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A Survey on the Cognition and Attitude of Middle School Students in Shanghai Towards Homosexuality

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Abstract. With the continuous development of human natural sciences, humanities, economy and culture, homosexuality has increasingly come into the view of social life and academic concern. In an age of information explosion, all members of society, including minors, inevitably come into frequent contact with this sensitive topic. How to guide teenagers to have a correct understanding of this social phenomenon, carry out targeted and effective health education for it, and provide real scientific basis for formulating sex education plans for minors and AIDS prevention and control strategies has become a necessary part of designing education plans for minors in modern society. The first action is to understand the current cognition and attitude of teenagers towards homosexuality. Based on this, this paper uses self-designed methods to create a "Questionnaire on Homosexuality cognition among Middle School students" and randomly selects 121 middle school students in Shanghai. A survey was conducted on issues towards homosexuality, the impact of homosexuality on oneself, and relevant knowledge education, and the results of the survey were analyzed. This study delves deeply into the social and cultural roots behind the phenomenon and reveals the deficiencies of current sex education in middle schools in terms of scientificity, systematicness and depth. The authors expect such research to provide strong reference value for the formulation and revision of future sex education policies in secondary schools, and suggest systematically incorporating comprehensive, scientific, and decontaminized LGBTQ+ related knowledge into the school sex education curriculum system and creating a supportive campus cultural environment.

Keywords: Homosexuality, Middle school students, Cognition, Attitude, Sex education

1. Introduction

Homosexuality, as an expression of human sexual orientation, has a history as long as human civilization itself. In the long course of social and cultural development, it has been regarded as an unspeakable taboo in almost all mainstream cultures due to the combined effects of religion, ethics, law and other factors, and has even been pathologized as a mental illness. Since the middle of the 20th century, with the awakening of global human rights awareness, the deepening of sexology research - especially the landmark event in 1973 when the American Psychiatric Association removed homosexuality from the Diagnostic and Statistical Manual of Mental Disorders (DSM), and the surging LGBTQ+ equality movement, The international community's perception of

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homosexuality has undergone a difficult shift from "criminalization" to "decriminalization" and then to "de-stigmatization". The topic has also moved from the dark corners of society into the spotlight of public discussion and academic research.

Contemporary Chinese society is experiencing an unprecedented economic boom and profound social transformation, especially the Internet has given rise to an era of information explosion. The "Generation Z" teenagers who grew up in this environment have undergone fundamental changes in their ways of obtaining information, values and the process of constructing their identities compared with their predecessors [1]. They inevitably come into frequent contact with various LGBTQ + issues, including homosexuality, through multiple channels [2]. However, the explosive growth of information does not equate to the systematicness and correctness of knowledge. In the absence of scientific and systematic guidance, teenagers' cognitive picture is easily shaped by fragmented information on the Internet, commercial culture hype, and even deep-rooted social prejudice, forming one-sided, contradictory and even wrong ideas.

Middle school students are in the "psychological weaning period" of adolescence, a critical stage of rapid physical maturation, rapid psychological development and heightened self-awareness, and a core period for shaping their worldviews, outlooks on life and values [3]. Their cognitive level and attitudes towards homosexuality are like a multi-faceted prism, not only reflecting the status of individual mental health, the construction of interpersonal skills, and the development of empathy and social understanding, but also profoundly influencing the inclusiveness of campus culture, the harmonious atmosphere of society and the overall quality of future civil society on a macro level. In this context, how to guide teenagers to view sexual orientation diversity scientifically, rationally and inclinedly, and to carry out effective and comprehensive adolescent health education based on this, to provide a solid scientific basis for formulating more forward-looking and targeted strategies for minors' sex education and public health (such as AIDS prevention and control), It has become an urgent issue for educators, public health policymakers and society as a whole [4].

