

TECHNOLOGY-FACILITATED SEXUAL VIOLENCE IN CANADIAN EDUCATIONAL CURRICULA, POLICIES, AND LEGISLATION

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PROJECT BACKGROUND

Digitally Informed Youth (DIY): Digital Safety¹ is a five-year research project that aims to empower young people and provide them with tailored resources so they can have safe and enjoyable interactions online and offline. This project prioritizes the voices of diverse youth, including racialized youth and those across the spectrums of gender and sexuality, and we partner with young people and youth-focused organizations across Canada to ensure the resources we develop are equitable, evidence-informed, and youth-centred, wherever possible. We also work with critical stakeholders, including educators, policymakers, and lawmakers, to promote digital safety among youth and mitigate technology-facilitated sexual violence in Canada.

PROJECT PARTNER

The Sex Information and Education Council of Canada (SIECCAN)² is a registered not-for-profit charitable organization that was formed in 1964. SIECCAN works with educators, health professionals, community organizations, governments, and other partners to promote the sexual and reproductive health of Canadians. A core objective of SIECCAN is to increase the capacity of educators and institutions that deliver education and healthcare to Canadians to provide comprehensive sexual health education.

ABOUT THE REPORT

Researchers from the DIY: Digital Safety project conceptualized, analyzed, and wrote this report. SIECCAN reviewed and supported the development of this report.

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1 For more information about Digitally Informed Youth (DIY): Digital Safety, visit the website: www.diydigitalsafety.ca.

2 For more information about the Sex Information and Education Council of Canada (SIECCAN), visit the website: www.sieccan.org.

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EXECUTIVE SUMMARY

Technology-facilitated sexual violence (TFSV) is on the rise among Canada's youth and has significant consequences on their health and well-being. It is critical to understand how TFSV manifests among young people online and in person and how schools respond to TFSV, including the ways that schools educate students so that they have the skills to understand, respond to, and prevent TFSV.

We conducted an analysis of educational curricula, policies, legislation, and related documents from across Canada to determine how the provinces and territories address TFSV. Our findings highlight the extent to which TFSV has been addressed in Canadian educational documents. Overall, there is considerable variation in the specificity and depth of language used in these educational documents.

Twelve provinces/territories have educational curricula and policies related to some form of bullying or cyberbullying, with Nunavut being the only Canadian province/territory to have no specific direction on how educators should address cyberbullying and TFSV. (Nunavut does address some topics related to TFSV in its curriculum.) While eleven provinces/territories (i.e., AC, BC, MB, NB, NL, NS, ON, PEI, QC, SK, YK) have educational documents related to harassment, abuse, and violence, there are only three provinces/territories (i.e., ON, BC, YK) that have TFSV-specific language in their curricula, policies, or legislation.

Several provinces/territories recognize that young people can be targets of TFSV and/or digital harassment because of their gender and sexual orientation, and some provinces/territories acknowledge that TFSV can have legal consequences. However, these educational

documents often present a binary between the online and offline harms that young people experience, thereby failing to recognize the ubiquitous nature of technology and the various impacts TFSV could have on students' safety, health, and learning in both online and offline spaces.

Many provinces/territories frame TFSV as a potential risk in social and romantic relationships, but this risk-based model may focus too heavily on changing the victim's behaviour. This puts the onus on the victim to protect themselves from harm rather than focusing on adjusting the perpetrator's behaviour to prevent the harms in the first place or challenging the cultures that support and normalize these harms. This approach also ignores how TFSV can manifest outside existing social and romantic relationships, for example, in digital spaces where the victim may not know the perpetrator.

Lastly, clear language on the impacts of power and intersectionality on TFSV were absent from many educational documents, meaning that students may not be presented with a comprehensive understanding of the different ways in which TFSV targets and affects diverse populations.

Urgent attention is required to address TFSV in secondary schools across Canada, and effective responses must recognize the complexities of this problem. This report offers recommendations for how educators, administrators, and policymakers can address TFSV in educational curricula, policies, and legislation.

INTRODUCTION

TECHNOLOGY-FACILITATED SEXUAL VIOLENCE

Technology-facilitated sexual violence (TFSV) is an umbrella term that refers to a set of harmful, harassing behaviours of a sexual nature that occur through people's use of digital technologies, such as the internet, smartphones, and social media (Henry & Powell, 2014).

Common examples of TFSV include:

- a. Online sexual harassment (e.g., receiving unwanted sexually explicit messages and images);
- b. Image-based sexual abuse (e.g., nude or semi-nude images being taken and/or shared without one's consent; threatening to share nude or semi-nude images without consent; facing pressure to share nude or semi-nude images);
- c. Sexual aggression and/or coercion (e.g., having an unwanted sexual experience with someone who was met online; sexual extortion); and
- d. Gender and sexuality-based harassment (e.g., receiving degrading messages that are gender and/or sexuality-based; Henry & Powell, 2014, 2018).

TFSV can occur via a wide variety of technologies, including websites, messaging platforms, social media, dating applications, online games, drones, and other digital applications and technologies, including ones with GPS tracking (Bailey et al., 2021b).

As technology evolves, abusers may find new ways to use technology to facilitate harm. For example, there have been reports of TFSV

occurring through artificial intelligence and in the metaverse (Bailey et al., 2021a; Shariff et al., 2023). Such reports highlight how quickly new forms of TFSV emerge as new technologies and platforms are developed.

EXPERIENCES OF TFSV

High rates of TFSV are consistently reported in research with young people. For example:

- In Australia, more than 7 in 10 young people aged 18 to 24 have experienced TFSV in their lifetime (Powell & Henry, 2019).
- In the United Kingdom, more than 2 in 5 girls reported being asked to send a sexual image, about 2 in 5 girls received an unwanted sexual picture/video online, and almost 1 in 5 gender-diverse youth had an intimate image disseminated (Ringrose et al., 2021).
- In an international study that included Canada, 39% of young women aged 15 to 25 reported being sexually threatened online and 37% reported being sexually harassed online (Goulds et al., 2020).

Among undergraduate students in Canada:

- More than 4 in 5 undergraduate students reported experiencing at least one type of TFSV, with the most common being unwanted sexually explicit comments, emails, or text messages (Snaychuk & O'Neill, 2020).
- 4 in 10 undergraduate male students and 7 in 10 undergraduate female students had been a victim of TFSV (Snaychuk & O'Neill, 2020).
- 5 in 10 undergraduate female students had received inappropriate messages and about 3 in 10 had received inappropriate and/or unsolicited photographs of male genitalia (Salerno-Ferraro et al., 2021).

People of marginalized races, ethnicities, genders, and sexual orientations are significantly more likely to experience TFSV (Powell et al., 2020). For example:

- Racialized youth/young adults in the U.S. were more likely to experience cyberstalking compared to white youth/young adults (Reyns et al., 2012).
- During the pandemic, Black and Indigenous women in the U.S. were more likely to experience sextortion (i.e., the threat to distribute intimate material) compared to white participants (Eaton et al., 2022).
- Young women in Canada were more often the target of online abuse compared to young men, especially when receiving unwanted sexually suggestive or explicit material (Statistics Canada, 2023).
- Non-binary youth in Canada reported a higher risk of experiencing all types of cybervictimization (Statistics Canada, 2023).
- LGBTQ+ people and people with disabilities from the U.K., Australia, and New Zealand were more likely to have experienced image-based sexual abuse (Powell et al., 2022).
- Trans people reported serious harm across many social media sites, including trolling, hateful anonymous messages, and cyberstalking (Scheuerman et al., 2018).
- Men who have sex with men in Canada reported receiving aggressive and invasive messages, being fetishized, and having their intimate photographs saved and shared without their consent (Dietzel, 2021, 2022).

When looking at rates of TFSV, it is important to consider how power and intersectionality factor into people's experiences. Intersectionality recognizes that identity and experience are intertwined and that people with marginalized

identities confront compounded harms (Crenshaw, 1989). This means that certain populations of young people may experience higher rates of TFSV and face greater harms because of their identities. It is important to note that it is not the marginalized identities themselves that increase the risks of experiencing TFSV, but rather the systemic inequities that individuals from these groups experience.

PERPETRATION OF TFSV

Digital technologies make it easy for people to perpetrate TFSV, yet research shows that there are differences across gender and who tends to perpetrate online harm. An international survey investigating people's experiences with technology-facilitated violence reported that men were the most common perpetrators of online harms (Dunn et al., 2023). Men were also more likely than people of other genders to perpetrate online harms against women and LGBTQ+ individuals (Dunn et al., 2023).

IMPACTS OF TFSV

TFSV has substantial implications for the health and well-being of young people. What occurs online often impacts their lived experiences. Young people who have experienced TFSV report:

- Increased social isolation, lower self-esteem, higher depressive symptoms, and a diminished sense of control (Pashang et al., 2019; Snaychuk & O'Neill, 2020).
- Feeling fear and psychological distress (Lindsay et al., 2016).
- Adverse mental health outcomes, including anxiety, depression, post-traumatic stress symptoms, and suicidal thoughts (Copp et al., 2021; Cripps & Stermac, 2018; Reed et al., 2019).

The high prevalence of TFSV and the range of negative impacts on young people underscores the urgent need to address and prevent TFSV.

THE ROLE OF SCHOOLS IN ADDRESSING AND PREVENTING TFSV

Educational institutions play a vital role in equipping students with the knowledge, skills, and motivations to use technology in safe, respectful ways and develop and maintain healthy relationships (SIECCAN, 2019; 2020; 2023). Additionally, since schools provide a centralized space that young people are required to attend, educational institutions offer the widest range of accessibility for sharing information on TFSV.

It is critical for students to be able to identify different forms of TFSV and know how to respond to TFSV in safe and healthy ways. While there has been intensified pressure on governments to address TFSV among young people (Saarreharju et al., 2020), current educational and legal interventions have proven insufficient in helping young people manage and mitigate incidents of TFSV, both in Canada and abroad (Dodge, 2021; Khoo, 2021; McGlynn & Johnson, 2021).

