

# Appendix Couple Profiles

## Couple

---

1. Amy and Peter  
Amy is 17 and Peter is 18. They had been going out for over three years. They met at school where Peter asked Amy out. Both were virgins before they slept together. There was some discrepancy over when they first had sex, but this seemed to be 6 – 12 months into their relationship. Their relationship appeared fairly stable, although Amy expressed interest in meeting other potential partners. Both were still at school when I first met them.
2. Becky and Ashby  
Both were 17 years old and still at school. They had been going out for three years and six months. They met at a school social and Ashby contacted Becky to ask her out the next day. It was eight months before they slept together and this was the first time either had experienced sexual intercourse. The first time they had sex Becky fell pregnant and she had an abortion. They had broken up several times during the course of the relationship and both times Ashby said he had slept with someone else at this time.
3. Nina and Neil  
Were both unemployed and currently undertaking job training. Nina in secretarial work, and Neil in car mechanics. They had been going out for two years and initially met when Neil shouted something out of a car at Nina on her way to the beach. They had sex one year after meeting and both were virgins. Their relationship was as Neil puts it 'not calm' and they argued even in my presence. They had broken up once in this period.
4. Emma and Tim  
Emma was 17 and still at school, while Tim was 18 and in his second year at University. They had been going out six months after meeting for the first time at a secondary school ball. Sexual intercourse occurred a few months into their relationship. While it was Tim's first sexual experience, Emma had several previous sexual partners. While Emma described the relationship as 'bliss', Tim appeared to feel less satisfied.

**Couple – continued**

---

5. Ngaire and George    Ngaire was 19, George was 21. Both were working. They had been going out 9.5 months after they met at a party of Ngaire's aunty. Although Ngaire had wanted to have sex on the night they met, they did not have intercourse until some weeks later. Both had experienced sexual intercourse before this encounter. They appeared to be extremely happy together.
6. Cam and Chris        This couple were both 19 and at University doing an Arts and Science degree consecutively. They met through mutual friends in the University Halls of Residence and had been going out three months. Both had experienced intercourse with other partners before sleeping together – this occurred on the first night they met. Their relationship appeared stable and they were contemplating moving in together next year.
-

# Notes

## Introduction

- 1 I use the word 'sex education' to refer to a historical form of programmes that were primarily concerned with biological and reproductive aspects of sexuality. Since 1999 these programmes have been known as sexuality education and are more holistic. See section in this chapter entitled 'Sexuality Education: The New Zealand Context'.
- 2 This project owes much to the Women Risk and AIDs and Men Risk and AIDs projects in Britain whose insights are the launching pad for this research.
- 3 Reports included the McMillian Inquiry (1937); Thomas Report (1945); Mazengarb Inquiry (1954); Currie Commission (1962); Ross Report (1973); Johnson Report (1977).
- 4 According to the *Health and Physical Education* curriculum Hauora is 'a Maori philosophy of health unique to New Zealand. It comprises Taha tinana (physical well-being), Taha hinengaro (mental and emotional well-being), Taha whanau (social well-being) and Taha wairua (spiritual well-being).
- 5 The *Health and Physical Education* curriculum states that 'through learning experiences that reflect the socio-ecological perspective, students can seek to remove barriers to healthy choices. They can help to create the conditions that promote their own well-being and that of other people and society as a whole' (Ministry of Education, 1999, p. 33).
- 6 Boards of Trustees have control over the executive decision making of individual schools in New Zealand. Their members are made up of the school's principal, parents, teachers and interested members of the public.
- 7 The concept of a discourse of erotics is explored in depth in Chapter 7.
- 8 This word means Maori and same-sex attracted.

## 2 Researching Sexuality: Methodological Complexities

- 1 Pakeha is a Maori term used to refer to non-Maori New Zealanders of European descent.
- 2 'The Ministry of Education uses a decile rating system for school funding purposes. Each decile contains approximately 10 per cent of schools. Schools in decile one have the highest proportion of students from low socio-economic backgrounds. Schools in decile 10 have the lowest proportion of these students' ([www.minedu.govt.nz](http://www.minedu.govt.nz)).
- 3 School Certificate examination is the first major examination at secondary school. Students sit it at around 15 years old (Form 5, Year 11). Sixth Form Certificate follows the year after.
- 4 Governing body of secondary schools in New Zealand composed of parents, teachers and members of the community interested in the schools' operation.

- 5 Pictures portraying dominant discourses of (hetero)sexuality consisted of a couple dancing romantically and another clinched in a passionate embrace. More alternative discourses of heterosexuality were communicated through an advert revealing a woman reaching through a man and dropping his heart on the floor and two pensioners sitting on a park bench kissing.
- 6 Statistical Package for the Social Sciences now known as SPSS Inc.
- 7 Palagi loosely translated means European.
- 8 Kaupapa Maori are Maori philosophies, values, principals and approaches. Definition from Glossary of Maori words Jones, Herda and Suaalii (2000).
- 9 In Walker's words 'Ka Whawhai Tonu Matou'.

### 3 Sperm Meets Egg?: Young People's Conceptualisations of Sexual Knowledge

- 1 Hui, Maori word for meeting, gathering, assembly.
- 2 Intermediate follows primary school and comes before secondary school in New Zealand. Students are aged 11 and 12 years at this stage.
- 3 Ninety-two per cent indicated they knew how a person can contract HIV/AIDS.
- 4 Eighty-eight per cent reported they knew how to put on a condom.
- 5 Thirteen per cent or 33 out of the 248 young people who answered this question mentioned this.
- 6 Thirty-eight per cent with 96 mentions from young people.
- 7 Twenty-two per cent (almost a quarter) with 54 mentions from young people.
- 8 In Wights' research with 14–16 year old males in a working class locality of Glasgow a survey question asking them to rank the three sources from which they got most of their information about sex revealed this order: Friends, Television, Parents.
- 9 Amy was the only exception here, and this may have been because at the time she started having sexual intercourse she had few friends to turn to. In her own words she explained 'I wasn't a very popular person, I didn't have many friends'.
- 10 Sig. 030.
- 11 Severe criticism of the inadequacy of school sex education from young men and women was also evident in the WRAP and MRAP projects. In this study young people dismissed the scientific model as: 'Latin names and mechanics', 'useless', 'rubbish', 'completely irrelevant, nothing to do with sex' (Holland et al., 1993, p. 7).
- 12 Sig. 000.
- 13 The actual percentages were 74 per cent of young women and 73 per cent of young men.
- 14 Forty per cent felt that knowledge did affect their relationships and ability to conduct them. These results are discussed in Chapter 6.
- 15 Sig. 037.

### 4 Sexual Subjects: Young People's Sexual Subjectivities

- 1 Sixty-seven per cent described themselves as 'sort of sexy' 10 per cent said they were 'very sexy'.

- 2 Fifty-six per cent said they had 'average desires' 30 per cent said they had 'very strong' desires.
- 3 Thirty-one per cent described themselves as 'fun loving', 29 per cent 'caring' and 27 per cent 'romantic'.
- 4 Four per cent described themselves as 'raunchy', 11 per cent 'kinky' 10 per cent 'lustful'.
- 5 There were several occasions when girlfriends appeared to rebuke their boyfriends for 'macho' comments. For instance, during a group discussion Gabby gave her boyfriend Theo a smack on his leg when he suggested that girls were 'catty' while 'blokes' were unconcerned with gossip.
- 6 *Married with Children* is an American sitcom which was screened on New Zealand television in the 1990s. It depicts a couple where the husband (Al Bundy) often rebuffs his wife's overtures for sexual activity.
- 7 See Gavey (1991); Patton and Mannison (1995); Tolman, Spencer, Rosen-Reynoso and Porche (2003).
- 8 These types of benefits of a relationship were mentioned in responses from focus group participants to the question 'Why get involved in a relationship'?
- 9 'Love' 30 per cent of mentions, 'respect' 29 per cent, 'commitment' 27 per cent.
- 10 Or at least known to each other.
- 11 Sexual pressure was not a topic on my question schedule, but rather raised by participants of their own accord.

