, RA and EMP will contribute to a more positive-focused experience of SEQ by adolescents. The results show that all three factors contribute to a more positive-focused experience of adolescents, with which the hypothesis is accepted. However, EMP overshadows RA and EE, making it the most important predictor. This effect is in line with the idea that pleasure is one of the key motivators for sexual behavior of (young) people (Gruskin et al., 2019; Van Lunsen & Laan, 2017). The assumption of the hypothesis is an important result because it implies that a positive-focused SE, with a strong emphasis on pleasure, possibly be more effective than other forms of SE.

No moderation effects were found, however appreciation of SEQ differs per educational level; young people at VMBO appreciate SEQ the most positively. Young people at VMBO are sexually active more early, have less knowledge and have a more conservative idea of sex in comparison with adolescents at HAVO and VWO (De Graaf et al., 2017). Based on answers students have given to the open questionnaire questions (e.g. "*porn is fake*", "*you can be who you are*", "*you can cum as much as a boy*"), an explanation can be that the conservative notion that sex is primarily masculine (Allison & Risman, 2013; De Looze et al., 2019; Goldstein, 2020; Van Lunsen & Laan, 2017) is broken for both girls (e.g. you can enjoy as much as a boy) and boys (e.g. less masculine is also okay), allowing adolescents to enjoy sexuality more.

The hypothesis that EE, RA, EMP and a more positive appreciation of SEQ contributes to a higher grade adolescents assign to SEQ was also accepted. EMP once again proved to be the most important predictor. This raises the question whether *only* EMP can ensure that young

people appreciate SE more positively and assign a higher grade. It is striking that girls generally grade SEQ higher than boys. One explanation could be that girls are more sexually mature than boys (Bolland, Schlichting, Mitchell, Ward, & Bolland, 2019), and therefore find it more fun and interesting to talk about sexuality.

Strengths and limitations

A strength of this study is that this is the first study to indicate that pleasure is extremely important for positive-focused SE. In addition, a mixed-methods design was used, which increases the validity and reliability. Two different regression analyses were performed and the qualitative content analysis helped to better interpret the results. This study has limitations as the study was conducted during the period of the Corona pandemic. As a result, the data collection was terminated prematurely and the study consists of a small sample ($N = 73$), from only one school in Amsterdam, which jeopardizes reliability and validity. Another limitation is that due to the limited possibility of data collection, the concept of pleasure has not been perfectly investigated. Pleasure is a complicated concept that is interpreted differently at different times, by different people (Wolfsdorf, 2013).

Conclusions and implications

The current study has shown that discussing (sexual) pleasure results in more positive-focused sexual education and a more favorable evaluation and grading of the SE lessons. Our most important conclusion is that the results imply that, indeed, in sexual education the main focus has to be on the pleasurable side of sexuality, instead of reproduction. Based on the suggestion made by Barbé (2019) and the current findings, it is important to teach adolescents to *'slow down and enjoy the ride'*. Qpido gives a good example and the sexual education is highly graded. Further studies should investigate which specific topics need more attention regarding pleasure; for example social media: how can online sexual behavior be enjoyable without being risky? Positive-focused sexual education can help young people to look at sexuality more realistically, positive and with more pleasure, so they will most likely have a more enjoyable sexual life in the future.

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Appendix 1

Original Dutch Questionnaire

MEISJES Les 1

Ik doe: VMBO HAVO VWO Helemaal niet Soms Vaak Heel vaak
(Omcirkel wat voor jou van toepassing is)

Er is in deze les aandacht besteed aan wat <u>IK</u> belangrijk vond om te weten en vragen over gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--	--------------------------	--------------------------	--------------------------	--------------------------

We hebben het in deze les gehad over de <u>leuke kanten</u> van ontdekken of je hetero, homo, bi of lesbisch bent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--	--------------------------	--------------------------	--------------------------	--------------------------

Iets wat ik heb onthouden is bijvoorbeeld:
*(Vul de zin aan met iets leuks wat **jij** hebt onthouden)*