The primary prerequisite for all work is to have an objective and systematic understanding of the current situation. Therefore, this study aims to fill the gap in empirical data for regional studies by focusing on the middle school students in Shanghai, which is at the forefront of China's economy and culture and deeply influenced by the fusion of Chinese and Western cultures, systematically exploring their basic cognitive levels and attitudes towards homosexuality and their intrinsic correlations with demographic variables such as gender and school stage. And to provide operational policy references for the scientific, modern and humanized development of sex education in middle schools in China.

2. Literature review and research objectives

2.1. Current status of research at home and abroad

Research on attitudes towards homosexuality among teenagers started earlier in Western countries and has developed relatively mature theoretical frameworks (such as the theory of social dominance orientation and the theory of belief in intrinsic justice) and measurement tools (such as the ATLG scale) [5]. A large number of studies have confirmed that the factors influencing teenagers' attitudes towards homosexuality are a multi-level system: at the individual level, gender (women usually have more positive attitudes than men), age, personality traits (such as openness), and gender role concepts are key variables; At the interpersonal and social environment level, parents' attitudes, peer group influence, contact experience with sexual minorities, religious belief strength, and community

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cultural norms all play important roles; At the macro level, the sophistication of relevant laws and policies and the representativeness of media coverage also have a profound impact.

Although domestic research started relatively late, it has made significant progress over the past decade or so as social concepts have gradually opened up. Most studies have pointed out that awareness of homosexuality among Chinese teenagers has generally increased, and attitudes have generally become more open and tolerant. However, this tolerance shows complex "Chinese" characteristics: one of them is the contradiction of "abstract acceptance versus concrete rejection", that is, higher acceptance of distant, abstract homosexual groups, while significantly lower acceptance of nearby, concrete homosexual classmates or family members, known as the "distance effect" [6]. The second is the tension of "emotional understanding and institutional retention", that is, many students can emotionally understand homosexuality but tend to be conservative on issues involving changes in the legal system and family traditions, such as same-sex marriage and homosexuals adopting children. Third, a widespread and serious problem is the systemic absence of sex education in schools [7]. Knowledge about sexual minorities is almost blank in the current education system, leading teenagers to rely heavily on mixed online information and word-of-mouth among peers for their cognitive sources, which directly leads to a large number of misunderstandings, especially the stigmatizing perception that the high prevalence of AIDS among men who have sex with men is wrongly equated with "homosexuality = AIDS" [8].

2.2. Purpose and significance of the study

Based on the current research status at home and abroad and the actual needs, the specific purposes of this study are as follows:

(1)A comprehensive description of the basic cognition of homosexuality among middle school students in Shanghai, including awareness rate, definition understanding, cause cognition, AIDS-related cognition and information source structure.

(2)Multi-dimensional assessment of Shanghai middle school students' attitudes towards homosexuality, and in-depth analysis of their manifestations, characteristics and internal contradictions in different dimensions such as emotional acceptance (towards people around them) and rights support (marriage, upbringing, etc.).

(3)Deeply explore the correlation between key demographic variables such as gender, educational stage, and family structure and middle school students' cognitive attitudes towards homosexuality, and reveal group differences through cross-analysis.

(4) Systematic suggestions Based on empirical findings, propose operational, hierarchical countermeasures and suggestions for improving and perfecting the content, methods and policy support system of sex education in middle schools in China.

The value of this study lies in the micro-level empirical analysis of the middle school population in Shanghai, the most modern and international city in China, which can keenly capture the conceptual change trajectory and cognitive predicament of the new generation of teenagers under the interwoven influence of the global information wave and the local cultural context of China. To provide timely, valuable first-hand data support and theoretical references for building an inclusive education model that conforms to universal scientific principles and fits China's national conditions and cultural background