## 5 'Like I'm floating somewhere ten feet in the air': Experiencing the Sexual Body

- 1 Carlos Spencer is a member of the All Black rugby team.

## 6 Desire, Pleasure, Power: Understanding Young People's Sexual Relationships

- 1 For international research in this area, see Holland et al. (1998) Tolman et al. (2003); Stewart (1999); Morris and Fuller (1999); Breakwell and Fife Schaw (1992).
- 2 See Braun et al. (2003) 18–50 years, Gavey and McPhillips (1999) 22–43 years, Gavey et al. (2001) 22–43 years, Potts (2002) 23–50 years.
- 3 More young men reported they had been in a relationship (sig. 012). More young women described themselves as currently in one (sig. 015).
- 4 A T-test conducted on these responses showed young women as 5.8021 and young men 5.8374 with no significant gender difference.
- 5 This was a highly significant gender difference (sig. 000).
- 6 There was a significant difference of (sig. 000) for young men dating partners younger than themselves and of the same age (sig. 000).
- 7 Young women were more likely to have been in their current relationship for 1–2 years (sig. 004) while young men only 1–3 months (sig. 049).
- 8 For example, an Australian self administered questionnaire for 18 and 19 year olds, reported that young women were less sexually experienced with regard to casual sexual partners than young men (Rodden et al., 1996).

- 9 Again in an attempt to disrupt the conflation of sexual activity with sexual intercourse, subjects were provided with the explanation that 'sexually active means engaging in petting and/or sexual intercourse with a partner'.
- 10 The significant difference was (sig. 007).
- 11 For exceptions see Tolman (2002) and Ussher and Mooney-Somers (2000).
- 12 Neil had been critically injured in a fight outside a pub one night. The experience had encouraged him to reflect on his priorities in life and as a consequence he gave up drinking and mixing with what he described as 'the wrong crowd'.

## **7 Constituting a Discourse of Erotics in Sexuality Education**

- 1 By contrast, 74.5 per cent of young women had never consulted pornographic magazines as a source of information. Of those who had, only 3 per cent reported them very useful. It is possible this is because a discourse of erotics can be accessed from other sources such as women's magazines.

# References

www.minedu.govt.nz

- Aggleton, P. J., Homans, H., and Warwick, I. (1988). Young people's health beliefs and AIDS. In P. Aggleton and H. Homans (eds), *Social aspects of AIDS*. Lewes: The Falmer Press.
- Aggleton, P., Ball, A., and Mane, P. (2000). Editorial: Young people, sexuality and relationships. *Sexual and Relationship Therapy*, 15(3), 213–20.
- Aggleton, P. and Campbell, C. (2000). Working with young people – towards an agenda for sexual health. *Sexual and Relationship Therapy*, 15(3), 283–96.
- Aggleton, P. and Homans, H. (eds) (1988). *Social aspects of AIDS*. Lewes: The Falmer Press.
- Allred, P., David, M., and Smith, P. (2003). Teachers' views of teaching sex education: Pedagogy and models of delivery. *Journal of Educational Enquiry*, 4(1), 80–96.
- Allen, L. (2003). Power talk: Young people negotiating (hetero)sex. *Women's Studies International Forum*, 26(3), 235–44.
- Allen, L. (in press). Concrete and classrooms: How schools shape educational research. *British Journal of Sociology of Education*.
- Allen, L. (in press A). Trying not to think 'straight': Conducting focus groups with gay and lesbian youth. *International Journal of Qualitative Research*.
- Barbour, R., Kitzinger, S., and Kitzinger, J. (eds) (1999). *Developing focus group research: Politics, theory and practice*. London: Sage.
- Barker, G. (2000). Gender equitable boys in a gender inequitable world: Reflections from qualitative research and programme development in Rio de Janeiro. *Sexual and Relationship Therapy*, 15(3), 263–82.
- Berne, L. and Huberman, B. (1999). *European approaches to adolescent sexual behaviour and responsibility – Executive summary and call to action*. Washington DC: Advocates for Youth.
- Bhopal, K. (1997). *Gender, 'race' and patriarchy: A Study of South Asian Women*. Aldershot: Ashgate.
- Blake, S. and Katrak, K. (2002). *Faith, Values and Sex and Relationships Education*. London: National Children's Bureau.
- Blanc, A. (2001). The effect of power in sexual relationships on sexual and reproductive health: an examination of the evidence. *Studies in Family Planning*, 32(3), 189–213.
- Bloor, M., Monaghan, L., Dobash, R., and Dobash, R. (1998). The body as a chemistry experiment: Steroid use among South Wales bodybuilders. In S. Nettleton and J. Watson (eds), *The body in everyday life*. London: Routledge.
- Bollerud, K., Christopherson, S., and Frank, S. (1990). Girls' sexual choices: Looking for what is right. In C. Gilligan, N. Lyons, and T. Hamner (eds), *Making connections: The relational worlds of adolescent girls at the Emma Willard School*. Cambridge Mass: Harvard University Press.
- Bowles, G. and Klein, R. (eds) (1983). *Theories of women's studies*. Boston: Routledge and Kegan Paul.

- Brander, P. (1991). *Adolescent sexual practices: A study of sexual experiences and service needs among a group of New Zealand adolescents*. Wellington: Department of Health.
- Braun, V., Gavey, N., and McPhillips, K. (2003). The 'fair deal'? Unpacking accounts of reciprocity in heterosexual. *Sexualities*, 6(2), 237–61.
- Breakwell, M. and Fife-Schaw, C. (1992). Sexual activities and preferences in a United Kingdom sample of 16 to 20-year-olds. *Archives of Sexual Behaviour*, 21(3), 271–93.
- Britzman, D. (1998). *Lost subjects, contested objects: Towards a psychoanalytic inquiry of learning*. New York: State University of New York Press.
- Brook, B. (1999). *Feminist perspectives on the body*. Harlow: Pearson Education Limited.
- Butler, J. (1990). *Gender trouble: Feminism and the subversion of identity*. New York: Routledge.
- Butler, J. (1993). *Bodies that matter: On the discursive limits of 'sex'*. London: Routledge.
- Carroll, J., Volk, K., and Hyde, J. (1985). Differences between males and females in motives for engaging in sexual intercourse. *Archives of Sexual Behaviour*, 14(2), 131–39.
- Coggan, C., Disley, B., Patterson, P., and Norton, R. (1997). Risk-taking behaviours in a sample of New Zealand adolescents. *Australian and New Zealand Journal of Public Health*, 21(5), 455–61.
- Coleman, J. (1980). *The nature of adolescence*. London: Methuen.
- Conley, L. (2003). We're here, we're queer: Get used to it. *SIECUS Report*, 31(4), 4–5.
- Connell, R. (1987). *Gender and power*. Cambridge: Polity Press.
- Connell, R. (1989). Cool guys, swots and wimps: The interplay of masculinity and education. *Oxford Review of Education*, 15(3), 291–303.
- Connell, R. (1995). *Masculinities*. Cambridge: Polity Press.
- Coward, R. (ed.) (1987). *Sexual violence and sexuality, feminist review: Sexuality a reader*. London: Virago.
- Cram, F. (1997). Developing partnerships in research: Pakeha researchers and Maori research. *Sites*, 35, 44–63.
- Csordas, T. (1990). Embodiment as a paradigm for anthropology. *Ethos*, 18(1), 5–47.
- Csordas, T. (1994). *Embodiment and experience: The existential ground of culture and self*. Cambridge: Cambridge University Press.
- Davies, B. (1989). *Frogs, snails and feminist tales: Preschool children and gender*. Sydney: Allen and Unwin.
- Davies, B. (1993). *Shards of glass: Children reading and writing beyond gendered identities*. Sydney: Allen and Unwin.
- Davies, B. (1997). The subject of post-structuralism: A reply to Alison Jones. *Gender and Education*, 9(3), 271–83.
- Davies, D. (2000). Sex and relationship facilitation project for people with disabilities. *Sexuality and Disability*, 18(3), 187–94.
- Davis, P. (ed.) (1996). *Intimate details and vital statistics: AIDS, sexuality and the social order in New Zealand*. Auckland: Auckland University Press.
- DfE (1994). Education Act 1993: Sex education in schools (Circular 5/94). DfE.