METHODS

The current analysis was conducted as part of Digitally Informed Youth (DIY): Digital Safety, which is a multi-provincial research project investigating TFSV in Canada. For this report, we collected educational curricula, policies, legislation, and related documents from across Canada by conducting online searches, visiting provincial/territorial websites, and reviewing information from relevant organizations, including SIECCAN, MediaSmarts, and PREVNet.

To analyze the documents, we examined relevant sections from each province/territory's educational curricula and policies (e.g., health and physical education, computer studies) as well as relevant sections from legislation (e.g., *Education Acts*) that covered topics such as anti-violence, anti-(cyber)bullying, safe schools, positive learning environments, and digital citizenship. We also reviewed grey literature on education and policy related to sexual and gender-based violence, (cyber)bullying, and digital citizenship policies. Specifically, this included an analysis of government documents (e.g., provincial anti-violence strategies), resources that complemented information about what was taught in schools (e.g., sexual education resources on topics like consent and gender-based violence), academic literature on the state of curricula in relevant areas (e.g., sexual education), and school board level policies and procedures (e.g., anti-bullying, anti-harassment, digital etiquette/citizenship).

As we reviewed these documents, we engaged in a collaborative analysis of discussion and writing to develop themes and identify key ideas (Pelias, 2011). The results from our analysis are presented in the following sections.

It should be noted that our analysis is limited to the written documents we found online. We recognize that some teachers and schools may address TFSV-related topics in their teaching and institutional practices, which were not explicitly identified in the educational curricula and policies analyzed in this report.

FINDINGS

Our analysis indicates that:

- TFSV is addressed inconsistently across Canada;
- TFSV is primarily addressed through anti-bullying provisions in education legislation;
- TFSV education is currently not addressed comprehensively or across all grades;
- TFSV education is often limited to harms in romantic relationships;
- TFSV education often takes a risk-based approach; and
- TFSV education does not sufficiently address intersectionality.

OVERVIEW OF FINDINGS

Our findings are organized in alphabetical order by province and territory. In each section, we discuss: (a) learning outcomes related to TFSV and where in the curriculum they are addressed; (b) policies relevant to TFSV at the provincial/territorial level and/or the school board level; and (c) government documents relevant to TFSV at the provincial/territorial level.

Table 1 and Table 2 provide an overview of how TFSV is addressed in educational documents across Canada. Tables 3–28 give specific details about where and how each province/territory addresses TFSV in their educational documents. The names of the provinces/territories are abbreviated in Tables 1–2 (i.e., Alberta [AB], British Columbia [BC], Manitoba [MB], Newfoundland and Labrador [NL], Nova Scotia [NS], Nunavut [NV], Northwest Territories [NWT], Ontario [ON], Prince Edward Island [PEI], Québec [QC], Saskatchewan [SK], the Yukon [YK]).

The tables include checklists that indicate whether TFSV-related concepts are addressed in the provincial/territorial documents, and to what extent these concepts are covered. The green checks show where TFSV-related concepts are fully addressed. The yellow checks indicate that while a TFSV-related topic may be mentioned, its discussion may not be mandatory (e.g., included in suggested resources), the topic may lack comprehensiveness in scope and depth (e.g., acknowledging the gender-based nature of violence but not within digital spaces), and/or the framing of the topic may be inaccurate or problematic (e.g., TFSV only occurs online).

The lists of curriculum features, policy features, and concepts, which are given in the first column of each table, were identified by the research team as components of TFSV and/or topics related to TFSV.

Table 1. Educational Curricula across Provinces and Territories.

Curriculum Features	AB	BC	MB	NB	NL	NS	NV	NWT	ON	PEI	QC	SK	YK
Addresses gender-based harm		✓	✓	✓*		✓			✓				✓
Addresses sexuality-based harm		✓	✓	✓*					✓		✓		✓
Discusses abuse/relationship violence/sexual violence	✓	✓	✓	✓*		✓			✓	✓	✓	✓	✓
Recognizes that sexual violence can occur online		✓							✓				✓
Includes content on (cyber)bullying and/or TFSV-specific online behaviours (e.g., sexting, dissemination of intimate content)		✓	✓			✓	✓	✓	✓	✓		✓	✓
Addresses legal consequences of online behaviour		✓*							✓	✓			
Addresses digital etiquette/ethics	✓*	✓	✓	✓	✓	✓		✓	✓	✓		✓	✓
Discusses general healthy relationship skills	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Addresses power imbalances		✓	✓	✓	✓				✓	✓			✓
Discusses intersectionality			✓*	✓*									
*Note: these concepts are discussed in suggested/external teacher resources, not formalized in the curricula.													

Table 2. Policies and Other Government Documents across Provinces and Territories.

Policy Features	AB	BC	MB	NB	NL	NS	NV	NWT	ON	PEI	QC	SK	YK
Addresses gender-based violence			✓						✓		✓		
Addresses sexuality-based violence									✓		✓		
Recognizes that TFSV is sexual in nature	✓		✓	✓	✓	✓			✓	✓	✓	✓	✓
Recognizes that TFSV occurs both online and offline	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	
Acts/policies recommend consequences/processes to address TFSV		✓	✓		✓	✓	✓		✓		✓		
Recognizes power imbalances			✓		✓				✓		✓	✓	
Discusses responsibility to report	✓		✓			✓			✓				
Identifies action plan/prevention strategy			✓	✓	✓	✓		✓			✓	✓	
Policy emphasizes, stipulates, and/or guides school codes of conduct		✓	✓	✓		✓		✓					

ALBERTA

Alberta's curriculum is currently undergoing full renewal³ (Government of Alberta, 2020). Currently, topics related to TFSV are covered in Health & Life Skills Grade 9 and Career & Life Management (CALM) Grades 10–12.

In Health & Life Skills, students are supported in making well-informed, healthy decisions and developing behaviours that contribute to their own and others' well-being. The curriculum specifies that students will evaluate the implications and consequences of sexual assault and those associated with them (Alberta Ministry of Education, 2002b) and strategize to address factors that prevent and reduce sexual risks. It also states that students will be able to identify factors that contribute to developing unhealthy relationships and how to address them.

In CALM, students examine the attitudes, values, and behaviours necessary for developing meaningful interpersonal relationships; maintaining and enhancing healthy, positive relationships; identifying unhealthy relationships; and dealing with exploitation and violence within relationships (Alberta Ministry of Education, 2002a). Other relevant learning outcomes include examining aspects of healthy sexuality and responsible sexual behaviours as well as the impacts of science, technology, and media on wellness.

Overall, TFSV in Alberta is mostly referenced at the policy level as bullying or harassment. Alberta's *Education Act* (2012) states that students have a responsibility to report and not tolerate bullying, whether it occurs at school or online.

3 Only K-6 is currently available. For updates, visit <https://www.alberta.ca/ministerial-order-on-student-learning.aspx>.

Table 3. TFSV Concepts Addressed in Alberta’s Educational Curricula.

Concept	Addressed in curricula?	Which grade(s) + course(s)?
Harassment/violence/abuse	✓	Career and Life Management (CALM) (Senior)
Sexual nature of violence/harassment	✓	Health & Life Skills (HLS) 9
Addresses power imbalances		
Occurs through and relies on digital technologies and media	✓	Student Learning: Competencies for Engaged Thinkers and Ethical Citizens with an Entrepreneurial Spirit [External resource]
Gender-based nature of violence		
Sexuality-based based nature of violence		
Criminal and legal implications		
Healthy relationships	✓	HLS 9, CALM (Senior)
Discusses the concept of intersectionality		

Table 4. TFSV Concepts Addressed in Alberta’s Policies.

Concept	Addressed in government policy?	Which policy(ies)?
Addresses violence in schools	✓	Education Act (2012), Alberta’s Amended School Act (2015)
Addresses gender-based violence		
Addresses sexuality-based violence		
Recognizes that TFSV is sexual in nature	✓	Education Act (2012)
Recognizes that TFSV occurs both online and offline	✓	Education Act (2012), Alberta’s Amended School Act (2015)
Acts/policies recommend consequences/processes to address		
Recognizes power imbalance		
Responsibility to report	✓	Education Act (2012), Alberta’s Amended School Act (2015)
Identified action plan/prevention strategy		
Policy emphasizes/stipulates/guides school codes of conduct		

BRITISH COLUMBIA

British Columbia (BC) redesigned the provincial curriculum in 2015, and topics related to TFSV are covered in Physical and Health Education Grades 9–10, Computer Studies Grade 10, Digital Communication Grade 11, Interpersonal & Family Relationships Grade 11, and Computer Information Systems Grade 12.

BC's curriculum is organized by "big ideas," curriculum competencies, and content that students are expected to know (Government of BC, 2022). The relevant big idea in Grade 9 is healthy relationships. Relevant curriculum competencies include developing strategies to avoid and/or respond to unsafe, abusive, or exploitative situations; respond to discrimination, stereotyping, and bullying; and develop and maintain healthy relationships (Government of BC, 2016). Identical competencies are covered in Grade 10 (Government of BC, 2018e). In Interpersonal & Family Relationships Grade 11, students learn about interpersonal relationships; communication styles in relationships; how healthy relationships thrive; indicators of unsafe relationships and ensuring one's safety; and ending relationships (Government of BC, 2018d).

In Computer Studies Grade 10, students evaluate the impacts of choices made when using technology (e.g., unintended negative consequences). Students learn about the ethical use of technology, digital literacy, and citizenship, and how using technology impacts health and wellness (Government of BC, 2018b). The same is covered in Digital Communications Grade 11. They discuss issues, risks, ethics, and legalities with digital communication as well as the appropriate use of technology, such as digital citizenship and literacy (Government of BC, 2018c). In Computer Information Systems Grade 12, students learn about digital security risks in addition to appropriate technology use practices (Government of BC, 2018a).

