

Abstract

Relationships and communication are essential in life and a whole one segment in the biopsychosocial model. Being so they are linked closely to human sexuality, which is ever present since we are born. This bachelor thesis aims to outline practices that Czech nursery schools use to help preschool children become familiar with their sexuality. The main hypothesis is the assumption of the courses not preparing the future nursery teachers to teach sexual education in its full. The thesis attempts to view the topic in its full complexity, hence there are used several data-collecting and analysing methods in the research. It also provides the reader with the concept of European standards for sexual education and the overview of preschool age as developmental stage. Analysis of the Framework Education Programme for preschool education, secondary and post-secondary courses programmes for teachers to be and their options for post-graduate follow-up education is carried out in order to determine the extent of sexual education incorporation into the educational programmes for both, children and teachers. The practical part includes analysis of online questionnaire's responds. The responders, nursery teachers, answered questions about their views on providing sexual education and their experiences with it. Then there are interpretations of in-depth interviews with three respondents focusing on their views on giving sex education. Education Programmes of those schools employing said respondents are analysed in order to determine the extent of incorporation of sexual education for each school.

The outcome of the project supported the theory that sexual education is not being taught in full in Czech nursery schools and that teachers are not being educated fully in the area. The combination of document analysis and questionnaire reveals that even though most nursery schools do not incorporate sex education into their Education Programmes and most teachers do not receive full education in that field, better part of teachers still delivers sexual education in full. Considering that segments as moral and emotional educations are parts of sex education and of standard curriculum at the same time, parts of sex education are executed without the teachers even realising. The analysis of semi structured interviews reveals that teachers views on sexual education are formed mostly by their own upbringing and life experiences and received education supposedly has but a little role in it.

The thesis provides an overview of sexual education practices in Czech nursery schools and its origins, which can help researchers interested in the relationships between teachers, their received education and Education Programmes, especially where sexual education on

preschool level is concerned. The author believes that the information and conclusions contained in this thesis can be, too, beneficial to those teachers and parents unsure of suitability and contents of sexual education and help them consider its advantages and disadvantages for their own purposes.