- Diamond, L. and Savin-Williams, R. (2000). Explaining diversity in the development of same-sex sexuality among young women. *Journal of Social Issues*, 56(2), 297–333.
- Dickson, N. (1996). Sexual Behaviour. In P. Silva and W. Stanton (eds), *From Child to Adult: the Dunedin multidisciplinary health and development study*. Auckland: Oxford University Press.
- Dickson, N., Paul, C., and Herbison, P. (1993). Adolescents, sexual behaviour and implications for an epidemic of HIV/AIDS among them. *Genitourinary Medicine*, 69, 133–40.
- Dickson, N., Paul, C., Herbison, P., and Silva, P. (1998). First sexual intercourse: age, coercion, and later regrets reported by a birth cohort. *British Medical Journal*, 316, 29–33.
- Duncombe, J. and Marsden, D. (1993). Love and intimacy: The gender division of emotion and emotion work. *Sociology*, 27(2), 221–41.
- Dunne, M., Martin, N., Bailey, M., Heath, A., Bucholz, K., Madden, P., and Statham, D. (1997). Participation bias in a sexuality survey: Psychological and behavioural characteristics of responders and non-responders. *International Journal of Epidemiology*, 26(4), 844–54.
- Dworkin, A. (1981). *Pornography: Men possessing women*. London: Women's Press.
- Dworkin, A. (1987). *Intercourse*. New York: Free Press.
- Eadie, J. (ed.) (2004). *Sexuality: The essential glossary*. London: Arnold.
- Earle, S. (2003). Bumps and boobs: Fatness and women's experiences of pregnancy. *Women's Studies International Forum*, 26(3), 245–52.
- Edley, N. and Wetherell, M. (1997). Jockeying for position: The construction of masculine identities. *Discourse and Society*, 8(2), 203–17.
- Elliott, K. (1997). *Adolescent's perceptions of school based sexuality programmes*. Unpublished Masters Thesis: University of Auckland.
- Elliott, K. (2003). The hostile vagina: Reading vaginal discourse in a school health text. *Sex Education*, 3(2), 133–44.
- Epstein, D. and Johnson, R. (eds) (1998). *Schooling sexualities*. Buckingham: Open University Press.
- Epstein, D. (1994). *Challenging lesbian and gay inequalities in education*. Milton Keynes: Open University Press.
- Epstein, D., O'Flynn, S., and Telford, D. (2003). *Silenced Sexualities in Schools and Universities*. London: Trentham Books Limited.
- Featherstone, M. (1991). The body in consumer culture. In M. Featherstone, M. Hepworth and B. Turner (eds), *The body: Social processes and cultural theory*. London: Sage.
- Fine, M. (1988). Sexuality, schooling and adolescent females: the missing discourse of desire. *Harvard Educational Review*, 58(1), 29–51.
- Fine, M. (1994). Working the Hyphens: Reinventing self and other in qualitative research. In N. Denzin and Y. Lincoln (eds), *Handbook of qualitative research*. California: Sage.
- Fine, M. and Weis, L. (1996). Writing the 'wrongs' of fieldwork: Confronting our own research/writing dilemmas in urban ethnographies. *Qualitative Inquiry*, 2(3), 251–74.
- Flax, J. (1992). The end of innocence. In J. Butler and Scott, J. (eds), *Feminists theorize the political*. London: Routledge.

- Forrest, S. (2000). Big and tough: Boys learning about sexuality and manhood. *Sexual and Relationship Therapy*, 15(3), 247–261.
- Foucault, M. (1976). *The history of sexuality, Volume 1*. trans. R. Hurley, Harmondsworth: Penguin.
- Foucault, M. (1977). *Discipline and punish: The birth of the prison*. Trans. A. Sheridan. London: Allen Lane.
- Foucault, M. (1980). The history of sexuality: An interview (trans. Geoff Benington). *Oxford Literary Review*, 4(2), page numbers
- Foucault, M. (1980a). *Power/knowledge: Selected interviews and other writings 1972–1977*. London: Harvester Wheatsheaf.
- Foucault, M. (1983). Afterword: The subject and power. In D. Hubert and P. Rabinow (eds), *Michel Foucault: Beyond structuralism and hermeneutics*. Chicago: The University of Chicago Press.
- Francis, B. and Skelton, C. (eds) (2001). *Investigating gender: Contemporary perspectives in education*. Buckingham: Open University Press.
- Frosh, S., Phoenix, A., and Pattman, R. (2002). *Young masculinities*. Basingstoke: Palgrave.
- Fuss, D. (1989). *Essentially speaking: Feminism, nature and difference*. New York: Routledge.
- Gagnon, J. and Simon, W. (1973). *Sexual conduct: The social sources of human sexuality*. Chicago: Aldine.
- Gatens, M. (1996). *Imaginary bodies: Ethics, power and corporeality*. London: Routledge.
- Gavey, N. (1992). Technologies and effects of heterosexual coercion. *Feminism and Psychology*, 2(3), 325–51.
- Gavey, N. and McPhillips, K. (1999). Subject to romance: Heterosexual passivity as an obstacle to women initiating condom use. *Psychology of Women Quarterly*, 23(2), 325–51.
- Gavey, N., McPhillips, K., and Doherty, M. (2001). If it's not on, it's not on – or is it?: Discursive constraints on women's condom use. *Gender and Society*, 15(6), 917–34.
- Gray, J. (1995). *Mars and Venus in the bedroom: A guide to lasting romance and passion*. New York: HarperCollins.
- Grogan, S. and Richards, H. (2002). Body image: Focus groups with boys and men. *Men and Masculinities*, 4(3), 219–32.
- Grosz, E. (1987). Notes towards a corporeal feminism. *Australian Feminist Studies: Special Issue, Feminism and the Body*, 5, 1–16.
- Grosz, E. (1994). *Volatile bodies: Towards a corporeal feminism*. Bloomington: Indiana University Press.
- Guggino, J. and Ponzetti, J. (1997). Gender differences in affective reactions to first coitus. *Journal of Adolescence*, 20(2), 189–200.
- Gurevich, M., Bishop, S., Bower, J., Malka, M., and Nyhof-Young, J. (2004). (Dis)embodying gender and sexuality in testicular cancer. *Social Science and Medicine*, 58, 1597–1601.
- Harding, S. (1993). Rethinking standpoint epistemologies: What is strong objectivity? In L. Alcoff and E. Potter (eds), *Feminist epistemologies*. London: Routledge.
- Harris, A., Aapola, S., and Gonick, M. (2000). Doing it differently: Young women managing heterosexuality in Australia, Finland, and Canada. *Journal of Youth Studies*, 3(4), 373–88.