Healthy relationships, sexual decision-making, and internet safety are covered in a curriculum document outlining instruction key topics/ideas (Government of BC, 2018). For healthy relationships, educators are expected to discuss abusive relationships, including types of abuse, and the role of power, control, and exploitation, including the fact that sexual exploitation occurs online. Educators discuss pornography, including underlying messages of violence and the legalities of explicit online media for people under 18 when covering sexual decision-making. For internet safety, educators discuss catfishing (i.e., creating a fictional persona online and using it to target victims), cyberbullying, legal ramifications, and sexting/nudes.

TFSV is mostly referenced at the BC policy level as (cyber)bullying or harassment. The Safe and Caring School Communities Policy (Government of BC, 2004) guides schools in their creation of safe, inclusive learning environments and the development of strategies for addressing worrisome behaviours, like bullying and violence. Following an amendment (BC Ministry of Education and Child Care, 2022), the *School Act* (1996) now states that boards must have codes of conduct in place and outline unacceptable behaviours, such as (cyber)bullying, harassment, and violence.

Table 5. TFSV Concepts Addressed in British Columbia’s Educational Curricula.

Concept	Addressed in curricula?	Which grade(s) + course(s)?
Harassment/violence/abuse	✓	Physical and Health Education (PHE) 9/10
Sexual nature of violence/harassment	✓	PHE 10, Supporting Student Health Guide (SSHG) [External resource]
Addresses power imbalances	✓	PHE 10, SSHG
Occurs through and relies on digital technologies and media	✓	Computer Studies 10, Computer Information Systems 12, SSHG
Gender-based nature of violence	✓	PHE 10, SSHG
Sexuality-based nature of violence	✓	PHE 10, Sexual orientation and gender identity inclusivity (SOGI) resource [External resource]
Criminal and legal implications	✓	SSHG
Healthy relationships	✓	PHE 9/10, Interpersonal and Family Relationships 11, Supporting Student Health Guide [External resource]
Discusses the concept of intersectionality		

Table 6. TFSV Concepts Addressed in British Columbia’s Policies.

Concept	Addressed in government policy?	Which policy(ies)?
Addresses violence in schools	✓	Safe, Caring, and Orderly School Communities Strategy (2008)
Addresses gender-based violence		
Addresses sexuality-based violence		
Recognizes that TFSV is sexual in nature		
Recognizes that TFSV occurs both online and offline	✓	School Act (1996)
Acts/policies recommend consequences/processes to address	✓	Resources for responding to violence/bullying are in Safe, Caring, and Orderly Schools: A Guide (2008)
Recognizes power imbalance		
Responsibility to report		
Identified action plan/prevention strategy		
Policy emphasizes/stipulates/guides school codes of conduct	✓	School Act (1996)

MANITOBA

In Manitoba, topics relevant to TFSV are covered in Physical Education/Health Education in Senior 1/2 (i.e., Grades 9–10), Active Healthy Lifestyles Grade 12, and Literacy with Information & Communication Technology (ICT) throughout the senior years.

In Physical Education/Health Education Senior 1, students learn about laws and policies that promote personal and community safety, issues related to violence prevention across several contexts, skills necessary to deal with various types of abusive situations, and skills and resources for addressing problems associated with sexual abuse (Government of Manitoba, 2004). Under personal and social management in Senior 1, students learn how to treat others, develop healthy and meaningful relationships, manage anger, and identify and address potentially dangerous situations (Government of Manitoba, 2004). Within Senior 1 healthy lifestyle practices, students cover the components necessary for building and maintaining healthy relationships (Government of Manitoba, 2004). In Senior 2, there are three relevant outcomes in safety, personal and social management, and healthy lifestyle practices: understanding the components necessary for healthy relationships; learning how to prevent issues when developing relationships; and identifying skills and community resources for addressing problems related to sexual abuse (Government of Manitoba, 2004).

In Active & Healthy Lifestyles, students learn about the characteristics and development of (un)healthy relationships; effective relationship communication, including technology's impact on communication; the rights and responsibilities of individuals within relationships; signs of unhealthy relationships; problem-solving and decision-making strategies for addressing and ending abusive or unwanted

relationships; and community resources and services that support the healthy resolution of relationship issues (Government of Manitoba, 2009).

In Literacy with ICT, across all courses, students learn to apply safety guidelines when communicating electronically via multiple digital media technologies; explain the consequences of unethical behaviour (e.g., cyberbullying); apply guidelines for ethical and responsible ICT; evaluate the effects of personal ICT behaviours on others; weigh personal benefits and risks of using ICT; analyze (dis)advantages of ICT use in society; and weigh benefits and risks to society of creating new ICTs (Government of Manitoba, 2007).

TFSV in Manitoba is mostly referenced at the policy level as (cyber)bullying, abuse, and gender-based violence. In the *Public Schools Act* (1988), bullying is understood as occurring electronically or physically and in the context of a power imbalance, while abuse is understood as potentially occurring in written form. The *Act* (2008) was amended to include language about cyberbullying and guidelines on the use of electronic devices. It was amended again in 2012 to include elements like a duty to report cyberbullying and additional information about the use of the internet and social media. Their *Intimate Image Protection Act* (2015) concerns the non-consensual creation and dissemination of intimate images without one's consent.⁴ Finally, in the province's gender-based violence prevention strategy, priorities include the non-consensual distribution of intimate images, sexual violence, and technology-assisted violence (Government of Manitoba, 2020).

4 Manitoba's *Intimate Image Protection Act* (2015) is not directly related to schools or educational policy, but it is a tool that young people and schools may choose to engage with.

Table 7. TFSV Concepts Addressed in Manitoba’s Educational Curricula.

Concept	Addressed in curricula?	Which grade(s) + course(s)?
Harassment/violence/abuse	✓	Physical Education/Health Education (PE/HE) Senior 1
Sexual nature of violence/harassment	✓	PE/HE Senior 1 and 2
Addresses power imbalances	✓	PH/HE Senior 1 and 2
Occurs through and relies on digital technologies and media	✓	Literacy with Information and Communication Technology (Senior Years)
Gender-based nature of violence	✓	Safe and Caring Schools – A Resource for Equity and Inclusion in Manitoba Schools [External resource], Supporting transgender and gender diverse students in Manitoba schools document [External resource]
Sexuality-based nature of violence	✓	Safe and Caring Schools – A Resource for Equity and Inclusion in Manitoba Schools [External resource]
Criminal and legal implications		
Healthy relationships	✓	PE/HE Senior 1 and 2, Active and Healthy Lifestyles Grade 12
Discusses the concept of intersectionality	✓	Safe and Caring Schools – A Resource for Equity and Inclusion in Manitoba Schools [External resource]

Table 8. TFSV Concepts Addressed in Manitoba’s Policies.

Concept	Addressed in government policy?	Which policy(ies)?
Addresses violence in schools	✓	Public Schools Act (1988)
Addresses gender-based violence	✓	Manitoba’s Framework for Addressing Gender-Based Violence (2020)
Addresses sexuality-based violence		
Recognizes that TFSV is sexual in nature	✓	Public Schools Act (1988), Manitoba’s Framework for Addressing Gender-Based Violence (2020)
Recognizes that TFSV occurs both online and offline	✓	Public Schools Act Amendments (2008, 2013), Safe and Caring Schools – Taking Action Against Bullying (2014), Manitoba’s Framework for Addressing Gender-Based Violence (2020)
Acts/policies recommend consequences/processes to address	✓	Safe and Caring Schools – Taking Action Against Bullying (2014)
Recognizes power imbalance	✓	Public Schools Act (1988)
Responsibility to report	✓	Public Schools Act Amendment (2013)
Identified action plan/prevention strategy	✓	Safe and Caring Schools – Taking Action Against Bullying (2014)
Policy emphasizes/stipulates/guides school codes of conduct	✓	Public Schools Act (1988)

NEW BRUNSWICK

In New Brunswick (NB), topics related to TFSV are covered in Personal Development & Career Planning Grades 9–10, Cybersecurity & Technical Support 110, and Cybersecurity 120.

In Personal Development & Career Planning Grades 9–10, students learn to use safe and effective communication skills and strategies for building and maintaining healthy relationships (Government of NB, 2016). In Cybersecurity & Technical Support 110, students learn about cybersecurity, including causes, impacts, responses, and outcomes; and possible victims, perpetrators, and stakeholders (Government of NB, 2019b, 2019b). In Cybersecurity 120, students learn to evaluate the risks and impacts of cybersecurity on privacy as well as ethical practices and societal impacts related to cybersecurity threat prevention/response (Government of NB, 2019a).

TFSV is primarily referenced in NB policy as (cyber)bullying and harassment. The *Education Act* (1997) and the Department of Education's revised Positive Learning and Working Environment policy (1999), which was revised in 2018, name (cyber)bullying, harassment, abuse, sexual assault, and possessing and/or sharing pornographic materials (including electronic images) as behaviours that constitute "serious misconduct". The Department of Education (1996) also has a policy on the use of information and communication technology, which was revised in 2004 and includes guidelines for ethical use, such as not creating, publishing, or sending abusive, pornographic, or harassing content. Finally, in the Government of NB's (2018) prevention and response to sexual violence framework, cyber sexual violence is identified as a priority.

Table 9. TFSV Concepts Addressed in New Brunswick’s Educational Curricula.

Concept	Addressed in curricula?	Which grade(s) + course(s)?
Harassment/violence/abuse		
Sexual nature of violence/harassment	✓	Personal Development and Career Planning (PD/CP) Grades 9–10, Promoting Healthy Relationships: Addressing Sexual Violence and Online Risks Facing Youth in Grades 9–10 [External resource]
Addresses power imbalances	✓	PD/CP 9/10
Occurs through and relies on digital technologies and media	✓	PD/CP 9/10, Cybersecurity and Technical Support 11, Cybersecurity 12
Gender-based nature of violence	✓	Sexual and gender diversity inclusive educational resource [External resource], EGALE Canada New Brunswick LGBTQ Inclusive Education Resource [External resource]
Sexuality-based nature of violence	✓	Sexual and gender diversity inclusive educational resource [External resource], EGALE Canada New Brunswick LGBTQ Inclusive Education Resource [External resource]
Criminal and legal implications		
Healthy relationships	✓	PD/CP Grades 9–10
Discusses the concept of intersectionality	✓	Sexual and gender diversity inclusive educational resource [External resource], EGALE Canada New Brunswick LGBTQ Inclusive Education Resource [External resource]

Table 10. TFSV Concepts Addressed in New Brunswick’s Policies.

