

Appendix: Questionnaire structure

VIRTUOUS SEXUALITY EDUCATION BASED ON FAMILY VALUES: UNDERSTANDING AND NEEDS

Informed consent section.

Demographics (status: parent/teacher/future teacher; age group; location (region; kind of city (capital/big city/small city/countryside).

1. Virtuous sexuality education based on family formation values

How important would it be to include the following principles and values in sexuality education of young people? (Seven statements to rate in a 6-point Likert scale from 'Not important at all' to 'Very important'. Not randomized rows).

1. A family begins with the union between a woman and a man. It is based on the recognition of the differences and complementarity of the two sexes (male and female).
2. Selfless love. When building a family, a couple makes a free decision to selflessly and mutually give of themselves for the good of the other with joy.
3. Social recognition in marriage. The union of a man and a woman is socially recognised in a civil or religious marriage.
4. Openness to life. Fertility, childbearing and childrearing are important foundations of building a new family.
5. Stability. The new family is planned as a permanent union for life, not just for a while.
6. Holistic system. This union is understood as comprehensive, holistic; and the family as a system in which everything else (work, leisure, social life, etc.) is subordinated to the good of the union, the family members.
7. Exclusivity. Monogamy, unity. There is no room for intimate relationships outside this union.

Please list the values and attitudes (no more than five) that you think would characterise a happy, functional family! [Free space for reply].

2. Approaches to sexuality education

How would you define the phrase "virtuous sexuality education"? What do you associate it with? [Free space for reply].

How do you assess the suitability of the following approaches to sexuality education in schools? (Seven statements to rate in a 6-point Likert scale from 'Not suitable at all' to 'Very suitable'.

Includes additional option 'No opinion'. Randomized rows).

1. STD risk reduction approach: focuses only on reducing the risk of sexually transmitted diseases (STDs) and unintended pregnancy by promoting the use of condoms and other contraceptives.
2. Abstinence approach: emphasises postponing sexual relations until marriage without teaching contraception in detail.
3. The comprehensive (human rights-based) approach (UNESCO): based on gender equality, emphasises contraception over the virtues of character and family building.
4. Virtue-based approach: focuses on developing virtues to build stable relationships, emphasising self-control to reduce physical and mental health risks, rather than promoting condoms.
5. Fertility physiology approach: educates boys and girls separately before puberty about the physiology and creation of new life, emphasising parental involvement and preparedness for future parenthood.

6. Holistic (love and fertility) approach: emphasises the interplay of biological, emotional, social and spiritual aspects, promotes understanding of fertility, love relationships and informed decision-making.
7. Religion-based approach: integrates religious teachings, moral values and spirituality to guide understanding of sexuality issues.

3. Sexuality education and school

Please rate the importance of including the following topics in sexuality education. (Seven topics to rate in a 6-point Likert scale from 'Not important at all' to 'Very important'. Not randomized rows).

1. Biological and physiological processes
2. Sexuality and the management of related emotions and behaviour
3. Ways of expressing love and relationship culture
4. Social norms (meaning of marriage, family formation)
5. Moral values and how they are implemented in everyday choices (virtues)
6. Religious and spiritual perspective

3.1. Sexual relationships at school age.

To what extent do you agree with the following statements on the initiation of sexual relations at school age (minors with each other)? In the answers, we distinguish between pupils aged 16 and over, who are of the age of giving consent, according to the legislation of the Republic of Latvia, and younger (aged 12-15). (Five statements for each age group to rate in a 6-point Likert scale from 'Strongly disagree' to 'Strongly agree'. Includes additional option 'No opinion'. Not randomized rows).

1. It's a personal choice for young people to do what they want.
2. This is acceptable if young people are emotionally and psychologically mature.
3. This is acceptable as long as young people have a sufficient understanding of safety and responsibility.
4. This is a premature, ill-considered decision and may have negative consequences.
5. Sex at this age is morally unacceptable and should be avoided by young people.

3.2. School-parent cooperation in the field of sexuality education

Choose one of the statements with which you most agree!

1. The school should try to involve parents in their children's sexuality education (e.g. through joint homework or conversations)
2. Parents should not be involved in sexuality education at school
3. Sexuality education should only be done at home, in line with family values.

Please justify or clarify your choice! (Mandatory) [Free space for reply].

3.3. On teacher training

To what extent do you agree with the following statements on teacher education in the area of sexuality education? (Six statements to rate in a 6-point Likert scale from 'Strongly disagree' to 'Strongly agree'. Includes additional option 'No opinion'. Randomized rows).

1. All teachers should attend continuous professional development courses on sexuality education so that they can answer young people's questions about sex life as soon as they arise.

2. Sexuality education is only required for homeroom teachers and for teachers who teach lessons related to the topic.
3. Sexuality education must be compulsory in initial teacher training programmes.
4. All teachers should have the opportunity to voluntarily improve their knowledge of sexuality education through regular in-service training.
5. Only UNESCO's approach to comprehensive sexuality education should be offered in teacher education.
6. Teacher education should offer a range of alternative approaches to sexuality education, including an approach based on Family formation values and virtues.

4. Needs in the education system

In order to fully implement in the Latvian education system a sexuality education approach that incorporates family formation values (love, complementarity of both sexes, openness to life, etc.) and promotes the development of virtues to put these values into practice, how important do you consider the following activities and needs? (Ten needs to rate in a 6-point Likert scale from 'Not important at all' to 'Very important'. Not randomized rows)

1. Offer sexuality education to young people in educational institutions that uses this approach
2. Develop educational materials on the use of this approach in the family
3. Develop teaching materials to use this approach in the classroom
4. Develop information material on the approach for young people to learn independently
5. Include this approach in initial teacher training
6. Offer teachers continuous professional development courses that use this approach
7. Organise courses for parents on this approach
8. Ensuring that schools and families have access to professional counsellors who use this approach
9. Informing the education policy makers and actors about the scientific basis of this approach
10. Promoting knowledge about this approach and its benefits to society

Are there any other activities or needs you would like to mention? [Free space for reply]
(Optional)

5. Examples of good practice and recommendations

If you would like, please share an example of good practice in the field of sexuality education! Why do you think it is good practice? [Free space for reply] (Optional)

6. Final questions

Do you have any other comments on the topic of this survey – virtuous sexuality education based on family formation values in the Latvian context (e.g. key messages or aspects that children and young people should learn in sexuality education, preferred approaches, priority needs, recommendations for teacher and parent education, etc.)? [Free space for reply] (Optional)