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In deze les is gezegd dat ik dingen mag <u>uitproberen</u> op het gebied van seksuele voorkeur, zolang ik (en de ander) het fijn vind.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Jongens Les 1

Ik doe: VMBO HAVO VWO Helemaal niet Soms Vaak Heel vaak
(Omcirkel wat voor jou van toepassing is)

Er is in deze les aandacht besteed aan wat <u>IK</u> belangrijk vond om te weten en vragen over porno	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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We hebben het in deze les gehad over hoe ik <u>plezier</u> kan beleven aan seks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Iets wat ik heb onthouden is bijvoorbeeld:
*(Vul de zin aan met iets leuks wat **jij** hebt onthouden)*

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In deze les is gezegd dat ik dingen mag <u>uitproberen</u> op het gebied van seks, zolang ik en de ander het fijn vind en het veilig is.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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MEISJES Les 2

Ik doe: VMBO HAVO VWO

Helemaal
niet

Soms

Vaak

Heel
vaak*(Omcirkel wat voor jou van toepassing is)*

Er is in deze les aandacht besteed aan wat IK belangrijk vond om te weten en vragen over seksualiteit en seks

We hebben het in deze les gehad over hoe ik plezier kan beleven aan seks.

Iets wat ik heb onthouden is bijvoorbeeld:

*(Vul de zin aan met iets leuks wat **jij** hebt onthouden)*

.....

.....

.....

.....

In deze les is gezegd dat ik dingen mag uitproberen op het gebied van seks, zolang ik en de ander het fijn vind en het veilig is.

Jongens Les 2

Ik doe: VMBO HAVO VWO

Helemaal
niet

Soms

Vaak

Heel
vaak*(Omcirkel wat voor jou van toepassing is)*

Er is in deze les aandacht besteed aan wat IK belangrijk vond om te weten en vragen over gender

We hebben het in deze les gehad over de leuke kanten van ontdekken of je hetero, homo, bi of lesbisch bent.

Iets wat ik heb onthouden is bijvoorbeeld:

*(Vul de zin aan met iets leuks wat **jij** hebt onthouden)*

.....

.....

.....

.....

In deze les is gezegd dat ik dingen mag uitproberen op het gebied van seksuele voorkeur, zolang ik (en de ander) het fijn vind.

MEISJES Les 3

Ik doe: VMBO HAVO VWO

Helemaal niet Soms Vaak Heel vaak

(Omcirkel wat voor jou van toepassing is)

Er is in deze les aandacht besteed aan wat IK belangrijk vond om te weten en vragen over straatintimidatie en seksueel geweld

We hebben het in deze les gehad over hoe ik op een fijne en leuke manier kan flirten

Iets wat ik heb onthouden is bijvoorbeeld:

*(Vul de zin aan met iets leuks wat **jij** hebt onthouden)*

.....

In deze les is gezegd dat ik dingen mag uitproberen op het gebied van grenzen, zolang ik (en de ander) het fijn vind.

Jongens Les 3

Ik doe: VMBO HAVO VWO

Helemaal niet Soms Vaak Heel vaak

(Omcirkel wat voor jou van toepassing is)

Er is in deze les aandacht besteed aan wat IK belangrijk vond om te weten en vragen over hoe ik om moet gaan met vrouwen

We hebben het in deze les gehad over hoe ik op een fijne en respectvolle manier om kan gaan met vrouwen.

Iets wat ik heb onthouden is bijvoorbeeld:

*(Vul de zin aan met iets leuks wat **jij** hebt onthouden)*

.....

MEISJES Les 4

Ik doe: VMBO HAVO VWO

Helemaal niet Soms Vaak Heel vaak

(Omcirkel wat voor jou van toepassing is)

Er is in deze les aandacht besteed aan wat <u>IK</u> belangrijk vond om te weten en vragen over sexting en grooming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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We hebben het in deze les gehad over hoe ik aan kan geven wat <u>ik wel wil</u> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Iets wat ik heb onthouden is bijvoorbeeld:

(Vul de zin aan met iets leuks wat jij hebt onthouden)

.....