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3. Research methods

3.1. Respondents

This study used random sampling and selected 121 middle school students in Shanghai as subjects during the summer semester of 2025. A total of 110 valid questionnaires were retrieved, with an effective recovery rate of 90.9%. The basic characteristics of the sample are shown in Table 1. In terms of gender composition, 55.45% (61 people) were male and 44.55% (49 people) were female, with a balanced proportion. In terms of school distribution, the majority of students were from regular senior high schools (73.64%, 81), while junior high school and vocational senior high school students accounted for 15.45% (17) and 10.91% (12) respectively, reflecting the type distribution of the sampled schools. In terms of family background, the proportion of only children was 60% (66), which was in line with Shanghai's long-standing population policy and the characteristics of urban family structure; The majority of family types are nuclear families (where parents and children live together), accounting for as much as 73.64% (81 people); In terms of school attendance, boarders and day students each accounted for exactly half (55 each, 50%). These demographic characteristics together outline the basic profile of the study sample, which is somewhat representative.

Table 1. Distribution of basic information of the respondents (N=110)

Demographic variables	Category	Number of people	Percentage
Gender	male	61	55.45%
	female	49	44.55%
Grade level	Junior high school	17	15.45%
	General high school	81	73.64%
	Vocational high school	12	10.91%
Whether an only child	is	66	60.00%
	no	44	40.00%
Family type	Nuclear family	81	73.64%
	Extended family	20	18.18%
	Single parents/reunions, etc	9	8.18%
Ways of going to school	Boarding school	55	50.00%
	Day school	55	50.00%
Demographic variables	Category	Number of people	Percentage

3.2. Research tools

This study used a self-compiled questionnaire on the cognition and attitude towards homosexuality among middle school students in Shanghai as the research tool. The design of the questionnaire followed the psychological and sociological questionnaire development process and went through multiple stages including literature analysis, expert consultation, peer discussion and preliminary pre-survey to ensure good content validity. The questionnaire consists of 29 questions with a clear structure and is divided into three core parts:

(1)Basic Information Section (Questions 1-7) : It is mainly used to collect demographic variables of the respondents, including gender, age, school stage, whether they are an only child, schooling

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style, family type and self-perceived academic level. These variables will be used as independent variables in subsequent cross-analyses.

(2)Cognitive Section (Questions 8-14) : Designed to comprehensively examine students' cognitive level of homosexuality. The content includes awareness of homosexuality, information sources (multiple-choice questions), definition understanding, appearance stereotypes, behavioral nature judgment, understanding of the relationship with HIV, and attribution analysis of the causes of homosexuality.

(3)Attitude Section (Questions 15-29) : This is the core of the questionnaire, aiming to measure students' attitude tendencies from multiple dimensions. Questions are designed to cover the following aspects: Perception and influence of the surrounding homosexual phenomenon, willingness to discuss related topics, acceptance of homosexuals at different relationship distances (from generalized "people around" to specific "classmates", "family members"), attitudes towards the social rights of homosexuals (rights protection, legalization of marriage, custody), And specific acceptance of different groups of sexual orientation (gay men, lesbians, bisexuals), and finally asked about students' self-sexual orientation identity.

The questionnaire was mainly composed of closed-ended single-choice questions, supplemented by one multiple-choice question and one open-ended fill-in-the-blank question (age) to facilitate quantitative statistics. The entire survey process was conducted completely anonymously, and it was clearly stated in the instructions that the data would only be used for academic research to minimize students' concerns and ensure the authenticity of the responses.

3.3. Methods of data collection and analysis

Questionnaires were compiled, distributed and data collected through the widely used online platform, Wenjuanxing. After the data was collected, it was directly imported into the platform's data analysis module for preliminary cleaning and descriptive statistics. The main analytical methods used in this study include:

(1)Descriptive statistical analysis: Frequency and percentage statistics of options for all questions to describe the distribution of cognition and attitude in the sample population.

(2)Cross-table analysis (crossover/contrast analysis) : This is the core analytical method of this study. Using the "Cross/Contrastive Analysis" feature of Wenjuanxing platform, demographic variables (such as gender, school stage, family type) were set as independent variables (X), and each question in the cognition and attitude section was set as dependent variable (Y) to generate the cross table. Explore the correlations between these variables by observing and comparing the differences in percentage distribution among different demographic groups on specific questions. All analyses were presented and compared in percentage form.