Concept	Addressed in government policy?	Which policy(ies)?
Addresses violence in schools	✓	Education Act (1997), Positive Learning and Working Environment policy (1999, revised in 2018)
Addresses gender-based violence		
Addresses sexuality-based violence		
Recognizes that TFSV is sexual in nature	✓	Education Act (1997), Positive Learning and Working Environment policy (revised in 2018)
Recognizes that TFSV occurs both online and offline	✓	Education Act (1997), Positive Learning and Working Environment policy (revised in 2018), Policy 311 – Information and Communication Technologies (revised in 2004)
Acts/policies recommend consequences/processes to address		
Recognizes power imbalance		
Responsibility to report		
Identified action plan/prevention strategy	✓	Preventing and Responding to Sexual Violence Framework (2018)
Policy emphasizes/stipulates/guides school codes of conduct	✓	Provincial Student Code of Conduct Guidelines: The Code

NEWFOUNDLAND AND LABRADOR

In Newfoundland and Labrador (NL), topics relevant to TFSV are covered in Health Grade 9 and in Health & Personal Development Education Grade 9.

Within the curriculum component of climate building and communication in health, students learn about sensitive issues associated with relationships (Government of NL, 2008, p. 34). Within interpersonal relationships, students are taught about the characteristics of healthy relationships; ways to initiate, maintain, and end relationships; effective communication skills, which help to cope with possible relationship issues; the impact of high-risk dating practices on wellness; personal decision making related to relationship issues; and the possible effects of decisions, choices, actions, and words (Government of NL, 2008). Health & Personal Development Grade 9 is similar, with students learning about communication patterns; practicing assertive behaviour; differentiating between the myth and reality of romance; practicing decision-making regarding problems that can occur in dating; and identifying and comparing the outcomes of passive, aggressive, and assertive behaviours in family situations (though the last one is supplementary; Government of NL, n.d.).

TFSV in NL is mostly referenced at the policy level as bullying and violence. Their *School Act* (1997) stipulates that a safe and caring learning environment is free from bullying, which their *Safe & Caring Schools Policy* (2013) expands upon, adding violence as an unacceptable behaviour that needs to be prevented in addition to bullying. The policy also includes a bullying intervention protocol that identifies electronic bullying as another form of bullying. NL also enacted the *Intimate Images Protection Act* (2018), which includes the non-consensual creation and distribution of intimate images without one's consent.⁵

5 Newfoundland and Labrador's *Intimate Images Protection Act* (2018) is not directly related to schools or educational policy, but it is a tool that young people and schools may choose to engage with.

Table 11. TFSV Concepts Addressed in Newfoundland and Labrador’s Educational Curricula.

Concept	Addressed in curricula?	Which grade(s) + course(s)?
Harassment/violence/abuse		
Sexual nature of violence/harassment		
Addresses power imbalances	✓	Health Grade 9
Occurs through and relies on digital technologies and media		
Gender-based nature of violence		
Sexuality-based nature of violence		
Criminal and legal implications		
Healthy relationships	✓	Health Grade 9, and Health & Personal Development Education Grade 9
Discusses the concept of intersectionality		

Table 12. TFSV Concepts Addressed in Newfoundland and Labrador’s Policies.

Concept	Addressed in government policy?	Which policy(ies)?
Addresses violence in schools	✓	School Act (1997), Safe & Caring Schools Policy (2013)
Addresses gender-based violence		
Addresses sexuality-based violence		
Recognizes that TFSV is sexual in nature	✓	Safe & Caring Schools Policy (2013), Intimate Images Protection Act (2018)
Recognizes that TFSV occurs both online and offline	✓	Safe & Caring Schools Policy (2013), Intimate Images Protection Act (2018)
Acts/policies recommend consequences/processes to address	✓	Safe & Caring Schools Bullying Intervention Protocol
Recognizes power imbalance	✓	Safe & Caring Schools Bullying Intervention Protocol
Responsibility to report		
Identified action plan/prevention strategy	✓	Safe & Caring Schools Bullying Intervention Protocol
Policy emphasizes/stipulates/guides school codes of conduct		

NOVA SCOTIA

In Nova Scotia (NS), topics related to TFSV are covered in Healthy Living Grade 9 and Citizenship Grade 9.

In Healthy Living Grade 9, a relevant outcome under healthy relationships is that students learn about the cause and effect of unhealthy relationships, and practice communication and assertiveness skills to confront them (NS Department of Education and Early Childhood Development, 2014). The effects of technology (e.g., texts, Facebook) on relationships is included. Students also learn about the hypersexualization of children and youth and how this can contribute to violence, self-esteem issues, and relationship issues. They discuss images and media on the internet (NS Department of Education and Early Childhood Development, 2014). Students learn how easy it is to lose control of their information online, though the topics to be discussed are yet to be written (NS Department of Education and Early Childhood Development, 2014). In Citizenship Grade 9, under digital citizenship, students evaluate the risks, rights, and responsibilities of being a digital citizen and of being digitally engaged (NS Department of Education and Early Childhood Development, 2018).

NS has multiple acts covering topics relevant to TFSV, including (cyber)bullying and the dissemination of intimate images. The *Safer Schools Act (2012)* describes (cyber)bullying as inappropriate student behaviour, while the *Promotion of Respectful and Responsible Relationships Act (2012)* amends the *Education Act (1996)* by emphasizing that the creation of a positive and inclusive school climate is a shared responsibility, which includes having school codes of conduct to promote student safety. The provincial school code of conduct, which guides all schools in NS, identifies (cyber)bullying, sexual assault, harassment, misconduct, and verbal abuse as unacceptable behaviours (NS Department of Education and Early Childhood Development, 2015). NS is also unique in its enactment of the *Intimate Images and Cyber-Protection Act (2017)*, which created civil remedies to deter, prevent, and respond to the harms associated with the non-consensual sharing of intimate images and cyberbullying.⁶

6 Nova Scotia's *Intimate Images and Cyber-Protection Act (2017)* is not directly related to schools or educational policy, but it is a tool that young people and schools may choose to engage with.

Table 13. TFSV Concepts Addressed in Nova Scotia’s Educational Curricula.

Concept	Addressed in curricula?	Which grade(s) + course(s)?
Harassment/violence/abuse	✓	Healthy Living Grade 9
Sexual nature of violence/harassment		
Addresses power imbalances		
Occurs through and relies on digital technologies and media	✓	Healthy Living Grade 9, Citizenship Grade 9
Gender-based nature of violence	✓	Healthy Living Grade 9
Sexuality-based based nature of violence		
Criminal and legal implications		
Healthy relationships	✓	Healthy Living Grade 9
Discusses the concept of intersectionality		

Table 14. TFSV Concepts Addressed in Nova Scotia’s Policies.

Concept	Addressed in government policy?	Which policy(ies)?
Addresses violence in schools	✓	Provincial School Code of Conduct (2015), Education Act (2018)
Addresses gender-based violence		
Addresses sexuality-based violence		
Recognizes that TFSV is sexual in nature	✓	Provincial School Code of Conduct (2015), Education Act (2018)
Recognizes that TFSV occurs both online and offline	✓	Provincial School Code of Conduct (2015), Safer Schools Act (2012), Cyber-Safety Act (2013), Cyber-Protection Act (2017), Provincial School Network Access and Use Policy (2016), Promotion of Respectful and Responsible Relationships Act (2012)
Acts/policies recommend consequences/processes to address	✓	Cyber-Safety Act (2013), Cyber-Protection Act (2017), Promotion of Respectful and Responsible Relationships Act (2012)
Recognizes power imbalance		
Responsibility to report	✓	Provincial School Network Access and Use Policy (2016)
Identified action plan/prevention strategy	✓	Provincial School Code of Conduct (2015)
Policy emphasizes/stipulates/guides school codes of conduct	✓	Provincial School Code of Conduct (2015)

NORTHWEST TERRITORIES

Northwest Territories (NWT) recently partnered with BC to adopt their curriculum, given its alignment with NWT's educational priorities (Government of NWT, 2021). In NWT's current curriculum, topics relevant to TFSV are covered in Health Studies Grade 9 and Literacy with Information & Communication Technology (ICT) Grades 7–12.

In Health Studies Grade 9, within the family life unit, students learn to identify positive lifestyle practices that promote healthy sexuality and family relationships (Government of NWT, 1996). In Literacy with ICT, one of the relevant inquiry components in Grades 7–9 is ethics and responsibility, where students learn about the consequences related to the unsafe use of ICT, such as online disrespect (Government of NWT, 2012). Students also learn to apply their school division's acceptable ICT use policy and safety guidelines when communicating online (Government of NWT, 2012). In Grades 10–12 of Literacy with ICT, under ethics and responsibility, students weigh the benefits and risks of ICT (Government of NWT, 2012). At all secondary levels, students analyze current trends in ICTs. In Grades 7–9, students explore the possible effects of technology, and in Grades 10–12, students weigh the advantages and opportunities of technology against the disadvantages and risks (Government of NWT, 2012).

TFSV is mostly referenced as bullying in NWT policy. S.34.1 of the *Consolidation of Education Act* (1995) stipulates that schools must develop a discipline policy that promotes a positive learning environment. The *Act* was amended in 2013 to include bullying, including by electronic means, and to mandate the creation of a territorial school code of conduct. Finally, the work of education renewal focuses on making sure bullying prevention programs and processing are in place (Government of NWT, 2013). Recommended initiatives include safe school strategies, anti-bullying campaigns, and legislation and the development of a culturally relevant health curriculum.