In deze les is gezegd dat ik dingen mag <u>uitproberen</u> op het gebied van sexting, zolang het veilig is.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
---	--------------------------	--------------------------	--------------------------	--------------------------

Deze vraag gaat over alle lessen die je hebt gehad!Tijdens alle lessen is er meer aandacht geweest voor de leuke, fijne en spannende dingen van **liefde en seks**, dan aan de negatieve dingen van **liefde en seks**

Helemaal Oneens Oneens Eens Helemaal Eens

Jongens Les 4

Ik doe: VMBO HAVO VWO

Helemaal niet Soms Vaak Heel vaak

(Omcirkel wat voor jou van toepassing is)

Er is in deze les aandacht besteed aan wat <u>IK</u> belangrijk vond om te weten en vragen over sexting en grooming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
---	--------------------------	--------------------------	--------------------------	--------------------------

We hebben het in deze les gehad over wat er <u>leuk</u> en <u>spannend</u> kan zijn aan sexting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--	--------------------------	--------------------------	--------------------------	--------------------------

Iets wat ik heb onthouden is bijvoorbeeld:

(Vul de zin aan met iets leuks wat jij hebt onthouden)

.....

In deze les is gezegd dat ik dingen mag <u>uitproberen</u> op het gebied van sexting en sociale media, zolang het veilig is.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--	--------------------------	--------------------------	--------------------------	--------------------------

Deze vraag gaat over alle lessen die je hebt gehad!Tijdens alle lessen is er meer aandacht geweest voor de leuke, fijne en spannende dingen van **liefde en seks**, dan aan de negatieve dingen van **liefde en seks**

Helemaal Oneens Oneens Eens Helemaal Eens

Appendix 2

Original Dutch scale, questions, themes, labels and quotes

Method

[P9] 4-point scale (1 = *'helemaal niet'*; 4 = *'heel vaak'*).

[P9] Experimenting is described in the items as *"uitproberen"*

[P9] This scale includes, for example, the question: *"In deze les is gezegd dat ik dingen mag uitproberen op het gebied van seks, zolang ik en de ander het fijn vind en het veilig is"*.

[P9] The scale for boys includes, for example, the question: *"Er is in deze les aandacht besteed aan wat ik belangrijk vond om te weten en vragen over porno"*.

[P9] The girls' scale contains questions such as: *"Er is in deze les aandacht besteed aan wat ik belangrijk vond om te weten en vragen over straatintimidatie en seksueel geweld"*.

[P9] In this study, pleasure is made measurable by questions such as: *"We hebben het in de les gehad over hoe ik plezier kan beleven aan seks"* (for both boys and girls).

[P10] In addition, the question *"Tijdens deze les heb ik geleerd dat..."* was asked to measure pleasure in a qualitative way.

[P10] On T2 the question *'Tijdens de lessen is er meer aandacht geweest voor de leuke, fijne en spannende (positieve) dingen van liefde en seks, dan aan de negatieve dingen van liefde en seks'* using a 4-point scale (1 = *'helemaal oneens'*; 4 = *'helemaal eens'*) was added.

Results

[P11] Table 1

Coding Labels per SE Theme

Theme	Boys		Theme	Girls	
	Grouplabel			Grouplabel	
Seks			Seks		
Clitoris		3 – 4	Orgasme		3 – 4
Fijn		2 – 3 – 4	Plezier		3 – 4
Lekker		3 – 4	Lekker		3 – 4
Leuk		1 – 3 – 4	Fijn		1 – 4
Plezier		1 – 4	Prettig		1 – 4
Prettig		2 – 3 – 4			
Lichaam			Lichaam		
Clitoris		3 – 4	Clitoris		3 – 4
Penis		3 – 4	Penis		3 – 4

Identiteit		Relaties	
Eigen keuze	1 – 4	Ideale vriend(in)	3 – 4
Ideale vriend(in)	3 – 4	Plezier in relatie	3 – 4
Positieve eigenschappen	1 – 3 – 4	Leuk	3 – 4
		Verliefd zijn	3 – 4
Gender		Gender	
Oke zoals je bent	1 – 4	Oke zoals je bent	3 – 4
Omgang vrouwen		Identiteit	
Fijn	2 – 4	Trots zijn op	1 – 2
Plezier	1 – 4	Positieve eigenschappen	1 – 3 – 4
Respect	1 – 4		
Sociale media		Grenzen	
Reageren op	2 – 4	Ja zeggen (wensen)	1 – 2 – 4