- Hawkes, G. (1996). *A sociology of sex and sexuality*. Buckingham: Open University Press.
- Haywood, C. (1996). Out of the curriculum: sex talking, talking sex. *Curriculum Studies*, 4(2), 229–49.
- Hearn, J. and Morgan, D. (1995). Contested discourses on men and masculinities. In J. Holland, M. Blair, and S. Sheldon (eds), *Identity and diversity: Gender and the experience of education*. London: Open University.
- Hekman, S. (1995). Subjects and agents: The question for feminism. In J. Kegan Gardiner (ed.), *Provoking agents: Gender and agency in theory and practice*. Chicago: University of Illinois Press.
- Henriques, J., Hollway, W., Urwin, C., Venn, C., and Walkerdine, V. (1984). *Changing the subject: Psychology, social regulation and subjectivity*. London: Methuen.
- Herek, G. (1987). On heterosexual masculinity: some psychological consequences of the social construction of gender and sexuality. In M. Kimmel (ed.), *Changing men: New directions in research on men and masculinity*. Newbury Park, California: Sage.
- Hertz, R. (ed.) (1997). *Reflexivity and voice*. Thousand Oaks, CA: Sage.
- Hey, V. (1997). *The company she keeps, an ethnography of girls' friendships*. Buckingham: Open University Press.
- Hillier, L., Dempsey, D., Harrison, L., Beale, L., Matthews, L., and Rosenthal, D. (1998). *Writing themselves in: A national report on the sexuality, health and well-being of same-sex attracted young people*. Monograph series 7. La Trobe University.
- Hillier, L., Harrison, L., and Bowditch, K. (1999). Neverending love and Blowing your load: The meanings of sex to rural youth. *Sexualities*, 2(1), 69–88.
- Hingson, R. and Strunin, L. (1992). Monitoring adolescent's responses to the AIDS epidemic: Changes in knowledge, attitudes, beliefs and behaviours. In R. DiClemente (ed.), *Adolescents and AIDS: A generation in jeopardy*. Newbury Park, Calif: Sage.
- Holibar, F. (1992). *A qualitative investigation into teenage relationships*. Alcohol and Public Health Research Unit, School of Medicine. Auckland.
- Holland, J., Ramazanoglu, C., Scott, S., Sharpe, S., and Thomson, R. (1991). *Pressure, resistance, empowerment: Young women and the negotiation of safer sex*. WRAP Paper 6. London: Tufnell Press.
- Holland, J., Ramazanoglu, C., Scott, S., Sharpe, S., and Thomson, R. (1991a). Between embarrassment and trust: Young women and the diversity of condom use. In P. Aggleton, G. Hart, and P. Davies (eds), *AIDS: Responses, interventions and care*. London: Falmer Press.
- Holland, J., Ramazanoglu, C., and Sharpe, S. (1993). *Wimp or gladiator: Contradictions in acquiring masculine sexuality*. Women, risk and AIDS project, men risk and AIDS project. London: Tufnell Press.
- Holland, J., Ramazanoglu, C., Sharpe, S., and Thomson, R. (1994). Achieving masculine sexuality: Young men's strategies for managing vulnerability. In L. Doyal, J. Naidoo, and T. Wilton (eds), *AIDS setting a feminist agenda*. London: Taylor and Francis.
- Holland, J., Ramazanoglu, C., Sharpe, S., and Thomson, R. (1994a). Power and desire: The embodiment of female sexuality. *Feminist Review*, 46, 21–38.

- Holland, J., Ramazanoglu, C., Sharpe, S., and Thomson, R. (1996). Reputations: Journeying into gendered power relations. In J. Weeks and J. Holland (eds), *Sexual cultures: Communities, values, and intimacy*. London: Macmillan – now Palgrave.
- Holland, J., Ramazanoglu, C., Sharpe, S., and Thomson, R. (1998). *The male in the head: Young people, heterosexuality and power*. London: Tufnell Press.
- Holliday, R. and Hassard, J. (2001). *Contested bodies*. London: Routledge.
- Hollway, W. (1984). Gender difference and the production of subjectivity. In J. Henriques, W. Hollway, C. Urwin, C. Venn, and V. Walkerdine (eds), *Changing the subject: Psychology, social regulation and subjectivity*. London: Methuen.
- Hollway, W. (1989). *Subjectivity and method in psychology: Gender, meaning and science*. London: Sage.
- Ineson, S. (1996). Importance of sex education. *Evening Post*, 7 September.
- Ingraham, C. (2002). The heterosexual imaginary. In S. Jackson and S. Scott (eds), *Gender: A sociological reader*. London: Routledge: London.
- Innocenti (2001). *A league table of teenage births in rich countries: Innocenti report card issue 3*. Florence: UNICEF.
- Jackson, M. (1984). Sex research and the construction of sexuality: A tool for male supremacy? *Women's Studies International Forum*, 7, 43–51.
- Jackson, S. (2001). Happily never after: Young women's stories of abuse in heterosexual love relationships. *Feminism and Psychology*, 11(3), 305–21.
- Jackson, S. and Scott, S. (eds) (1996). *Feminism and sexuality: A reader*. Edinburgh University Press.
- Jeffreys, S. (1996). Heterosexuality and the desire for gender. In D. Richardson (ed.), *Theorising heterosexuality*. Buckingham: Open University Press.
- Jones, A. (1992). Writing feminist educational research: Am 'I' in the text?. In S. Middleton and A. Jones (eds), *Women and education in Aotearoa 2*. Wellington: Bridget Williams Books.
- Jones, A. (1993). Becoming a 'girl': Post-structuralist suggestions for educational research. *Gender and Education*, 5(2), 157–66.
- Jones, A. (1997). Teaching post-structuralist feminist theory in education: Student resistances. *Gender and Education*, 9(3), 261–69.
- Jones, A. (1999). The limits of cross-cultural dialogue: Pedagogy, desire and absolution in the classroom. *Educational Theory*, 49(3), 299–316.
- Jones, A., Herda, P., and Suaalii, T. (eds) (2000). *Bitter sweet: Indigenous women in the Pacific*. Dunedin: University of Otago Press.
- Kehily, M. (2001). Bodies in school, young men, embodiment and heterosexual masculinities. *Men and Masculinities*, 4(2), 173–85.
- Kehily, M. (2002). *Sexuality, gender and schooling: Shifting agendas in social learning*. London: Routledge Falmer.
- Kehily, M. and Nayak, A. (1997). Lads and laughter: Humour and the production of heterosexual hierarchies. *Gender and Education*, 9(1), 69–87.
- Kelly, L., Burton, S., and Regan, L. (1994). Researching women's lives or studying women's oppression? Reflections on what constitutes feminist research. In M. Maynard and J. Purvis (eds), *Researching women's lives from a feminist perspective*. London: Taylor and Francis.
- Kenway, J. and Willis, S. (1997). *Answering back: Girls, boys and feminism in schools*. Sydney: Allen and Unwin.
- Kitzinger, C. and Wilkinson, S. (1994). Virgins and queers: Rehabilitating heterosexuality? *Gender and Society*, 8(3), 444–63.

- Lather, P. (1991). *Getting smart: Feminist research and pedagogy with/in the post modern*. London: Routledge.
- Lecourt, D. (1975). *Marxism and epistemology*. London: National Labour Board.
- Leder, D. (1990). *The absent body*. Chicago, IL: University of Chicago Press.
- Lee, R. (1993). *Doing research on sensitive topics*. London: Sage.
- Les, S. (1993). *Sugar and spice: Sexuality and adolescent girls*. London: Penguin.
- Letherby, G. (2003). *Feminist research in theory and practice*. Buckingham: Open University Press.
- Longhurst, R. (2001). Breaking corporeal boundaries: Pregnant bodies in public places. In R. Holliday and J. Hassard (eds), *Contested bodies*. London: Routledge.
- Lupton, D. (1998). Going with the flow: Some central discourses in conceptualising and articulating embodiment of emotional states. In S. Nettleton and J. Watson (eds), *The body in everyday life*. London: Routledge.
- Mac an Ghaill, M. (1994). *The making of men: Masculinities, sexualities and schooling*. Buckingham. Open University.
- Mac an Ghaill, M. (ed.) (1996). *Understanding masculinities*. Buckingham: Open University Press.
- Mac an Ghaill, M. (1996a). Deconstructing heterosexualities within school arenas. *Curriculum Studies*, 4(2), 191–209.
- MacKinnon, C. (1996). Feminism, marxism, method and the State: An agenda for theory. In S. Jackson and S. Scott (eds), *Feminism and sexuality a reader*. Edinburgh: Edinburgh University Press.
- MacKinnon, K. (1989). *Towards a feminist theory of the state*. Cambridge MA: Harvard University Press.
- Magdala, P. (2002). Adolescent boys and the muscular male body ideal. *Journal of Adolescent Health*, 30(4), 233–42.
- Malson, H. (1998). *The thin woman: Feminism, post-structuralism and the social psychology of anorexia nervosa*. London: Routledge.
- McCabe, M. (1999). Sexual knowledge, experience and feelings among people with disability. *Sexuality and Disability*, 17(2), 157–70.
- McKay, A. (1997). Accommodating Ideological Pluralism in Sexuality Education. *Journal of Moral Education*, 26(3), 285–300.
- McPhillips, K., Braun, V., and Gavey, N. (2001). Defining (hetero)sex: How imperative is the 'coital imperative'?. *Women's Studies International Forum*, 24(2), 229–40.
- McRobbie, A. (1991). *Feminism and youth culture: From 'Jackie' to 'Just Seventeen'*. London: Macmillan – now Palgrave.
- McRobbie, A. (1996). More!: New sexualities in girls' and women's magazines. In J. Curran, D. Morley, and V. Walkerdine (eds), *Cultural studies and communications*. London: Arnold.
- Mearor, L., Tiffin, C., and Miller, K. (2000). *Young People's Views on Sex Education: Education, Attitudes and Behaviour*. London: Routledge Falmer.
- Merleau-Ponty, M. (1962). *Phenomenology of perception*, Translated from French by Colin Smith. London: Routledge and Kegan Paul.
- Middleton, S. (1995). Doing feminist educational theory – a post-modernist perspective. *Gender and Education*, 7(1), 87–100.
- Middleton, S. (1998). *Disciplining sexuality – Foucault, life-histories and education*. New York: Teacher's College Press.
- Milligan, M. and Neufeldt, A. (2001). *Sexuality and Disability*, 9(2), 91–109.