Table 15. TFSV Concepts Addressed in Northwest Territories' Educational Curricula.

Concept	Addressed in curricula?	Which grade(s) + course(s)?
Harassment/violence/abuse		Health Grade 9 only addresses family violence
Sexual nature of violence/harassment		
Addresses power imbalances		
Occurs through and relies on digital technologies and media	✓	Literacy with ICT Grades 7–9, Ethics and Responsibility Grades 10–12
Gender-based nature of violence		
Sexuality-based nature of violence		
Criminal and legal implications		
Healthy relationships	✓	Health Studies Grade 9
Discusses the concept of intersectionality		

Table 16. TFSV Concepts Addressed in Northwest Territories' Policies.

Concept	Addressed in government policy?	Which policy(ies)?
Addresses violence in schools	✓	Consolidation of Education Act (1995, amended in 2013)
Addresses gender-based violence		
Addresses sexuality-based violence		
Recognizes that TFSV is sexual in nature		
Recognizes that TFSV occurs both online and offline	✓	Consolidation of Education Act (1995, amended in 2013)
Acts/policies recommend consequences/processes to address		
Recognizes power imbalance		
Responsibility to report		
Identified action plan/prevention strategy	✓	Safe Schools Regulations (2016)
Policy emphasizes/stipulates/guides school codes of conduct	✓	Consolidation of Education Act (1995, amended in 2013), Safe Schools Regulations (2016) Territorial School Code of Conduct

NUNAVUT

Like NWT, Nunavut follows guidelines regarding literacy with ICT, emphasizing the importance of learning about and using ICT to communicate meaning (Hoechsmann & DeWaard, 2015, p. 8). Topics related to TFSV are covered in the Aulajaaqtut strand of health, wellness, safety, and career planning, and it includes health and physical education. While the Nunavut Department of Education (2019) document offers limited information about what is taught in Grade 9, healthy relationships are covered in Aulajaaqtut Grades 10–11, so that students can recognize and avoid unhealthy situations and help each other prevent abuse from happening (Nunavut Department of Education, 2013).

Nunatsiaq News, the newspaper of record for Nunavut, reported that the Nunavut school board launched an updated sexual education curriculum that starts in Grade 5 (Rogers, 2015). They reported that once the curriculum advances into Grade 6 and beyond, students look more deeply into topics like sexual abuse and self-discovery (Rogers, 2015). However, in our searches, it was difficult to find any relevant documents, especially concerning secondary schools.

Nunavut does not specifically address, or require school boards and their schools to address, (cyber)bullying in school codes of conduct or related policies. However, Nunavut's *Consolidation of Education Act* (2008) stipulates in s.62(1) that a principal can suspend a student for conduct that is "injurious to the physical or mental well-being of other students." In an educator resource document on responding to crises, the Department of Education (2016) acknowledges that "electronic bullying" can occur outside of the school and affect relationships and learning within the school (p. 51). Also, in the Aulajaaqtut Grades 10–12 document, it is noted that cyberbullying and other unacceptable behaviours are not allowed on school computers and that schools should have acceptable policies in place for this (Nunavut Department of Education, 2013). Recently, Nunavut has followed NWT by implementing updates on safe and caring schools (discussed above), though little information about this is available online.

Table 17. TFSV Concepts Addressed in Nunavut’s Educational Curricula.

Concept	Addressed in curricula?	Which grade(s) + course(s)?
Harassment/violence/abuse		
Sexual nature of violence/harassment		
Addresses power imbalances		
Occurs through and relies on digital technologies and media	✓	Crisis response educator resource document (Department of Education, 2016), Aulajaaqtut Grades 10–12
Gender-based nature of violence		
Sexuality-based based nature of violence		
Criminal and legal implications		
Healthy relationships	✓	Aulajaaqtut Grades 10–11
Discusses the concept of intersectionality		

Table 18. TFSV Concepts Addressed in Nunavut’s Policies.

Concept	Addressed in government policy?	Which policy(ies)?
Addresses violence in schools		
Addresses gender-based violence		
Addresses sexuality-based violence		
Recognizes that TFSV is sexual in nature		
Recognizes that TFSV occurs both online and offline		
Acts/policies recommend consequences/processes to address	✓	Consolidation of Education Act (2008)
Recognizes power imbalance		
Responsibility to report		
Identified action plan/prevention strategy		
Policy emphasizes/stipulates/guides school codes of conduct		

ONTARIO

In Ontario, topics related to TFSV are covered in Healthy Active Living Education (HALE) Grades 9–12, Technological Education Grades 11–12, and Computer Studies Grades 10–12.

In HALE Grade 9, within the healthy living outcome, students learn about the benefits and risks (e.g., cyberbullying) of using electronic communication technologies as well as strategies for maintaining their own safety while using them. Students learn about building healthy social and intimate relationships and the skills and strategies that can be used in situations of verbal, physical, and social bullying as well as sexual harassment (e.g., gender-based violence, inappropriate sexual behaviour, homophobia; Government of Ontario, 2015).

In HALE Grade 10, students learn about sexual decision-making as well as communication skills to support healthy, responsible sexuality (Government of Ontario, 2015). In HALE Grade 11, students learn about making safer choices in various situations to prevent personal injury or death. They also learn how to use personal and interpersonal skills in stressful situations (Government of Ontario, 2015). In HALE Grade 12, students learn how relationships are developed and maintained and how harassment, violence, and abuse manifest in relationships, both in the community and worldwide. They also learn about the impacts and legal implications of harassment, violence, and abuse as well as the supports available for dealing with them (Government of Ontario, 2015).

In Computer Technology Grades 11–12, students learn to describe issues related to internet safety (e.g., cyberstalking/bullying; Government of Ontario, 2009). In Computer Studies Grade 10, students learn about legal and ethical issues related to computer use. Also in Computer Studies, Grade 11 students learn how emerging technologies can affect personal rights and privacy, and Grade 12 students learn about ethical issues with computer use (Government of Ontario, 2008a).

TFSV is mostly referenced in Ontario policy as (cyber)bullying and sexual harassment. The *Education Act* (1990) was amended in 2012 to define what constitutes (cyber)bullying and emphasize the importance of establishing policies and guidelines to curb such incidents. In 2008, the Government of Ontario had the Safe Schools Team review issues of gender-based violence, harassment, and inappropriate sexual behaviours in schools. They recommended addressing these behaviours through collaborations between parents, schools, community partners, and governments because “behaviour that is not addressed becomes accepted behaviour” (Government of Ontario, 2018, p. 9). One policy memorandum stipulates that bullying was grounds for suspension (Government of Ontario, 2018) and another one nuances the definition of (cyber)bullying by giving examples, such as sending or sharing offensive, hateful, and/or intimidating communications of images via text, direct message, or email (Government of Ontario 2021).

Table 19. TFSV Concepts Addressed in Ontario’s Educational Curricula.

Concept	Addressed in curricula?	Which grade(s) + course(s)?
Harassment/violence/abuse	✓	Healthy Active Living Education (HALE) Grade 9, Grade 12
Sexual nature of violence/harassment	✓	HALE Grade 9
Addresses power imbalances	✓	HALE Grade 9
Occurs through and relies on digital technologies and media	✓	HALE Grade 9, Technological Education Grades 11–12
Gender-based nature of violence	✓	HALE Grade 9
Sexuality-based based nature of violence	✓	HALE Grade 9
Criminal and legal implications	✓	HALE Grade 12, Computer Studies Grade 10
Healthy relationships	✓	HALE Grades 9–12
Discusses the concept of intersectionality		

Table 20. TFSV Concepts Addressed in Ontario’s Policies.

Concept	Addressed in government policy?	Which policy(ies)?
Addresses violence in schools	✓	Shaping A Culture of Respect in Our Schools - Promoting Safe and Healthy Relationships (2008)
Addresses gender-based violence	✓	Shaping A Culture of Respect in Our Schools (2008), Education Act (2012 amendment)
Addresses sexuality-based violence	✓	Shaping A Culture of Respect in Our Schools (2008), Education Act (2012 amendment)
Recognizes that TFSV is sexual in nature	✓	Shaping A Culture of Respect in Our Schools (2008), Education Act (2012 amendment)
Recognizes that TFSV occurs both online and offline	✓	The Education Act (2012 amendment)
Acts/policies recommend consequences/processes to address	✓	Education Act (2012 amendment), The Ontario Safe Schools Act: School Discipline and Discrimination (2003)
Recognizes power imbalance	✓	Education Act (2012 amendment)
Responsibility to report	✓	Education Act (2012 amendment)
Identified action plan/prevention strategy		
Policy emphasizes/stipulates/guides school codes of conduct		

PRINCE EDWARD ISLAND

In Prince Edward Island (PEI), topics related to TFSV are covered in Health Grade 9, Physical Education Grade 10, Applied Digital Communication, and Family Life.

In Health Grade 9, students learn four types of sexual assault (i.e., harassment, dating violence, rape, and sexual exploitation) and the consequences of sexual assault on the victim/survivor and their friends, family, and others who support them following an assault (PEI Education and Early Childhood Development, 2007). Students also learn about types of abuse, warning signs of abusive relationships, the difference between healthy and abusive relationships, the complex individual and social factors that impact the perpetration of abuse, and alternatives to abusive behaviours (PEI Education and Early Childhood Development, 2007).

In Physical Education Grade 10, there is an optional learning outcome that asks students to assess how relationships influence wellness, and one of the indicators is the examination of the benefits and the harms of technology use, including related to social networking (PEI Education and Early Childhood Development, 2014).

In Applied Digital Communication, the technology fluency unit specifies that students will critically evaluate digital information and explore the impacts of online behaviours and practices on digital well-being (PEI Department of Education and Lifelong Learning, 2020). Relevant achievement indicators include understanding the legal and ethical rights and responsibilities of using digital technologies and the effects of online behaviour on well-being (PEI Department of Education and Lifelong Learning, 2020).