Note. '(sub) goals'(1), 'guidelines'(2), 'material'(3), and 'narration'(4)

[P12] *De jongens realiseren dat je eigen keuzes maken waardevoller is dan met een groep meelopen..*

[P12] *De jongens zijn zich bewust van respectvolle en niet respectvolle manieren om met een vrouw om te gaan.*

[P12] *Bekrachtig wat goed gaat! Zeg nooit: dit is niet goed. Ze bijvoorbeeld: dat ging goed. Als je nu zus of zo doet, dan is het nog beter (duidelijker, krachtiger)*

[P12] *Waar zijn ze trots op*

[P13] *Door over de clitoris te wrijven kan je een orgasme krijgen, het kan heel gevoelig zijn (girls).*

[P13] *De gemiddelde de penis ook prima is, het beeld vanuit porno is vaak niet realistisch en het geldt niet voor alle mannen.*

[P13] *Wat is positief om te zeggen?*

[P13] *Wat is het Beste om te zeggen*

[P13] *In plaats van te veel na te denken is het beter om te bedenken dat je partner waarschijnlijk niet met je in een bed zou liggen als ze je niet al heel leuk vond en dat seks een leuk spelletje is wat je samen kan leren. Het helpt ook om een keer met elkaar te praten over wat jullie leuk en fijn vinden in bed.”.*

[P13] *Er zijn enorm veel verschillende variaties van personen te maken. Toen je binnenkwam dacht je misschien dat je of echt man of echt vrouw was, maar nu kom je erachter dat je een beetje dit, een beetje dat bent. En Soms zelf en/en dat. Het is niet of/of. En dat is oke.*

[P13] *Welke van de woorden op het bord vinden jullie wel respectvol en welke niet?*

[P13] *We gaan het vandaag hebben over de omgang met elkaar: wat is fijn en wat niet, waar ligt een grens, en hoe kan je zo met elkaar omgaan dat je je allebei er goed bij voelt.”.*

[P14] *Wat vind je ervan dat vrouwen ook plezier in seks mogen hebben?*

[P14] *We hebben het gehad over hoe verliefd zijn voelt voor jou, nu gaan we het hebben over wat je belangrijke eigenschappen vindt voor je partner. Waar let je op als je een leuk persoon ontmoet?*

[P14] *Schrijf hier vier leuke/belangrijke eigenschappen op die jij kan bieden aan de ander!*

[P14] *Er zijn in ieder geval (bijna) geen eigenschappen die alléén bij mannen of alléén bij vrouwen horen, iedereen heeft van beiden iets in zich en dat is prima. Je hoeft je dus ook niet te schamen als je bijvoorbeeld wat stoerder bent dan je leeftijdsgenoten, of als je veel van voetballen houdt. We hebben allemaal andere kwaliteiten en talenten! We mogen zijn zoals we zijn!*

[P14] *Welke versiertrucs of pogingen van jongens vinden jullie als meiden wel en niet leuk? (stereotypering)*

[P14] *Op wat voor manier zou je een goede vriend(in) kunnen zijn als iemand het lastig vindt om te gaan met zijn/haar gevoelens en identiteit?*

[P14] *Bespreek met je lief wat je graag wel zou willen, wat je niet ziet zitten en wat je verwacht.*

[P14] *Hoe duidelijker jij bent, hoe beter de ander jou begrijpt. Jongens begrijpen duidelijke taal het beste. Ze kunnen geen gedachten lezen en meestal zoeken jongens niks achter je woorden. Flirten is natuurlijk leuk en iedereen doet dat op haar manier. Wees je er alleen van bewust dat als jij steeds ‘nee’ zegt terwijl je ‘ja’ bedoelt jongens jouw ‘nee’ niet meer serieus gaan nemen. Je kunt best eens gewoon ‘ja’ zeggen: jongens vinden het vaak juist leuk als een meisje vertelt wat ze wil. En meisjes mogen best initiatief nemen op het gebied van liefde*