- Milton, J., Berne, L., Peppard, J., Patton, W., Hunt, L., and Wright, S. (2001). Teaching sexuality education in high schools: what qualities do Australian teachers value? *Sex Education*, 1(2), 175–86.
- Ministry of Education (1999). *Health and physical education in the New Zealand curriculum*. Wellington: Learning Media Limited.
- Ministry of Health (1997). *Statement on sexual and reproductive health strategy*. Wellington: New Zealand Ministry of Health.
- Ministry of Health (2001). *Sexual and reproductive health strategy: Phase One*. Wellington: New Zealand Ministry of Health.
- Molitor, F., Facer, M., and Ruiz, J. (1999). Safer sex communication and unsafe sexual behaviour among young men who have sex with men in California. *Archives of Sexual Behaviour*, 28(4), 335–48.
- Moore, S. and Rosenthal, D. (1998). Contemporary youths' negotiations of romance, love, sex and sexual disease. In V. De Munck (ed.), *Romantic love and sexual behaviour: Perspectives from the social sciences*. Westport, USA: Praeger Publishers.
- Morris, K. and Fuller, M. (1999). Heterosexual relationships of young women in a rural environment. *British Journal of Sociology of Education*, 20(4), 531–43.
- Munro, J., Ballard, V. (2004). Oh, what would you do Mrs Brown? Some Experiences in Teaching about Sexuality. *New Zealand Journal of Educational Studies*, 39(1), 71–90.
- Nash, R. (2001). Sex and the school: The lessons of experience. *Social Work Review* Winter, 27–32.
- Nayak, A. and Kehily, M. (1996). Playing it straight: masculinities homophobias and schooling. *Journal of Gender Studies*, 5(2), 211–30.
- Nettleton, S. and Watson, J. (1998). The body in everyday life: An introduction. In S. Nettleton and J. Watson (eds), *The body in everyday life*. London: Routledge.
- O'Donnell, M. and Sharpe, S. (2000). *Uncertain masculinities: Youth, ethnicity and class in contemporary Britain*. London: Routledge Falmer.
- Ogden, J. (1996). *Health psychology: A textbook*. Buckingham: Open University Press.
- Olesen, V. (2000). Feminisms and qualitative research into the millennium. In N. Denzin and Y. Lincoln (eds), *Handbook of qualitative research* 2<sup>nd</sup> Edition. Thousand Oaks: Sage.
- Pan American Health Organisation and World Health Organisation (2000). *Promotion of sexual health recommendations for action: Proceedings of a regional consultation convened by the Pan American Health Organisation, World Health Organisation in collaboration with the World Association for Sexology*. Antigua, Guatemala.
- Petelo, L. (1997). *Researching my other, my self*. Paper presented to the New Zealand Association for Research in Education Conference. Auckland.
- Potts, A. (2002). *The science/fiction of sex: Feminist deconstruction and the vocabularies of heterosex*. London: Routledge.
- Quinlivan, K. (1996). Claiming an identity they taught me to despise: lesbian students respond to the regulation of same sex desire. *Women's Studies Journal*, 12(2), 99–113.
- Quinlivan, K. and Town, S. (1999). Queer pedagogy, educational practice and lesbian and gay youth. *Qualitative Studies in Education*, 12(5), 509–24.

- Ramazanoglu, C. and Holland, J. (2002). *Feminist methodology: Challenges and choices*. London: Sage.
- Redman, P. (1996). Empowering men to disempower themselves: Heterosexual masculinities, HIV and the contradictions of anti-oppressive education. In M. Mac an Ghaill (ed.), *Understanding masculinities*. Buckingham: Open University Press.
- Redman, P. (2001). The discipline of love: Negotiation and regulation in boys' performance of romance-based heterosexual masculinity. *Men and Masculinities*, 4(2), 186–200.
- Reiss, M. (1997). Editorial: The value(s) of sex education. *Journal of Moral Education*, 26(3), 253–55.
- Rhoads, R. (1997). Crossing sexual orientation borders: collaborative strategies for dealing with issues of positionality and representation. *Qualitative Studies in Education*, 10(1), 7–23.
- Richardson, D. (1996). Heterosexuality and social theory. In D. Richardson (ed.), *Theorising heterosexuality*. Buckingham: Open University Press.
- Roberts, C., Kippax, S., Waldby, C. and Crawford, J. (1995). Faking it: The story of 'Ohh!'. *Women's Studies International Forum*, 18(5/6), 523–32.
- Roberts, H. (ed.) (1981). *Doing feminist research*. London: Routledge and Kegan Paul.
- Rodden, P., Crawford, J., Kippax, S., and French, J. (1996). Sexual practice and understandings of safe sex: Assessing change among 18–19 year old Australian tertiary students, 1988 to 1994. *Australian and New Zealand Journal of Public Health*, 20(6), 643–649.
- Ryan, A. (1988). The 'moral right', sex education, and populist moralism. In S. Middleton (ed.), *Women and education in Aotearoa*. Wellington: Allen and Unwin.
- Savin-Williams, R. (2001). A critique of research on sexual-minority youths. *Journal of Adolescence*, 24(1), 5–13.
- Scott, S. and Morgan, D. (1993). *Body matters*. London: Falmer Press.
- Sears, J. (ed.) (1992). *Sexuality and the curriculum*. New York: Teachers College Press.
- Shakespeare, T., Gillespie-Sells, K., and Davies, D. (1996). *The sexual politics of disability: Untold desires*. London: Cassell.
- Shilling, C. (ed.) (1993). *The body and social theory*. London: Sage.
- Simon, J. (1994). Historical perspectives on education in New Zealand. In E. Coxon, K. Jenkins, J. Marshall, and L. Massey (eds), *The politics of learning and teaching in Aotearoa New Zealand*. Palmerston North: Dunmore Press.
- Sinclair, J. (1995). *Collins English Dictionary*. Glasgow: HarperCollins.
- Skeggs, B. (1997). *Formations of class and gender, becoming respectable*. London: Sage.
- Smith, G. (1990). *Research issues related to Maori education*. Paper presented at the New Zealand Association for Research in Education Special Interests Conference. Education Department, University of Auckland.
- Smith, L. (1992). Maori women: Discourses, projects, and Mana Wahine. In S. Middleton and A. Jones (eds), *Women and Education in Aotearoa 2*. Wellington: Bridget Williams.
- Smyth, H. (2000). *Rocking the cradle: Contraception, sex, and politics in New Zealand*. Wellington: Steele Roberts Ltd.