4. Research results and analyses

4.1. Basic understanding of homosexuality among middle school students

4.1.1. High awareness rate and unbalanced information source structure

The survey showed that as many as 99.09% (109 students) said they had "heard of" homosexuality, while only one (0.91%) said they had never heard of it. This figure unequivocally indicates that the topic of homosexuality has become almost common knowledge among contemporary Shanghai

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middle school students, providing a cognitive prerequisite for in-depth public discussion and science education.

However, the structural imbalance in its information source channels poses a potential risk. As shown in Figure 1, the top three sources from which students obtain relevant information are "online media reports" (85.45%), "listening to people around talk" (77.27%), and "daily book and periodical reading" (36.36%). In sharp contrast, the proportion of students who obtain information through school courses, which should be the most scientific and systematic channel, is dismal at only 5.45%. This clearly reveals the systematic deficiency and functional aphasia of sex education in our country's schools on homosexuality and related issues. When students are forced to build their understanding of a complex social and physiological phenomenon through informal, unprofessionally screened and potentially seriously biased channels in the "free market" of information, the foundation of their cognitive edifice is undoubtedly fragile and dangerous.

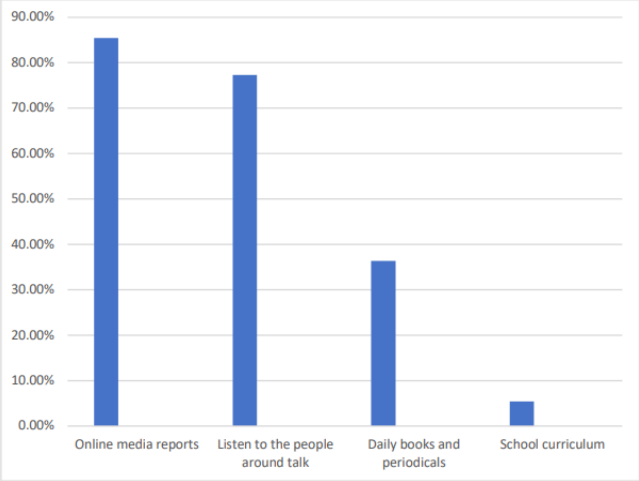

Figure 1. Channels through which middle school students obtain information about homosexuality (multiple-choice question, N=110)

4.1.2. Accurate definition understanding and residual appearance stereotypes

In terms of definition understanding, the vast majority of students (83.64%) were able to accurately choose the scientific definition of "the sexual orientation in which an individual is persistently and significantly attracted to the same sex in terms of emotions, love, and sexual desire," indicating that the majority of students have a basically correct grasp of the core connotation of homosexuality. In terms of appearance perception, surprisingly, more than seven in ten (73.64%) students think that homosexuals are "no different from ordinary people", which in fact helps to break the stereotype that "homosexuals have special appearance or behavioral characteristics" and promotes viewing them as ordinary people. However, it cannot be ignored that more than a quarter (26.36%) of students still think they are "obviously different from others". This group of students may have been deeply influenced by the media's exaggerated and stereotyped representation of sexual minorities, and this "appearance recognition" mindset is a breeding ground for prejudice and discrimination.

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4.1.3. A serious misinterpretation of the association between rational tendencies in cognitive causes and AIDS

Students' views on the causes of homosexuality are dominated by rationality. The vast majority (68.18%) of students tend to favor the "interaction theory formed by both innate and acquired factors", which aligns with the mainstream "bio-psycho-social" multifactorial model in contemporary sexology research. 23.64 percent believe it is purely "formed by the postnatal social environment", while only 8.18 percent believe it is purely "determined by human innate genes". This shows that most students are able to break away from the simple "either-or" dualism and recognize the complexity of human sexual orientation.