[P15] *Je moet een vrouw geen hoer noemen*

[P15] *Voorspel is belangrijk*

[P15] *Porno is nep*

[P15] *Een vrouw kan vaker klaarkomen*

[P15] *Je kan zijn wie je bent*

[P15] *Je kunt over alles praten*

[P15] *Seks hoort geen pijn te doen*

[P15] *Je kan evenveel klaarkomen als jongens*

[P15] *Alles is normaal*

Appendix 3

Codebooks

Liefde is voor jongens (Boys)

Name	Description
(Sub)doelen	(Sub)goals mentioned in the material of SEQ
Bijbehorende synoniemen plezier (2)	Words used in the (sub)goals as a substitute for 'pleasure'
Leuk	Fun is used in the goal
Prettig	Pleasant is used in the goal
Positieve benadering (4)	Positive approach to (sub)goals
Positief	The word 'positive' has been used in the goal
Positieve feedback	The goal is about giving positive feedback
Wel willen	The goal is about something the adolescent DO want
Wensen	The goal uses the word wishes (instead of boarders)
Voorwaarden voor plezier (6)	Goals formulated that can be seen as a requirement for experience pleasure
Belangrijk in relatie	The goal is about what is important in a relationship
Eigen keuzes kunnen maken	The goal is about being able to make your own choices
Eigenschappen benoemen	The goal is about being able to name (some) positive qualities
Oke zoals je bent	The goal is about accepting that everyone is different and that's okay
Positieve feedback	The goal is about giving and accepting positive feedback
Respectvol contact	The goal is about how you can respectfully interact with each other
'Gesproken' tekst	Sample texts described in the material that instructors can use to say
Gender (2)	Gender
Oke zoals je bent	It is okay to be who you are
Uitproberen	Try different things
Grenzen en wensen (4)	Boarders and wishes
Doen wat goed voelt	Do what feels right
Ideale partner	Ideal partner
Plezier relatie	Pleasure in relationship
Respectvol	Respect
Identiteit (3)	Identity
Eigen keuzes maken	Making your own choices
Ideale partner	Ideal partner
Positieve eigenschappen	Positive qualities
Lichaam (3)	Body
Clitoris	Clitoris
Penis	Penis

Prima zoals je bent	You are okay the way you are
Omgang met vrouwen (4)	Dealing with women
Aandacht voor elkaar	Attention for each other
Fijne manier van contact	A nice way to interact with each other
Plezier uit relatie	Pleasure in relationship
Respect	Respect
Porno (1)	Pornography
Prima zoals je bent	You are okay the way you are
Seks (12)	Sex
Clitoris	Clitoris
Communicatie	Communication
Fijn	Fine
Genieten	Enjoy
Genot	Enjoyable
Goed	Good
Lekker	Delicious
Leuk	Nice
Ontdekken	Discover
Plezier	Pleasure
Prettig	Pleasant
Wel willen	Wanting something
Sociale media (1)	Social media
Positief reageren	React positive
Materiaal	Material is about what is said or described in the videos, Prezi and the workbook
Filmpjes (4)	Video's
Lichaam (clitoris-eikel)	Something about the body (clitoris – penis)
Seks (Fijn gevoel)	Sex makes you feel good / gives you a nice feeling
Seks (Lekker gevoel)	Sex gives you a delicious feeling
Seks (Orgasme)	Sex and orgasms
Prezi (9)	Prezi
Gender (ideale vriend(in))	What is your ideal partner?
Identiteit (Belangrijk vinden)	What do you think is important?
Identiteit (eigenschappen)	Something about qualities from yourself or someone else
Lichaam (penis)	Body (penis)
Omgang (plezier)	Interaction with pleasure
Seks (beter)	Better sex
Seks (leuk)	Sex is nice
Seks (prettig)	Sex is pleasant
Sociale media (positief)	How to react positive on unwanted sexting