In Family Life, students learn about effective communication skills and dating strategies, and how to handle relationship challenges, distinguish between conflict and violence, and find help (PEI Department of Education and Lifelong Learning, 1995). Students also learn about sexual exploitation, including relevant legalities.

TFSV in PEI is mostly referenced at the policy level as bullying, harassment, and violence. The *Education Act* (1988) identifies bullying (including electronic bullying) as unacceptable behaviour. Similarly, the Public Schools Branch, the representative board for English-speaking schools, lists (cyber)bullying, harassment, sexual misconduct, verbal abuse, and violence as unacceptable behaviours that are grounds for punishment in their Safe and Caring Learning Environments operational procedure (2018). The Branch (2021) also has operational guidelines on social media and digital messaging, where students are to refrain from, report, and not tolerate bullying (including electronic bullying).

Table 21. TFSV Concepts Addressed in Prince Edward Island's Educational Curricula.

Concept	Addressed in curricula?	Which grade(s) + course(s)?
Harassment/violence/abuse	✓	Health Grade 9, Family Life Grade 10
Sexual nature of violence/harassment	✓	Health Grade 9, Family Life Grade 10
Addresses power imbalances	✓	Health Grade 9
Occurs through and relies on digital technologies and media	✓	Wellness Grade 10 (optional learning outcome), Applied Digital Communication Grade 12
Gender-based nature of violence		
Sexuality-based based nature of violence		
Criminal and legal implications	✓	Applied Digital Communication Grade 12, Family Life Grade 10
Healthy relationships	✓	Health Grade 9, Family Life Grade 10
Discusses the concept of intersectionality		

Table 22. TFSV Concepts Addressed in Prince Edward Island's Policies.

Concept	Addressed in government policy?	Which policy(ies)?
Addresses violence in schools	✓	Safe and Caring Learning Environments Operational Procedure (2018), Prince Edward Island Home and School Federation Policy Manual (revised 2020), Education Act (1988)
Addresses gender-based violence		
Addresses sexuality-based violence		
Recognizes that TFSV is sexual in nature	✓	Safe and Caring Learning Environments operational procedure (2018), Education Act (1988)
Recognizes that TFSV occurs both online and offline	✓	Safe and Caring Learning Environments operational procedure (2018), Public Schools Branch (2021) operational guidelines on social media and digital messaging, electronic bullying
Acts/policies recommend consequences/processes to address		
Recognizes power imbalance		
Responsibility to report		
Identified action plan/prevention strategy		
Policy emphasizes/stipulates/guides school codes of conduct		

QUÉBEC

In Québec, topics relevant to TFSV are covered in Sexuality Education in Secondary Cycles One and Two⁷ and Ethics & Religious Culture in Secondary Cycle One.⁸

In Sexuality Education, there are multiple themes related to TFSV, including emotional and romantic life, as well as sexual assault and sexual violence. In Secondary II, students critically reflect on romantic relationships and learn about associated challenges (Québec Ministère de l'Éducation et de l'Enseignement Supérieur, n.d.). In Secondary III, students learn about the importance of healthy conflict management in romantic relationships, including difficulties (e.g., violence) and strategies for persisting conflict. In Secondary IV, students learn about recognizing the signs of violence in relationships.

In Ethics & Religious Culture in Secondary Cycle One, the social order theme covers the transformation of values and norms (e.g., sexuality, relations between men and women). Relevant content for Québec's religious heritage theme includes influences of values and norms, such as moral behaviour within the family and in romantic relationships. In Secondary Cycle Two, the theme of existential questions discusses the nature of human beings, covering topics like sexuality and man/woman relationships (Québec Ministère de l'Éducation, n.d.). The goal for health and well-being in Secondary Cycle One is ensuring that students develop a sense of responsibility when adopting habits related to health, safety, and sexuality. Thus, students develop an awareness of the impacts that their

choices have on their health and well-being and the need to behave safely (Québec Ministère de l'Éducation, 2004).

TFSV is mainly referenced in Québec policy as bullying and violence. The *Education Act* (1988) recognizes that bullying happens online, and that written content can constitute a form of violence. An amendment to the Act (2012) provides detail about (cyber)bullying and identifies students' responsibilities (e.g., refraining from and reporting such behaviours) as well as the necessity of anti-bullying and violence plans in schools. Lastly, in the province's action plan to prevent and counter (cyber)bullying, the Act specifies how it manifests (e.g., power imbalances, negative consequences for victims) and its nuances (e.g., variations in intensity; Gouvernement du Québec Ministère de la Famille, 2021).

7 Secondary schooling in Québec is divided into two cycles that equate to Grades 7–11. Secondary Cycle One includes Secondary I and II (i.e., Grades 7–8) and Secondary Cycle Two includes Secondary III–V (i.e., Grades 9–11).

8 The Ethics and Religious Culture program is being phased out, and the replacement program, titled Culture and Citizenship in Québec, is being introduced gradually, with some schools implementing the new program in the 2023–2024 academic year and others making this change in 2024–2025. For more information, visit: <https://www.cse.gouv.qc.ca/wp-content/uploads/2021/02/50-0539-SU-Revision-Ethique-et-culture-religieuse.pdf>

Table 23. TFSV Concepts Addressed in Québec’s Educational Curricula.

Concept	Addressed in curricula?	Which grade(s) + course(s)?
Harassment/violence/abuse	✓	Sexuality Education - Secondary III, IV
Sexual nature of violence/harassment	✓	Sexuality Education - Secondary II, III
Addresses power imbalances		
Occurs through and relies on digital technologies and media		
Gender-based nature of violence	✓	Homophobia and Sexual Stereotyping Facilitation Guide for Secondary Schools [External resource]
Sexuality-based based nature of violence	✓	Homophobia and Sexual Stereotyping Facilitation Guide for Secondary Schools [External resource]
Criminal and legal implications		
Healthy relationships	Y	Sexuality Education - Secondary I, II, III, Ethics and Religious Culture Cycle One
Discusses the concept of intersectionality		

Table 24. TFSV Concepts Addressed in Québec’s Policies.

Concept	Addressed in government policy?	Which policy(ies)?
Addresses violence in schools	✓	Education Act (1988, 2012 amendment)
Addresses gender-based violence	✓	Action Plan to Prevent and Counter Bullying and Cyberbullying (2020-2025)
Addresses sexuality-based violence	✓	Education Act (1988, 2012), Action Plan to Prevent and Counter Bullying and Cyberbullying (2020-2025)
Recognizes that TFSV is sexual in nature	✓	Education Act (1988, 2012), Action Plan to Prevent and Counter Bullying and Cyberbullying (2020-2025)
Recognizes that TFSV occurs both online and offline	✓	Education Act (1988, 2012), Action Plan to Prevent and Counter Bullying and Cyberbullying (2020-2025)
Acts/policies recommend consequences/processes to address	✓	Action Plan to Prevent and Counter Bullying and Cyberbullying (2020-2025)
Recognizes power imbalance	✓	Education Act (1988, 2012)
Responsibility to report		
Identified action plan/prevention strategy	✓	Action Plan to Prevent and Counter Bullying and Cyberbullying (2020-2025)
Policy emphasizes/stipulates/guides school codes of conduct		

SASKATCHEWAN

In Saskatchewan, topics related to TFSV are covered in Health Education Grade 9 and Wellness Grade 10. Both curricula include broad learning areas and cross-curricular competencies, as well as more specific goals, outcomes, and indicators. A relevant health outcome is that students learn about the norms and expectations within romantic relationships. Thus, students learn about romantic relationships, relationship violence, support, and leadership skills necessary to promote healthy dating (Saskatchewan Ministry of Education, 2009). In Wellness Grade 10, students learn about initiating, maintaining, and ending relationships; the influence of relationships on wellness; and the benefits and harms of practices like using social networking websites and applications (Saskatchewan Ministry of Education, 2012).

TFSV is mainly referenced at the Saskatchewan policy level as bullying. The Caring and Respectful Schools (2004) document identifies bullying as occurring (in)directly, by physical, verbal, and/or psychological means, and within the context of power imbalances. Saskatchewan's accompanying bullying prevention model policy (2006) states that bullying can occur in cyberspace. Most recently, in their action plan to address (cyber)bullying, the Government of Saskatchewan (2013) nuances cyberbullying, for example, by specifying that it can include the sending of intimate images.

Table 25. TFSV Concepts Addressed in Saskatchewan’s Educational Curricula.

Concept	Addressed in curricula?	Which grade(s) + course(s)?
Harassment/violence/abuse	✓	Health Education Grade 9
Sexual nature of violence/harassment		
Addresses power imbalances		
Occurs through and relies on digital technologies and media	✓	Wellness Grade 10
Gender-based nature of violence		
Sexuality-based based nature of violence		
Criminal and legal implications		
Healthy relationships	✓	Health Education Grade 9, Wellness Grade 10
Discusses the concept of intersectionality		

Table 26. TFSV Concepts Addressed in Saskatchewan’s Policies.

Concept	Addressed in government policy?	Which policy(ies)?
Addresses violence in schools	✓	Bullying Prevention Model Policy (2006), Caring and Respectful Schools (2004), Saskatchewan Action Plan to Address Bullying and Cyberbullying (2018)
Addresses gender-based violence		
Addresses sexuality-based violence		
Recognizes that TFSV is sexual in nature	✓	Saskatchewan Action Plan to Address Bullying and Cyberbullying (2018)
Recognizes that TFSV occurs both online and offline	✓	bullying prevention model policy (2006), Saskatchewan Action Plan to Address Bullying and Cyberbullying (2018) (cyberbullying, intimate image sharing)
Acts/policies recommend consequences/processes to address		
Recognizes power imbalance	✓	Caring and Respectful Schools (2004)
Responsibility to report		
Identified action plan/prevention strategy	✓	Saskatchewan Action Plan to Address Bullying and Cyberbullying (2018)
Policy emphasizes/stipulates/guides school codes of conduct		

YUKON

The Yukon uses BC's curriculum, so the relevant curriculum content for TFSV in the Yukon is explained in the section on BC (see above).