- Social Exclusion Unit (1999). *Report on teenage pregnancy*, HMSO Cm 4342.
- SSRU (1994). Reviews of effectiveness: HIV prevention and sexual health interventions. Social Science Research Unit, Institute of Education, University of London, *SSRU Database Project No. 1*, September 1994 (revised edition).
- Stanley, L. (1992). *Is there a lesbian epistemology?* Manchester: Feminist Praxis, Department of Sociology, University of Manchester.
- Stanley, L. (ed.) (1990). *Feminist praxis: Research, theory and epistemology in feminist sociology*. London: Routledge.
- Statistics New Zealand (2002). *2001 census of population and dwellings: Ethnic groups*. Wellington: Statistics New Zealand Te Tari Tatau.
- Stenberg, S. (2002). Embodied classrooms, embodied knowledges: Re-thinking the mind/body split. *Composition Studies*, 30(2), 43–60.
- Stewart, F. (1999). Femininities in flux? Young women, heterosexuality, and (safe) sex. *Sexualities*, 2(3), 275–90.
- Tasker, G. (2004). Health Education: Contributing to a Just Society through Curriculum Change, In Anne-Marie O'Neill, John Clark and Roger Openshaw (eds), *Reshaping Culture, knowledge and Learning? Policy and Content in the New Zealand Curriculum Framework*. Volume One. Palmerston North: Dunmore Press.
- Tepper, M. (2000). Sexuality and disability: The missing discourse of pleasure. *Sexuality and Disability*, 18(4), 284–90.
- Thompson, S. (1990). Putting a big thing into a little hole: Teenage girl's accounts of sexual initiation. *Journal of Sex Research*, 23(3), 341–61.
- Thomson, R. (1997). Diversity, Values and Social Change: renegotiating a consensus on sex education. *Journal of Moral Education*, 26(3), 257–71.
- Thomson, R. (2000). Dream on: The logic of sexual practice. *Journal of Youth Studies*, 3(4), 407–27.
- Thomson, R. and Scott, S. (1991). Learning about sex: Young women and the social construction of sexual identity. *Women, Risk and AIDS Project: Young women, sexuality and the limitation of AIDS*, Paper 4. London: Tufnell Press.
- Thomson, R., McGrellis, S., Holland, J., Henderson, S., and Sharpe, S. (2001). From 'Peter Andre's six pack' to 'I do knees' – the body in young people's moral discourse. In K. Backett and L. Mckie (eds), *Constructing gendered bodies*. Basingstoke: British Sociological Association.
- Thorogood, N. (2000). Sex education as disciplinary technique: Policy and practice in England and Wales. *Sexualities*, 3(4), 425–38.
- Tolman, D. (1994). Daring to desire: Culture and the bodies of adolescent girls. In J. Irvine (ed.), *Sexual cultures the construction of adolescent identities*. Philadelphia: Temple University Press.
- Tolman, D. (2002). *Dilemmas of desire: Teenage girls talk about sexuality*. Harvard: Harvard University Press.
- Tolman, D. and Higgins, T. (1996). How being a good girl can be bad for girls. In N. Maglin and D. Perry (eds), *'Bad girls' 'Good girls': Women, sex, and power in the nineties*. New Jersey: Rutgers University Press.
- Tolman, D., Spencer, R., Rosen-Reynoso, M., and Porche, M. (2003). Sowing the seeds of violence in heterosexual relationships: Early adolescents narrate compulsory heterosexuality. *Journal of Social Issues*, 59(1), 159–78.
- Turner, B. (1992). *Regulating bodies: Essays in medical sociology*. London: Routledge.

- Turner, B. (1996). *The body and society*, 2<sup>nd</sup> Edition. London: Sage.
- Ussher, J. and Mooney-Somers, J. (2000). Negotiating desire and sexual subjectivity: Narratives of young lesbian avengers. *Sexualities*, 3(2), 183–200.
- Vincent, K. and Ballard, K. (1997). Living on the margins: Lesbian experience in secondary schools. *New Zealand Journal of Educational Studies*, 32(2), 147–61.
- Waldby, C., Kippax, S., and Crawford, J (1993). Cordon Sanitaire: ‘Clean’ and ‘unclean’ women in the AIDS discourse of young heterosexual men. In P. Aggleton, P. Davies and G. Hart (eds), *AIDS: Facing the second decade*. London: Falmer.
- Walker, B. and Kushner, S. (1997). Understanding boys’ sexual health education and its implications for attitude change. Final report of research funded by E.S.R.C. Centre for Applied Research in Education, University of East Anglia.
- Walker, R. (1990). *Ka Whawhai Tonu Matou: Struggle without end*. Auckland: Penguin.
- Walkerdine, V. (1984). The insertion of Piaget into early childhood education. In J. Henriques, W. Hollway, C. Urwin, C. Venn, and V. Walkerdine (eds), *Changing the subject: Psychology, social regulation, and subjectivity*. London: Methuen.
- Warr, D. (2001). The importance of love and understanding: Speculation on romance in safe sex health promotion. *Women’s Studies International Forum*, 24(2), 241–52.
- Watson, J. (2000). *Male bodies, health, culture, and identity*. Buckingham: Open University Press.
- Weedon, C. (1987). *Feminist practice and post-structuralist theory*. Oxford: Blackwell.
- Weeks, J. (1989). AIDS: The intellectual agenda. In P. Aggleton, G. Hart, and P. Davies (eds), *AIDS: Social representations, social practices*. Lewes: Falmer Press.
- Weeks, J. and Holland, J. (eds) (1996). *Sexual cultures: Communities, values, and intimacy*. New York: St. Martin’s Press.
- Weeks, J., Holland, J., and Waites, M. (eds) (2003). *Sexualities and society: A reader*. Cambridge: Polity Press.
- Weitz, R. (ed.) (1998). *The politics of women’s bodies: Sexuality, appearance, and behaviour*. New York: Oxford University Press.
- Wellings, K. and Field, B. (1996). *Stopping AIDS: AIDS/HIV public education and the mass media in Europe*. London: Longman.
- Wetherell, M. and Edley, N. (1998). Gender practices: Steps in the analysis of men and masculinities. In K. Henwood, C. Griffin, and A. Phoenix (eds), *Standpoints and differences: Essays in the practice of feminist psychology*. London: Sage.
- Wight, D. (1994). Boys’ thoughts and talk about sex in a working class locality of Glasgow. *Sociological Review*, 42(4), 703–37.
- Williams, S. (1996). The vicissitudes of embodiment across the chronic illness trajectory. *Body and Society*, 2(2), 23–47.
- Willig, C. (1999). Discourse Analysis and sex education. In C. Willig (ed.), *Applied discourse analysis: Social and psychological interventions*. Philadelphia: Open University Press.
- Willig, C. (2001). *Introducing qualitative research in psychology: Adventures in theory and method*. Buckingham: Open University Press.

- Willis, P. (1977). *Learning to Labour*. Farnborough: Saxon House.
- Witz, A. (2000). Whose body matters? Feminist sociology and the corporeal turn in sociology and feminism. *Body and Society*, 6(2), 1–24.
- Wood, J. (1984). Groping towards sexism: Boy's sex talk. In A. McRobbie and M. Nava (eds), *Gender and generation*. London: Macmillan – now Palgrave.

# Copyright Acknowledgements

Versions of chapters from this book have been originally published elsewhere. I am grateful to the following for permission to reproduce this material:

Sage Publications for material from Allen, L. (2003) 'Girls Want Sex, Boys Want Love: Resisting Dominant Discourses of (Hetero)sexuality', *Sexualities*, 6(2): 215–36; Allen, L. (2005) 'Managing Masculinity: Young Men's Identity Work in Focus Groups', *Qualitative Research*, 5(1): 35–57.

Carfax Publishing, Taylor & Francis Ltd for material from Allen, L. (2001) 'Closing Sex Education's Knowledge/Practice Gap: the reconceptualisation of young people's sexual knowledge', *Sex Education*, 1(2): 109–22. <http://www.tandf.co.uk/journals>; for material from Allen, L. (2004) 'Beyond the Birds and the Bees: constituting a discourse of erotics in sexuality education', *Gender and Education*, 16(2): 151–67. <http://www.tandf.co.uk/journals>; for material from Allen, L. (2004) 'Getting Off and Going Out: Young people's Conceptualisations of (hetero)sexual relationships', *Culture, Health and Sexuality*, 6(6): 463–81. <http://www.tandf.co.uk/journals>

University of Otago Press for material from Allen, L. (2002) 'As far as sex goes I don't really think about my body': Young men's corporeal experiences of (hetero)sexual pleasure' in Worth, H., Allen, L., Paris, A. (eds) *The Life of Brian: Masculinities, Sexualities and Health in New Zealand* and for material from Allen, L. (2002) 'Naked Skin Together: Exploring young women's narratives of (hetero)sexual pleasure through a spectrum of Embodiment', *Women's Studies Journal* 18(11): 45–67.