Werkboek (8)	Workbook
Identiteit (eigenschappen)	Something about qualities from yourself or someone else
Identiteit (mooi)	What do you think is pretty about yourself?
Identiteit (trots)	What are you proud of?
Lichaam (clitoris)	Body (clitoris)
Lichaam (lekker)	Body (delicious)
Seks (lekker)	Sex is delicious
Sociale media (positief)	How to react positive on unwanted sexting
Richtlijnen voorlichting	Guidelines are about how instructors can best lead the lesson
Positief verwoorden	Make sure that the wording is formulated positively
Sfeer (3)	Ambiance
Fijn	Create a nice atmosphere
Prettig	Create a pleasant atmosphere
Veilig	Create a safe atmosphere

Liefde is Meisjes (Girls)

Name	Description
(Sub)doelen voorlichting	(Sub)goals mentioned in the material of SEQ
Positieve benadering (3)	Goals with a positive approach
Ja zeggen	Goals containing saying yes
Kracht	Goals containing 'putting the girl in their strength'
Ontdekken	Goals contain something about discovering
Voorwaarden plezier (6)	Goals formulated that can be seen as a requirement for experience pleasure
Goed voelen	The goal is about feeling good
Kwaliteiten kennen	The goal is about knowing your own qualities
Mooi	The goal is about accepting and seeing your pretty to enjoy sex
Seks fijn en prettig	The goal is about sex begin nice and pleasant
Trots	The goal is about being proud of who you are
Wat vind ik belangrijk	The goal is about what the girls think is important in life
Materiaal	Material is about what is said or described in the videos, Prezi and the workbook
Filmpjes (3)	Video's
Gender (oke zoals je bent)	You are okay the way you are
Lichaam (clitoris)	Body – clitoris
Seks (orgasme)	Sex and orgasms
Prezi (5)	Prezi
Identiteit (eigenschappen)	Knowing your own qualities
Relaties (ideale partner)	What is your ideal partner
Relaties (plezier)	How to get and keep relationships pleasurable
Relaties (leuk)	How to get and keep relationships nice

Seks (plezier)	Pleasant sex
Werkboek (5)	Workbook
Grenzen (wel fijn)	Borders, and what do I wish
Identiteit (eigenschappen)	What are my own positive qualities and those of others
Lichaam (clitoris)	Body – clitoris
Relaties (verliefd)	Relationships and being in love
Seks (lekker)	Sex is delicious
Richtlijnen en houding voorlichting	Guidelines are about how instructors can best lead the lesson
Bekrachtiging (2)	Empower
Dit ging goed	This went well
Trots	What are you proud of
Plezierige sfeer (3)	Positive ambiance
Positief	Create a positive atmosphere
Sfeer	Create an atmosphere
Speels	Create a playful atmosphere
Positieve benadering (3)	Make sure that the wording is formulated positively
Afspraken	Ensure the agreements are formulated positive
Seksualiteit	Ensure that when you talk about sexuality you formulated your words positive
Seksuele voorkeuren	Ensure that when you talk about sexual preferences you formulated your words positive
Voorbeelden gesproken tekst	Sample texts described in the material that instructors can use to say
Flirten (2)	Flirting
Fijn (flirten)	Nice and pleasant flirting
Initiatief nemen (flirten)	Taking the initiative in flirting
Gender (3)	Gender
Oké zoals je bent (gender)	You are okay the way you are
Prima (gender)	You are fine the way you are
Waardevolle vriendschap (gender)	What are valuable friendships
Grenzen (4)	Boarders
Prettig (grenzen)	What feels pleasant and when does it not
Versiertrucs wel leuk	What kind of flirting tricks you do like
Wel willen (flirten)	What DO you want
Wensen (grenzen)	What are your wishes
Identiteit (4)	Identity
Belangrijke eigenschappen	What are important qualities for you
Ontdekken (identiteit)	Explore your identity
Prettig (identiteit)	What do you think is pleasant