However, a particularly prominent issue in terms of the accuracy of knowledge is the perception of the association between homosexuality and AIDS. As shown in Figure 2, 51.82% of the students believed that there was a "very close relationship" between the two, while 48.18% could correctly recognize that there was "no direct or close relationship". This result is almost evenly matched, but it reflects a harsh reality: a considerable number of students wrongly and generally equate the epidemiological fact that "men who have sex with men are one of the high-risk groups for HIV infection" based on specific behavioral patterns with "homosexual sexual orientation itself equals AIDS". This is a typical "stigmatizing" perception that confuses the two distinct concepts of "sexual orientation" and "high-risk sexual behavior". This misunderstanding not only exacerbates social discrimination against the LGBTQ + community, but also misleads students' own risk assessment and protection awareness, having a negative impact on public health.

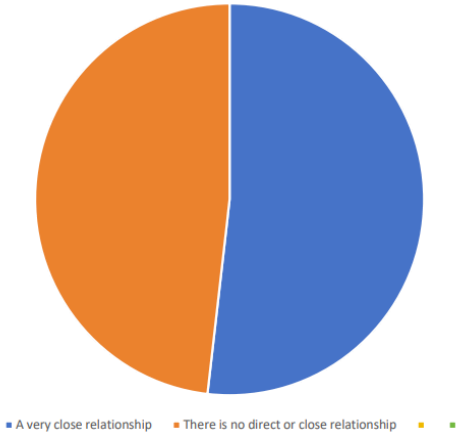

Figure 2. Students' perception of the relationship between homosexuality and HIV (single-choice question, N=110)

4.2. Analysis of middle school students' attitudes towards homosexuality

4.2.1. The "psychological distance effect" of acceptance

The survey data clearly show that there is a significant "effect of psychological distance" in the acceptance of homosexuality among middle school students. As shown in Figure 3, students' acceptance rates for the relatively generalized "having homosexuals around" and the more explicit "classmates are homosexuals" were 70% and 71.82% respectively, showing a relatively positive and open attitude. However, when the topic touched upon the more intimate and core family circle - "a family member or relative is gay," acceptance dropped significantly to 59.09%. This gradient change

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vividly shows that many students' attitudes towards inclusion are somewhat abstract and conditional. When homosexuality is a distant social phenomenon or an ordinary classmate relationship, they can uphold the principle of tolerance; However, once this possibility is closely tied to their blood ties, family reputation, etc., and touches upon deep emotional connections and traditional family values, their willingness to accept faces more severe psychological challenges and practical concerns, and their attitude becomes more cautious and even conservative.

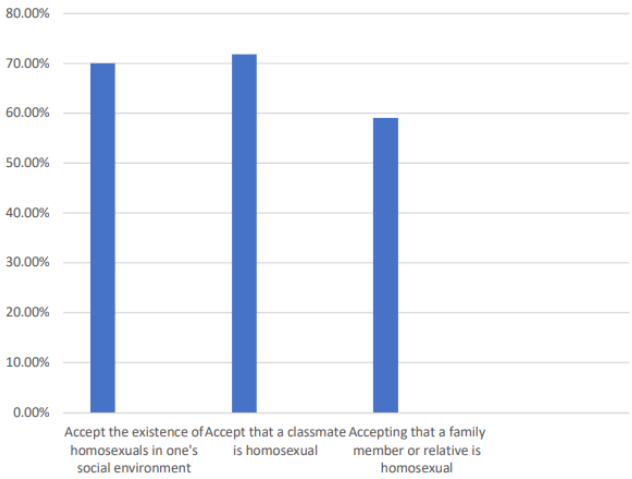

Figure 3. Acceptance of homosexuals at different relationship distances among middle school students (single-choice question, N=110)

4.2.2. The phenomenon of "hierarchical decay" in support for gay rights

In terms of support for rights, students' attitudes show a clear "decaying" phenomenon. As shown in Figure 4, the support rate for the fundamental issue concerning basic dignity - "whether society should protect the rights of homosexuals" - was as high as 80.91%, demonstrating the high recognition of contemporary middle school students for the basic human rights concepts of equality and anti-discrimination. However, when the issue rose to more institutional and subversive social rights, the support rate dropped. For "in favor of homosexuals raising children", the support rate was 56.36 per cent; And for the most core and controversial "legalization of same-sex marriage", the support rate dropped further to 48.18%, less than half. The spectrum of attitudes shows that students generally support equality and protection in principle, but their attitudes are more complex, hesitant and conservative when it comes to reshaping traditional marriage and family systems and challenging deep social norms, reflecting the intense internal struggle between traditional views of love and marriage and modern views of equality.