Regarding policy, TFSV is mostly referenced as (cyber)bullying and harassment. The Safe and Caring Schools Policy (Government of Yukon, 2018) emphasizes the importance of promoting safety for everyone at school and unacceptable behaviours relevant to TFSV include "bullying, abusive or otherwise unacceptable behaviour" and "physical or sexual harassment or assault" (p. 2). The *Education Act* (2002) emphasizes the promotion of a positive educational environment that allows everyone to reach their maximum potential. The *Act* (2022) was recently amended to ensure that there are initiatives in place to promote equality and non-discrimination, including based on sexual orientation, gender identity, and/or gender expression.

Table 27. TFSV Concepts Addressed in Yukon’s Educational Curricula.

Concept	Addressed in curricula?	Which grade(s) + course(s)?
Harassment/violence/abuse	✓	Physical and Health Education (PHE) Grades 9–10
Sexual nature of violence/harassment	✓	PHE Grade 10
Addresses power imbalances	✓	PHE Grade 10
Occurs through and relies on digital technologies and media	✓	Computer Studies Grade 10, Computer Information Systems Grade 12
Gender-based nature of violence	✓	PHE Grade 10
Sexuality-based based nature of violence	✓	PHE Grade 10
Criminal and legal implications		
Healthy relationships	✓	PHE Grades 9–10, Interpersonal and Family Relationships Grade 11
Discusses the concept of intersectionality		

Table 28. TFSV Concepts Addressed in Yukon’s Policies.

Concept	Addressed in government policy?	Which policy(ies)?
Addresses violence in schools	✓	The Safe and Caring Schools Policy (Government of Yukon, 2018)
Addresses gender-based violence		
Addresses sexuality-based violence		
Recognizes that TFSV is sexual in nature	✓	The Safe and Caring Schools Policy (Government of Yukon, 2018)
Recognizes that TFSV occurs both online and offline		
Acts/policies recommend consequences/ processes to address		
Recognizes power imbalance		
Responsibility to report		
Identified action plan/prevention strategy		
Policy emphasizes/stipulates/guides school codes of conduct		

DISCUSSION

We analyzed Canadian educational curricula, policies, legislation, and related documents to examine the extent to which TFSV is addressed in schools. Our results show that TFSV is addressed inconsistently across Canada, and that there are significant gaps in educational documents. In the following sections, we elaborate on these points and offer recommendations.

TFSV IS ADDRESSED INCONSISTENTLY ACROSS CANADA

Overall, there are inconsistencies in the extent to which TFSV is addressed, when it is addressed, and in what areas of curricula. All provinces/territories address general healthy relationship skills and most discuss abuse, relationship violence, and/or sexual violence. These concepts are most often addressed in health education and life skills/personal development curricula. However, few provinces/territories recognize that sexual violence can occur online and include content on TFSV-specific online behaviours (e.g., sexting, dissemination of intimate content). Similarly, most provinces/territories discuss general digital ethics in their respective digital literacy curricula, but few discuss the legal consequences of online behaviour.

Ontario's educational curricula and policies are the most thorough in addressing TFSV, followed closely by BC and the Yukon (which uses BC's curriculum). These three provinces/territories provide students with the most comprehensive understanding of TFSV by teaching relevant content in Grades 9–12. Ontario's HALE Grade 9 curriculum outlines the potential severity of technology use (e.g., cyberbullying, sexual predators, sexting risks) and nuances of violence to emphasize its gender-based and/or homophobic nature (Government of

Ontario, 2015). BC and the Yukon highlighted the occurrence of sexual exploitation in the online sphere and how it can result in various forms of online harms (including the distribution of nude images). Moreover, the legal ramifications of such actions have been emphasized (Government of BC, 2018).

It is important to note that although curricula in Ontario, BC, and Yukon are the most thorough in addressing TFSV, the educational approaches in Canada are still not comprehensive and there is significant room for improvement in how secondary schools address TFSV. Based on this point, we suggest that educational curricula across Canada should recognize that sexual violence can occur online, inform students about online and offline impacts, and educate them about the harms and legal consequences related to TFSV.

TFSV IS PRIMARILY ADDRESSED THROUGH ANTI-BULLYING PROVISIONS IN EDUCATION LEGISLATION

Twelve provinces/territories have some form of anti-bullying provisions in their educational documents or other relevant legislation (which often includes cyber, electronic, or written bullying), with Nunavut being the only Canadian province/territory whose relevant legislation does not include a provision that directly addresses bullying or TFSV-related concepts (e.g., cyberbullying). Eleven provinces/territories (i.e., AB, BC, MB, NB, NL, NS, ON, PEI, QC, SK, YK) reference harassment, abuse, and/or violence in their legislation, which can be used to address TFSV. Three provinces (e.g., MB, NS, NL) have provisions in their legislation that prohibit TFSV-related behaviours. The existing anti-bullying and cyberbullying provisions in the relevant acts

across Canada do not necessarily capture the severity of TFSV-related behaviours, recognize the specific and significant harms that youth may experience, or acknowledge the educational interventions required to challenge the cultural beliefs that normalize TFSV (e.g., challenging sexist and victim blaming beliefs).

It is important to recognize the power of language in legislation, educational curricula, and policies. These documents should employ language to recognize that TFSV-related behaviours (e.g., cyberflashing, image-based sexual abuse, and online sexual harassment, aggression, and coercion) are forms of sexual violence. Using (cyber)bullying as an umbrella term to refer to these TFSV-related behaviours may diminish or dismiss the harms experienced by young people. Referring to TFSV as bullying or cyberbullying may also impact the help they receive and the resources available to them, for example, their ability to access legal or policy supports related to sexual violence. We encourage provinces and territories to develop legislation that explicitly recognizes TFSV as a form of sexual violence, not simply as a type of (cyber)bullying, which would also facilitate students' understanding of TFSV and their ability to access relevant resources.

TFSV EDUCATION IS CURRENTLY NOT ADDRESSED COMPREHENSIVELY OR ACROSS ALL GRADES

Nine provinces/territories teach students about TFSV-related concepts throughout their secondary schooling (i.e., AB, BC, MB, NB, NWT, ON, PEI, QC, YK), but some provinces/territories only teach TFSV-related concepts at certain points. Nova Scotia and Newfoundland and Labrador only teach TFSV-related concepts in Grade 9, Saskatchewan only teaches TFSV-related concepts in Grades 9–10, and Nunavut only teaches TFSV-related concepts in Grades 10–11.

Where in the curriculum TFSV-related concepts are taught varies greatly across the provinces/territories. Eleven provinces/territories cover relevant topics in their respective variation of the health and physical education curriculum (i.e., AB, BC, MB, NL, NS, NWT, NV, ON, PEI, SK, YK). Eight provinces/territories teach content relevant to TFSV in their courses on digital technologies (i.e., BC, MB, NB, NWT, ON, PEI, YK) or digital citizenship (i.e., NS). Two cover these topics in their career and life management curricula (i.e., AB, NB), three cover these in family relationship courses (i.e., BC, PEI, YK), and one covers these in sexuality education and the ethics and religious culture curriculum (i.e., QC).

TFSV education should happen in different courses across the curriculum so that students have a comprehensive understanding of how these harms manifest in various contexts and the varied impacts of TFSV on safety, health, and well-being. Preventative educational interventions must also be sustained and repeated throughout students' schooling to increase the likelihood that they are successful (DeGue et al., 2014).

It would also be beneficial to apply a building block approach where students start learning about TFSV-related topics in elementary school and build on foundational concepts throughout their school years. In younger grades, this would involve introducing key information and skills that allow young students to communicate and respect boundaries, especially in the context of digital spaces (e.g., learning about digital image sharing and asking someone before taking or posting photos of peers). These concepts can be expanded on in later years to connect them to TFSV more specifically and to help students develop more complex understandings of legal and ethical issues (SIECCAN, 2023).

TFSV EDUCATION IS OFTEN LIMITED TO HARMS IN ROMANTIC RELATIONSHIPS

Many provinces/territories categorize TFSV as an interpersonal problem in their educational curricula, though how TFSV is framed differs. Eight provinces/territories teach students about relationship communication skills (i.e., BC, MB, NB, NL, NS, ON, PEI, YK), though TFSV-related issues are not always considered in the context of abuse. Nine provinces/territories have learning objectives within their curricula that are relevant to abuse, violence, and/or assault (i.e., AB, BC, MB, NS, ON, PEI, QC, SK, YK), sometimes in the context of relationships, but only three connect these problems to digital spaces and online interactions (i.e., BC, ON, YK). Eleven provinces/territories have curricula that relate TFSV concepts to healthy and unhealthy relationships and/or abusive relationships (i.e., AB, BC, MB, NB, NL, NS, ON, PEI, QC, SK, YK). Teaching about TFSV in the context of relationships is important, but presenting TFSV as something that only happens in relationships is problematic. TFSV can happen regardless of whether someone is in a romantic or social relationship, and victims of TFSV may or may not know the perpetrator. Framing TFSV around relationships removes the onus from perpetrators and shifts the responsibility to everyone in the relationship. This framing also obscures the gender-based and sexuality-based nature of these harms, which is problematic because women/girls, people of minority genders, and people with marginalized sexual orientations are disproportionately targets of TFSV.

While some aspects of TFSV are addressed in educational curricula and policies—for example, understanding that TFSV is a form of harm that targets individuals based on their gender and/or sexual orientation—many provinces/territories fail to recognize that TFSV can occur online, offline, and across these spaces. This means that many educational curricula and policies reinforce

a binary between students' online and offline experiences. Schools may fail to recognize how ubiquitous technology is in young people's lives and how hard it can be for them to distinguish online harms from offline harms.