Elsevier Science Ltd for material from Allen, L. (2003) 'Power Talk: Young People Negotiating (Hetero)sex', *Women's Studies International Forum*, 26(3): 235–44.

# Index

- access to sexual pleasure 154  
adolescents  
  conceptualisation of sexual  
    knowledge 35, 39–43, 50–2,  
    148–9, 165–6  
    implications for education  
      programmes 60–1  
  erotic knowledge 51–2  
  and knowledge/practice gap  
    56–60, 61, 148–9  
  sexual desirability rating 48–9  
  vilification of adolescent sexuality  
    62  
Aggleton, P. 2, 9, 62, 67, 149  
age  
  of partners 120–1  
  at starting relationships 120  
  of researcher 16, 28–9  
agency  
  young people as sexual agents 8,  
    9, 10, 12, 13, 35, 64, 77, 97,  
    115, 130–1, 135–6, 154, 168,  
    173–4  
anal sex 26, 52, 124, 125, 159  
biological determinism 98–9  
body-image  
  implications for ‘gap’ equation  
    112–3  
  young men and dysembodiment  
    109–11  
  young women and dysembodiment  
    105–8  
body, theory 95–8  
  *see also* sexual embodiment  
  corporeal turn in sociology 95  
Britain  
  sexuality education programmes  
    36, 37  
  views on sexuality 170  
  views on teenage pregnancy 3  
Butler, J. 71, 86, 87  
Cartesian split 96  
casual dating 118–19  
class, social 8  
coercive power 132–5, 143, 168  
coital imperative 122–3, 139, 155,  
  156  
commitment in relationships 85,  
  88–9  
communication 129  
  of desires 128–9, 138  
conception 51  
condoms 64  
  use 44, 51, 151  
Connell, R. 69, 70, 75, 112  
contraception/contraceptives 7, 44,  
  64, 81, 170  
corporeality 94, 95, 99–100, 102–3,  
  104, 127, 151, 171, 173  
  conceptualisation 96–7  
Davies, B. 72, 73, 162  
decision making 25–6, 64, 116,  
  129–30, 133, 134, 137, 173–4  
desires 11, 66  
  *see also* erotics; erotic discourses  
  experiencing 62, 79, 128  
  expression of 80, 128–9, 138  
  gendered differences 149–50  
  heterosexual desire 11  
  in relationships 123–4  
DfE Circular (1994) (Britain) 37  
disabled youth and erotic discourses  
  153–6  
discourses of sexuality 64–5  
  *see also* dominant discourses of  
  sexuality; erotic discourses  
official 43–4, 46, 47–8, 56  
  and subject positions 71–3, 91–3  
  disembodiment 104, 107–8, 112,  
  167  
diversity, sexual 38, 146, 147, 156,  
  157, 159, 160

- dominant discourses of sexuality  
72–3, 166, 171  
young women's resistance to 77–81  
young men's resistance of 81–5
- double standards 78
- dysembodiment 104, 105–8, 115, 167  
young women 112–13, 114  
young men 108–12, 113, 114
- education *see* sex education; sexuality education
- Education Act 1964 (New Zealand) 5–6
- Education Review Office (ERO) 6
- embodiment 95–6  
*see also* sexual embodiment
- emotional attachment 73, 126, 127  
and safer sex practices 113–14  
and sexual intercourse 101–3
- Epstein, D. 7, 23, 66, 147
- erotic discourses 44–8, 145  
conceptualisation of 146–8  
effectiveness of 163–4  
implications for disabled young people 153–6  
implications for queer youth 156–60  
implications for youth from different cultural and religious backgrounds 160–3  
inclusion in educational programmes 168–9, 172  
prioritisation 48–50, 59
- erotic knowledge 51–2  
sources of 53–6
- eroticised power difference 11
- erotics 14, 27, 147, 166
- ethics approval, research 21–2
- ethnicity 12, 16, 31, 33, 34
- ethnic otherness 33
- ethnocentricity 36, 37
- female dysembodiment 112–13, 114
- female embodiment 98–101
- female pleasure 79–81, 98–100, 130–1, 149–50, 173
- female resistance of dominant discourses 77–81
- female sexual identities 89–91, 92
- female sexuality 10, 146  
conventional notions 72, 73–5, 149  
resistant constructions of 77–81
- feminine passivity 74, 149
- feminism 16
- feminist methodology 18–20  
inclusion of males 19–20
- feminist post-structuralism 17
- Fine, M. 27, 29, 30, 66, 142, 144, 146, 148
- focus groups 18, 23, 24–5, 26, 28, 33, 48, 52, 58, 65, 73, 76, 78, 79, 80, 85–6, 87, 89, 91, 92, 104, 119, 172
- Foucault, M. 11–12, 71, 72, 73, 96, 97, 132, 136, 173
- friends as source of information 45, 52–5, 56  
gender differences in consultation 55
- Frosh, S. 17, 23, 81
- Gavey, N. 59, 139, 148, 155
- gay, lesbian, bisexual youth *see* queer youth
- gendered sexual embodiment 114–15
- gendered sexual experience 98–9
- gendered sexual stereotypes *see* dominant discourses of sexuality
- 'getting off', as a sexual relationship 118, 122
- Grosz, E. 95, 96, 97
- hauora 5, 177 n.4
- have/hold discourse 121
- Haywood, C. 87
- Health and Physical Education*  
curriculum 5–6, 7, 177 n.4, 177 n.5
- hegemonic masculinity 69–71, 75–7, 92, 93, 112, 150–1
- heteronormativity 11
- heterosexual imaginary 10–11
- heterosexuality 1, 11, 70
- heterosexual power relations 129–36, 143, 151–2

- Hillier, L. 23, 98, 104, 112, 114, 147, 150
- HIV/AIDS 51  
 emphasis in sexuality education programmes 37–8  
 risk of 2
- Holland, J. 2, 8, 17, 18, 19, 55, 56, 64, 65, 69, 70, 72, 75, 81, 82, 84, 86, 98, 104, 124, 126, 132, 135, 150
- Hollway, W. 9, 71, 90, 121, 130, 148
- homophobia 159–60
- homosexuality *see* queer youth
- identities 13, 146–7, 171  
*see also* dominant discourses of sexuality  
 fluidity of 157–8  
 gender polarisation 75–6
- identity-work 86–7, 92  
 young women 89–91  
 young men 87–8
- internet 53
- intersex *see* queer youth
- interviews 52  
 couple 18, 45, 53, 67, 74, 79, 83, 91, 110, 124  
 individual 24, 28, 45, 73, 76, 91, 99, 102, 105, 110, 124
- Kehily, M. 8, 9, 20, 43, 55, 75, 86, 87, 164
- Kenway, J. 128
- Kippax, S. 2, 113, 132, 141
- knowledge/practice gap 3–4, 9, 13–14, 165  
 implications of embodiment 112–13  
 young people's perceptions on 56–60, 61, 148–9, 165–6
- knowledge, sexual 1  
*see also* sexual practices  
 conceptualisation of 35  
 impact on relationships 57–60, 136, 143  
 negative effects 140–2  
 positive effects 137–40  
 and masculinity 43, 55  
 'natural' order 58–9  
 official discourses 43–4, 46, 47–8, 56  
 participants understanding of 12  
 unofficial discourses 44–50, 51–2  
 within sexuality education programmes 36–9  
 young people's constitution of 39–43, 50–2  
 implications 60–1
- Lather, P. 15, 17
- Lees, S. 78, 85, 86, 90, 104, 126, 150
- length of relationships 121–2
- lesbian, gay, bisexual, transgendered, and intersex youth (LGBTI)  
*see* queer youth
- long-term relationships 118–19, 140
- love 38, 74, 78, 83, 84, 85, 93, 103, 114, 140
- Mac an Ghaill, M. 8, 70, 75, 77
- male dysembodiment 108–12, 113, 114
- male-in-the-head 69–70
- male resistance of dominant discourses 81–5
- male sexual drive 71, 72, 121–2
- male sexual embodiment 101–3
- male sexual identities 87–9, 92
- male sexuality 71, 72  
 resistant constructions of 81–5
- male sexual pleasure 101–3, 108–9, 130–1
- Maori  
 historical relations with Pakeha 30  
 kaupapa 30, 33, 34, 178 n.8  
 research sample 30–1
- masculinity  
 and resistant sexual subjectivities 81–5  
 and sexual body *see* body-image, young men and dysembodiment  
 and sexual knowledge 43, 55  
 and vulnerability 87–9, 112  
*see also* hegemonic masculinity
- McRobbie, A. 8, 85
- Mearor, L. 162