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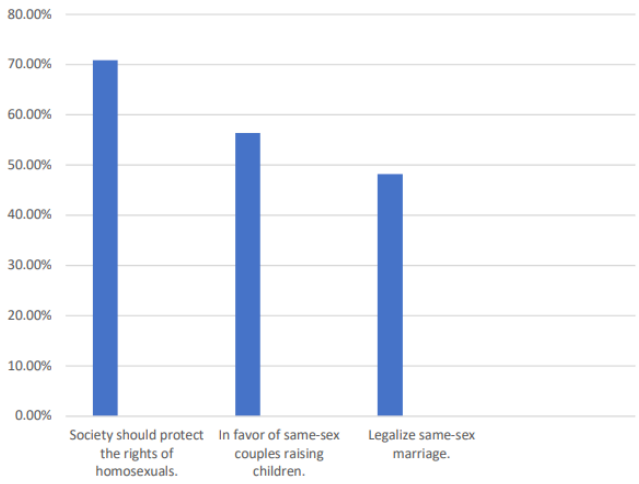

Figure 4. Middle School students' supportive attitude towards homosexual rights (single-choice question, N=110)

4.2.3. Differences in acceptance of groups with different sexual orientations

The data also reveal a thought-provoking phenomenon: there are significant differences in students' acceptance of subgroups of different sexual orientations. Specifically, lesbian acceptance was the highest (74.55%), followed by gay acceptance (60.91%), and bisexual acceptance was the lowest (54.55%). This difference may stem from multiple sociocultural factors: First, society has historically been more tolerant of intimate relationships between women than men, and lesbian relationships are sometimes even "consumed" or "romanticized" by some male perspectives, while gays are more directly challenging traditional norms of "masculinity" and thus bear greater stigma. Secondly, the lower acceptance of bisexuality may result from misunderstandings of its "fluidity" and "uncertainty", such as being labeled as "chaotic", "unfaithful" or "just a transitional stage", a form of "Biphobia" found in studies both at home and abroad.

4.3. Cross-analysis: correlation between demographic variables and cognitive attitudes

To explore group differences in depth, this study conducted multiple cross-analyses, among which gender and school stage variables showed the most significant associations.

4.3.1. The significant impact of gender factors

Cross-analysis confirmed that gender was the strongest predictor of students' attitudes towards homosexuality. On several key attitude indicators, girls' positive acceptance was systematically and significantly higher than that of boys. For example, when it comes to accepting that a classmate is gay, the proportion of girls who say "yes" is as high as 83.7%, while for boys it is only 62.3%, a difference of more than 20 percentage points. On the more controversial topic of "supporting the legalization of same-sex marriage", the support rate for girls (57.1%) was also significantly higher than that for boys (41.0%). This finding is highly consistent with the conclusions of most studies worldwide. The reasons behind this may include: Society's discipline of emotional expression and gender roles between the two sexes is different, and women are often encouraged to be more empathetic and to focus more on interpersonal relationships and emotional resonance; Men, on the other hand, are expected to be stronger and more conformist to the traditional masculine image, and

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may show greater defensiveness or repulsion towards behaviors that challenge the traditional gender order, especially male homosexuality [9].

4.3.2. The potential impact of school stages and family structure

Preliminary cross-analysis also suggests that school stage and family structure may have some influence. For example, high school students seem to be slightly more supported on issues such as legalization of same-sex marriage than junior high school students, possibly due to their cognitive maturity and the breadth of their access to information [10]. Students from non-nuclear families, such as single-parent and reconstituted families, sometimes showed a higher tendency to embrace non-traditional family patterns due to the diversity of their own family experiences, but the sample size of such subgroups in this study was small and the differences did not reach a stable and significant level, which awaits further verification by expanding the sample size in subsequent studies.