Wel willen (identiteit)	What DO you want
Relaties (5)	Relationships
Goede vriend(in)	What make a good friend
Laten merken houden van	How do you show you love someone
Leuk (relatie)	Enjoyable relationships
Prettig (relatie)	Pleasant relationships
Wel willen (relatie)	What DO you want in a relationship
Seks (8)	Sex
Anders dan verwacht (positief)	Different than expected
Fijn (seks)	Fine
Gevoelig (seks)	Sensitive
Lekker (seks)	Delicious
Leuk (seks)	Enjoyable
Ontdekken (seks)	Explore
Plezier (seks)	Pleasure
Wel willen (seks)	Wishes

Appendix 4; Interdisciplinary of the research topic

The Ecological Model of Bronfenbrenner suggests that an individual has to deal with different contexts in his life: the micro-, meso-, exo- and macrosystem (Bronfenbrenner, 1979). All of these contexts work together to influence and affect human development. This research will focus on the individual and the microsystem: professionals and school. Culture is an important factor in SE because there are different ways of approaching sexuality. For example, there is the abstinence-only until marriage approach and the comprehensive approach used differently across different cultures (Boonstra, 2015). The attitude (or policy) of schools with regard to SE and the way in which this is given influences the adolescent (Boone, 2015). Furthermore, this research makes use of personality psychology (intrinsic motivation as a source for positive SE) and psychosocial development psychology (theory of Erikson (1968) to understand experimenting behavior of adolescents). Lastly, pleasure is looked at from a philosophers view.

Mixed methods will be used in this study. For example, a quantitative assessment will be made of how much attention there is to (sexual) pleasure and the needs of the young people. In addition, it will be considered to what extent safe experimentation is encouraged. In terms of quality, research will be conducted into how attention is paid to (sexual) pleasure, the needs of young people and safe experimentation. In addition, a quantitative assessment will be made as to whether these three aspects actually contribute to pleasure-focused SE. Observations will be conducted to qualitatively "check" whether the manual is being followed. Just knowing how much attention is paid to the aspects does not say anything about the quality. And just knowing the quality of information does not mean that it is treated significantly during SE. The alternation and addition of the quantitative and qualitative research methods ensures a better overall picture.

References

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Appendix 5

Research contract

3: Contract research project (RIT)

Research Project Agreement

Student: TIFFANY SCHUURMANS

Graduation variant: ...RIT/...Master's in Youth Studies...

Supervising lecturer: Tom ter Bogt

Tel: 030-253 4740

Faculty: Sociale wetenschappen

Second assessor: INA Koning

Internship information

Institution: SPiRiT (Opido)

Address: Fred Roeskestraat 73

Postcode and Town/City: 1076 EC AMSTERDAM

External supervisor: CAROLiEN KONiN

Starting and ending dates: 03-02-'20 until 27-06-2020

Agreements

Submission date for work plan/research proposal: 02-03-2020

Period during which the lecturer will review the final product and any interim products:
June 2020

Number of working days/working hours per week: 4 (32 hours)

Topic:
(Sexual) Pleasure / Internship: sexting & grooming
= Thesis + Sexual unacceptable / behavior

Agreements concerning papers to be submitted in the interim: cross-border

The client (host institution or faculty/programme) will provide the facilities needed in order to conduct the assignment properly.

If applicable:
Form and frequency of supervision within the host institution:
1 x pr. week

Number of conferences between the supervising lecturer and the supervisor within the host institution:

1 à 2 (Tom and Carolien)

Prescriptions concerning the confidentiality of information:

NONE

Ownership of the research data, in the event of deviation from the rule (see 16):

yes

Right to publish based on the research data:

yes

Signed as approved,

Location/date:

Amsterdam 03-02-2020

Signature of the student:

[]

TOM TER BOGT

Signature of the supervising lecturer:

[]

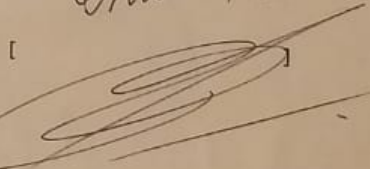
CAROLIEN KONIJN

Signature of the external supervisor (if applicable)

[]

Signature of the Course Coordinator

Regina van den Eijnden

[]