The provincial/territorial curricula and policy documents also tend to overlook the fact that TFSV manifests as digital media content, such as text messages, images, photos, videos, and audio recordings. This poses an increased concern related to the prevalence and perpetration of TFSV through the generation and dissemination of media (e.g., non-consensual disclosure of intimate images). Synthetic media, which refers to the production of media by technology (e.g., images created by artificial intelligence) is also a growing concern as it becomes harder to decipher between what content is real and what content is artificially created or manipulated (e.g., deep fakes).

TFSV can be perpetrated in a variety of ways, including via online platforms (e.g., text messages, social media, online gaming) and digital technologies (e.g., smartphones, tablets, computers). Platforms and technologies can facilitate TFSV in their design and operations (e.g., software, features, algorithms). Online platforms and digital technologies can also perpetuate harm by failing to address TFSV (e.g., lack of comprehensive policies, limited features). In this sense, TFSV is a larger structural problem that goes beyond interpersonal experiences and is committed by technology itself.

Overall, it is necessary for educational curricula and policies across Canada to refrain from framing TFSV as a problem that only occurs in relationships, recognize a variety of digital media content as forms of TFSV, and acknowledge the larger structural problems that perpetuate and/or fail to address TFSV.

TFSV EDUCATION OFTEN TAKES A RISK-BASED APPROACH

Many provinces/territories cover the use of technology in their educational curricula and policies. Ten provinces/territories teach about digital citizenship and etiquette within their curricula, including the negative effects of technology (i.e., BC, MB, NB, NL, NS, NWT, ON, PEI, SK, YK), while two discuss the legal implications of online behaviours (i.e., ON, PEI). Only three include content on (cyber)bullying and TFSV-specific behaviours, such as sexting and the dissemination of intimate content (i.e., ON, BC, YK).

It is important to note that our study was not able to review how these lessons are taught in practice. However, when TFSV-related topics are covered in these curricular documents, these topics are often discussed around risks and scare-tactics are used. Rather than helping students understand what tools and resources are available when they want to seek support or help others respond to TFSV, a risk-based approach can stigmatize students or make them feel ashamed when they experience TFSV. A risk-based approach also puts the onus on the victim since they are seen as being responsible for managing risks, instead of recognizing the role of the perpetrator. Moreover, a risk-based approach may narrow students' understanding of TFSV by focusing on stereotypically "risky" situations, which can undermine their ability to identify and respond to TFSV and diminish their critical thinking skills.

When educating young people about technology, it is best to avoid a risk-based approach, especially within the context of TFSV. We encourage schools to empower students and help them develop the knowledge, skills, and motivation to address and prevent TFSV. Educational curricula and policies should recognize that technology is a part of students' lives, and young people should develop a holistic understanding of technology that allows them to critically evaluate the positive and negative aspects of technology.

TFSV EDUCATION DOES NOT SUFFICIENTLY ADDRESS INTERSECTIONALITY

The intersection of diverse identities (e.g., gender, sexual orientation, race, Indigeneity, disability, immigration status, class, neurodiversity) can impact a person's vulnerability to discrimination and violence (Crenshaw, 1989; Collins & Bilge, 2020; Exner-Cortens et al., 2023). The marginalization and oppression associated with students' identities can increase the risks and/or exacerbate the harms associated with TFSV.

Our analysis indicates that intersectionality and power dynamics are seldom explicitly considered in TFSV-related educational curricula and policies, with some exceptions.⁹ Moreover, when intersectionality is considered, it is done in supplemental or optional resources, rather than

9 Manitoba, New Brunswick, Newfoundland and Labrador, and Prince Edward Island recognize how power and control are related to violence, abuse, bullying, harassment, and relationships, though they do not directly link gender and sexual orientation to online (sexual) behaviours (Government of Manitoba, 2004, 2009; Government of NB, 2016; Government of NL, 2008; PEI Education and Early Childhood Development, 2007). Ontario considers power dynamics in the context of discriminatory biases and systemic barriers without acknowledging power dynamics as an inherent feature of online (sexual) behaviour (Government of Ontario, 2015). Saskatchewan and Québec recognize that effective sex education should consider gender and sexual orientation, which they incorporate accordingly (Saskatchewan Ministry of Education, 2009; Québec Ministère de l'Éducation et de l'Enseignement Supérieur, n.d.).

core curricular documents.¹⁰ Intersectionality—including considerations of equity and diversity—should not be secondary or optional considerations within secondary schools' educational curricula and policies. When teaching TFSV-related concepts, it is important for students to be educated about systemic oppressions that marginalized populations face (e.g., racism, sexism, homophobia, ableism, classism), and how this may relate to TFSV victimization.

It is unfortunate that the educational documents from the provinces/territories do not aim to teach students about the lived realities of diverse populations, especially since people with marginalized identities face higher rates of TFSV and exacerbated impacts of TFSV. We recognize that the level of detail in these documents varies and that educators may teach topics not covered in these documents. However, the lack of attention to power and intersectionality suggests that secondary schools do not guarantee to teach students how identity (and interconnecting systems of oppression) can factor into people's experiences with online and offline harms. This dearth of information may also contribute to the victimization of students, especially those with marginalized identities, since they are unaware or uninformed about the connections between TFSV and intersectionality.

An intersectional approach to learning about and understanding TFSV is needed to equip students with a comprehensive understanding of the problem and its impacts on diverse populations. Educational curricula and policies should include information about power and intersecting forms of oppression and discrimination, and how those issues can impact and contribute to students' experiences with TFSV.

10 British Columbia has a sexual orientation and gender inclusivity resource (Government of British Columbia, n.d.); Manitoba has a document about supporting transgender and gender diverse students (Government of Manitoba, 2017); New Brunswick has a document about LGBTQ-inclusive education (Government of New Brunswick, n.d.); and Québec has a homophobia and sexual stereotyping facilitation guide (Québec Ministère de l'Éducation, du Loisir et du Sport, 2014).

RECOMMENDATIONS

Educators, school administrators, policymakers, and government officials can use the findings and recommendations from this report to improve educational curricula and policies in their province/territory. Secondary school authorities, such as local school boards, school districts, and school divisions, for both public and private schools, can apply this information to enhance their educational documents and practices.

First and foremost, educational jurisdictions that do not have TFSV-specific curricula, policies, and/or legislation should develop and implement TFSV-specific responses. Secondary schools need to recognize and address the realities of students' experiences with technology and educate them about diverse forms of online and offline harms.

In addition, we offer the following overarching recommendations for educational curricula, policies, and legislation:

- 1. Include specific references to various forms of TFSV in curricula, policies, and legislation.** Although cyberbullying often functions as an overarching catch-all concept for online harms, it fails to differentiate between less harmful and more harmful forms of TFSV that may require specific interventions and responses. Educating students specifically about TFSV will help them identify and understand a broader range of harmful behaviours and available resources.
- 2. Do not treat online harms as separate and distinct from young people's full lived experiences.** Recognize that TFSV often impacts young people across online and offline spaces. Technology is integrated into students' everyday lives, and the line between online and offline is immaterial for many young people. Educational curricula and policies should not present students' experiences in digital spaces and physical spaces as mutually exclusive, and these documents must recognize the many ways in which TFSV impacts young people's lives overall.
- 3. Refrain from taking a risk-based approach to technology.** Instead of scaring or shaming students about potential dangers related to their use of technology, secondary school programs should encourage students to think critically about TFSV to empower them to identify and address harms as they arise.
- 4. Inform students about their technology-related rights and responsibilities and let them know what resources and supports are available to them when they need help.**
- 5. Specifically address the gender-based and sexuality-based nature of TFSV.** People with marginalized genders and sexual orientations face greater TFSV victimization, and it is critical for educational curricula and policies to consider and address the disproportionate rates and impacts of TFSV on these marginalized populations.
- 6. Include information on how power, intersectionality, and intersecting forms of oppression factor into people's experiences with TFSV.** Marginalization and oppression associated with aspects of students' identities (e.g., gender, sexual orientation, race, Indigeneity, dis/ability, immigration status, class, neurodiversity) can increase risks of TFSV and/or exacerbate these harms. Coercion, social pressure, and other forms of dominance, influence, and control can further compound risks and harms among students. It is critically important for educational curricula and policies to educate students about power dynamics and acknowledge the different ways in which diverse populations experience TFSV and the impacts of TFSV on those populations.

CONCLUSION

Our analysis of TFSV-related educational curricula, policies, legislation, and related documents from secondary schools in Canada's thirteen provinces and territories found that there are significant gaps in how TFSV is addressed across the country. TFSV is inconsistently addressed, and when it is, it is mainly addressed through anti-bullying provisions in relevant education-related legislation. A greater focus on TFSV in educational curricula and policies is needed. Since concepts related to TFSV are often separately incorporated into different course topics (e.g., health education, digital literacy), there is a need to emphasize comprehensive, sustained opportunities for learning (e.g., TFSV should be taught across the curriculum) and provide students with a nuanced, in-depth understanding of TFSV (e.g., TFSV can occur online, offline, and across these spaces; TFSV manifests as digital media content; TFSV can be perpetuated by technology itself).

There is also a need for more robust curricula, policies, and legislation that address TFSV across the provinces and territories. When TFSV-related concepts are addressed in these documents, there is a distinct lack of consideration regarding intersectionality and the needs of students with marginalized identities. Youth who are disproportionately at risk of TFSV victimization (e.g., young women and girls, LGBTQ+ youth, BIPOC youth) require additional support and resources that are tailored to their identities and experiences.

LIMITATIONS & FUTURE RESEARCH

While this report sheds light on how the Canadian provinces and territories address TFSV in schools, our analysis only applies to educational documents, some of which are being revised (e.g., Alberta) or implemented (e.g., Québec). Future research should investigate educational practices, including schools' approaches and teachers' pedagogy, to explore how policies are implemented and how students are educated about TFSV. Additionally, since this report focuses on secondary schools, it would be beneficial for future research to examine what students learn about TFSV in primary schools. Education must happen early and consistently across students' schooling to ensure children and youth can identify TFSV-related problems, know when and how to get help, and learn the information and skills required to make autonomous decisions about their online and offline interactions and relationships.

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