4.4. Self-identity, environmental perception, and willingness to discuss

In terms of self-sexual orientation identification, 3.64% (4 students) clearly identified themselves as homosexual, and 16.36% (18 students) indicated that "it cannot be confirmed at present". This suggests that there is an unignorable group in the middle school community that is undergoing sexual exploration and identity verification, highlighting the extreme importance of creating a supportive environment and providing positive psychological care in schools. In addition, about half of the students (50.91%) perceived homosexuals among their classmates, but it was comforting that the vast majority (84.55%) believed that this phenomenon would not have a negative impact on them, reflecting to some extent the basic inclusiveness and normalness of the current Shanghai middle school campus environment. More than half of the students (57.27 percent) said they would discuss topics related to homosexuality with people around them, indicating that it is no longer a completely closed taboo and providing possibilities for classroom discussions and peer education.

5. Findings and conclusions

The findings of this study paint a picture of tension and contradiction: Shanghai middle school students' cognition and attitude towards homosexuality are at a "high awareness, low depth; Inclusive and biased; A complex transitional stage of principle support and concrete hesitation.

First, the prominent contradiction at the cognitive level is the coexistence of "high awareness rate" and "informality of information channels", "mastery of scientific definitions" and "misinterpretation of key knowledge". The "collective silence" of sex education in schools on key issues has given cognitive space to unregulated networks and communities, which is the root cause of students' systematic misunderstanding of the association with AIDS. If this "knowledge gap" and "cognitive bias" are not corrected, it will not only solidify social stigma but also make true AIDS prevention and control education less effective due to misorientation [11].

Secondly, the "distance effect" at the attitudinal level and the "decapitation of rights support levels" profoundly reflect the intense collision and difficult integration of traditional and modern values in the minds of teenagers during China's transitional period of society. Growing up in an era of information globalization, they are receptive to the core values of modernity that are equality, dignity and diversity, and thus show high support rates at the level of basic rights. However, they are also immersed in the traditional Confucian cultural atmosphere that emphasizes family-centeredness

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and the inheritance of marriage and childbearing. Therefore, when the topic moved from abstract principles to concrete institutions, from "others" to "family members", and touched upon the deep cultural structures such as "filial piety" and "continuing the family line", their attitude showed profound hesitation and internal tension [12]. This is not a simple "intolerance", but a complex process of adjustment of cultural identity and value identity within the individual.

Furthermore, the huge influence of the Gender factor once again confirms the powerful shaping power of Gender Norms. The higher acceptance of girls may be related both to the generally observed dominance of female empathy and to the fact that homosexuality is seen as the most direct challenge to masculinity under patriarchy, which has led to stronger vigilance and rejection among the male community [13]. This suggests that sex education must be deeply integrated with gender equality education, especially by working to deconstruct the rigid definition of masculinity, in order to fundamentally promote a change in attitude.

In addition, we have found a connection between the environment and identity: the campus environment is inclusive and students have a higher willingness to discuss. At the same time, there is a certain proportion of sexual orientation exploration groups that need attention.

In response to the findings and to effectively promote the all-round development of adolescents and the inclusive progress of society, the following systematic recommendations are proposed:

(1) Curriculum intervention: Build a scientific and comprehensive sex education content system. National and local education authorities should resolutely revise the Guidelines for Health Education in Primary and Secondary Schools, explicitly incorporating scientific concepts such as "sexual orientation diversity" and "gender identity", as well as content against bullying and discrimination based on sexual orientation, into the sex education curriculum standards for different school stages. Teaching materials should be compiled in accordance with the principles of science, objectivity and de-stigmatization, clearly distinguishing between sexual orientation and the concept of disease transmission.