- mediated power 114, 132, 134, 135, 143, 151, 168, 173
- menstruation 38, 46
- Merleau-Ponty, M. 96, 97
- Middleton, S. 15, 17, 96
- Ministry of Education 5, 6, 21, 37, 177 n.5, 177 n.2
- Ministry of Health 2, 3, 7, 37, 39
- missing discourse of desire 66, 145, 146
- mobius strip 97
- moral complexity 161–2
- moral relativism 161
- moral right 4–5
- narratives
  - of sexual embodiment 98–103
  - of sexual disembodiment 107–8
  - of sexual dysembodiment 105–7, 108–12
- National Curriculum Statement of Health and Physical Education 6
- negotiation 116, 129–36, 144
- New Zealand
  - sexuality education programmes 37–8
- oral sex 52, 53, 125, 133, 159
- Pakeha 16, 26, 30, 33, 34, 177 n.1
- partners
  - age of 120–1
  - number of 120
- Pasifika communities
  - positionality 30, 31
- passivity 74, 149
- performance
  - anxieties 70
  - of masculinity 43, 70, 76, 82, 87, 108, 112, 120
- physical attraction 89–90, 91
- physical closeness 126
- pleasure 26–7, 94, 107, 113, 116, 149–50, 173
  - access to 154
  - pleasure sheet as a research method 26–7, 124
  - power relations 130–2
  - and sexual practices 124–7, 144
  - young men's 101–3, 108–9
  - young women's 98–100
- pornographic magazines and videos 55–6, 152–3
- positionality, researcher's 29–31
- post-structuralism 16–18
- power relations 11–12, 14, 151–2, 168, 173
  - Foucauldian perspective 64, 71, 72–3, 97, 132, 136
  - and heterosexuality 129–36, 143
- practical experience
  - impact on sexual self perception 68–9
  - knowledge from 39, 40, 41–3
- promiscuity *see* sexual activeness
- queer theory 147
- queer youth 23–4, 70, 147
  - implications of erotic discourses 156–60
  - safer sex practices information 158–9
- questionnaires 25
- Quinlivan, K. 23, 147
- Ramazanoglu, C. 2, 17, 18, 19, 55, 56, 64, 72, 75, 82, 98, 124, 126, 150
- reciprocity discourse 139
- Redman, P. 2, 77, 82, 85
- reflexivity 17
- relationship qualities 84–5
- relationships 89–90, 116–17, 142–4, 168
  - age of partners 120–1
  - age of starting relationships 120
  - commitment in 85, 89
  - and discourses 71–3, 91–3
  - as means of gaining sexual knowledge 42–3
  - impact of sexual knowledge 57–60, 136, 143
    - negative effects 140–2
    - positive effects 137–40
  - length of 121–2
  - natural order of 58–9
  - nature of 116–17
  - pleasure and desire in 123–4, 168

- research 1, 2  
 ethics committee approval 21–2  
 conceptual frameworks 7–12  
 couple profiles 175–6  
 data analysis 28–9
- research – *continued*  
 design of methods 24–8  
 directions for future research 172–4  
 feminist methodology 18–20  
 methodology 12, 15–20  
 post-structural methodology 16–18  
 samples 20–4  
 researcher/researched relationship 29–34
- resistant discourses 77–85, 172
- Rich, A. 98
- romance 85, 151, 168
- Rout, Ettie 4
- safer sex practices 44, 51  
 and emotional attachment 113–14  
 information for queer youth 158–9
- schools  
 as safe spaces 23, 156–7  
 conducting research in 20–4  
 symbolic boundaries of sexuality 20, 66, 169
- Sears, J. 36
- secondary sources of sexual knowledge 40–1, 42, 45
- Sex and Relationship Education (SRE) 162
- sex education 5, 36, 177 n.1  
*see also* sexuality education
- sexual activeness 62, 67–8, 91, 123, 180 n.9
- sexual activity 122–3, 180 n.9
- Sexual and Reproductive Health Strategy (New Zealand) 2–3, 6, 7, 37
- sexual body 105, 167  
*see also* sexual embodiment
- sexual deviance 67
- sexual drive 71, 72, 121–2
- sexual embodiment 13, 94–5, 96–8, 151, 173
- young women’s 98–101  
 implications of 112–14, 167–8, 171–2  
 young men’s 101–3
- sexual health 5, 7, 37, 40, 44, 91, 112, 145, 149, 151, 159, 166  
 education 6–7, 53  
 promotion 113–14, 118, 124, 158
- sexual ideology 160–1
- sexual intercourse 123  
 and emotional attachment 101–3  
 importance of 82–4
- sexuality  
 concept of 7–8  
 institutional base 72  
 negative outcomes 36–9, 46  
 transformation of social perceptions of 170
- sexuality education 1, 14  
 contemporary purpose 5  
 curriculum 5–7  
 emphasis on negative outcomes 36–9, 46  
 history 4  
 implications of young people’s constitution of sexual knowledge 60–1, 168–72  
 New Zealand 4–7, 137  
 re-conceptualising effectiveness of 167  
 sexual knowledge within 36–9  
 as source of information 54–5, 56, 169
- sexually transmissible infections (STIs) 2–3, 44, 51  
 emphasis in education programmes 37–8  
 knowledge of 139–40
- sexual positions and techniques 51, 52, 138
- sexual practices 1, 13–14, 117–23  
*see also* knowledge/practice gap  
 emotional and mental issues 38  
 impact of research study 27–8  
 impact on sexual self perception 68–70  
 and pleasure 124–7, 143

- sexual reputation  
 'stud'/'slut' dichotomy 78–9
- sexual self 92, 166–7, 171  
 description 66–71, 166  
 impact of sexual partner 68–9  
 recognition of 63–6
- Shakespeare, T. 153, 154, 155, 156
- Shipley, Jenny 2
- sources of sexual knowledge 52–6,  
 152–3, 169  
 secondary sources 40–1, 42, 45
- subjectivities 1, 9–10, 13, 45, 62–3,  
 66–7, 92–3, 137–8, 149, 166, 171,  
 173  
 fragmentation of 31–2
- subject positions  
 explanation of 71–3  
 taking up 71–3  
*see also* dominant discourses of  
 sexuality
- teenage pregnancy 2, 3, 170
- teachers 177 n.4  
 avoidance of erotic discourse 161  
 endorsement of research 23  
 qualities valued in 163–4  
 training in erotic discourse delivery  
 164
- Thomson, R. 2, 64, 72, 75, 82, 98,  
 104, 124, 126, 150, 160, 161,  
 163
- Tolman, D. 62, 64, 99, 104,  
 124, 128, 179 n. 7, 179 n. 1,  
 180 n. 11
- transgendered youth *see* queer youth
- Treaty of Waitangi 30
- unplanned pregnancy 37, 48, 57,  
 117, 123, 142
- victimisation 141–2
- violence 141
- voluntary research sample 23
- vulnerability 74  
 and masculinity 87–9, 112
- Waldby, C. 2, 114, 132, 141
- Walkerdine, V. 9, 17
- Weedon, C. 9, 10, 19, 64, 150
- Weeks, J. 2, 8
- Williams, S. 30, 106
- Willig, C. 4, 18, 71, 81, 87, 88,  
 92
- Willis, P. 8, 129
- Women Risk and AIDs Project  
 (WRAP) 104, 178 n.11