(2) Teacher empowerment: Enhancing teachers' professional competence and teaching courage. Specialized training for in-service and pre-service teachers should not only impart relevant scientific knowledge, but also help them overcome their own possible biases, master value-neutral, inclusive and guiding teaching methods, so that they have the ability and confidence to handle such "sensitive" issues in the classroom.

(3) Resource building: Develop and utilize educational resources that are in line with the cognitive characteristics of adolescents. Encourage educational institutions to collaborate with social organizations to develop high-quality popular science animations, short videos, reading materials, teaching cases, etc., to convey scientific ideas in a lively and interesting way, actively compete for the right to speak in cyberspace, and counteract the impact of bad information.

(4) Environment creation: Build a supportive and safe school-wide atmosphere. Schools should incorporate inclusive education into their campus culture by establishing clear anti-bullying policies (especially citing reasons for sexual orientation and gender identity), holding theme days/lectures, and supporting related student club activities, etc., to openly convey signals of respect for diversity. Create a safe and accepted learning environment for all students, including sexual minorities and those in the process of self-exploration.

(5) Focus on guidance: Conduct targeted educational activities. Given the findings of the study, particular attention should be paid to: a) gender equality and emotional education for boys; b) Clarify scientific knowledge about the spread of AIDS and remove stigma; c) Introduce discussions about the diverse forms of marriage and family at the appropriate time in high school to guide students to think rationally about the relationship between social institutions and individual rights.

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Appendix

Shanghai Middle School Students' Cognition and Attitude towards Homosexuality Survey Questionnaire

Thank you for participating in this questionnaire survey. This survey is anonymous. Please answer truthfully based on your actual situation so that researchers can obtain real data.

1. You are a middle school student currently enrolled in
Junior high school
Regular high school
Vocational high school
2. Your gender
male
female
3. Your age is:
4. Are you an only child in your family
Yes
no
5. Your current way of going to school is
Boarding school
Day school
6. Your family type is
Extended family (living with grandparents or more relatives)
Nuclear family (parents + children)
Intergenerational family

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Single-parent families

Marriage Reconstituted family

7. If you were to divide your schoolmates' academic performance into three grades - a, B, and C - your academic performance would roughly be

A

B

C

8. Have you heard of homosexuality

is

no

9. Regarding the issue of homosexuality, the sources from which you obtain information are (multiple options are acceptable)

Listen to people around you talking about it

Web

Media coverage

Daily book and periodical reading

School curriculum

10. Your definition of homosexuality is:

The sexual orientation in which an individual is persistently and significantly attracted to the same sex in terms of emotions, love, and sexual desire

Not very clear

11. The appearance you think is homosexual

Just like any other person

Distinctly different from others

12. You think homosexual behavior is

A normal emotional choice, only with different sexual orientations

An abnormal behavior, or even some kind of morbidity

13. You think the relationship between homosexual behavior and HIV infection is

A very close relationship

No direct or close relationship

14. You think the main cause of homosexuality is

It is determined by human innate genes

It is formed by the social environment

A combination of innate and acquired factors.

15. There are homosexuals among your classmates

Yes

no

16. The homosexuality around you can have an impact on you

Yes

no

17. Do you discuss topics related to homosexuality with people around you

Yes

no

18. Can you accept the presence of homosexuality around you

Yes

no

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19. There are homosexuals among your classmates
Yes
no
20. Can you accept that your classmates are gay
Yes
no
21. There is a homosexual relationship among your family or relatives
Yes
no
22. Can you accept that a family member or relative is gay
Yes
no
23. Do you think society should protect the rights of homosexuals
Yes
no
24. Do you think same-sex marriage should be legalized
Yes
no
25. Are you in favor of homosexuals raising children
Yes
no
26. Do you accept gay men
Yes
no
27. Do you accept lesbians
Yes
no
28. Do you accept bisexuality
Yes
no
29. Do you consider yourself homosexual
Yes
no
It cannot be confirmed at present
Thank you again for participating in this survey!