

ABSTRACT

- Title:** Identification of the Appropriate Grade and Suitable Format for Teaching Sexual Education in Elementary Schools in the Kutná Hora Region
- Objectives:** The main objective of the thesis is to determine the optimal timing and form of sexual education for elementary schools in the Kutná Hora region.
- Research problem:** In the current educational environment, the importance of sexual education is steadily increasing, particularly in view of the accessibility of informal and often inappropriate sources of information to which children are exposed from an early age. Although sexual education is part of the national curriculum framework, its implementation in individual schools remains fragmented and highly variable.
- Methods:** The research combined quantitative and qualitative approaches. The quantitative part involved a questionnaire survey among lower secondary school pupils in the Kutná Hora district. The questionnaire was created specifically for the purposes of this thesis, pilot-tested, and distributed in paper form by teachers, who also collected the completed forms. The responses were transcribed into electronic form using Microsoft Excel and further processed and visualized using Microsoft Power BI. In questions allowing multiple answers, each response was weighted with a coefficient of 0.5. The qualitative part of the research was conducted through structured interviews with five teachers responsible for teaching sexual education. The interviews followed a pre-prepared script and were analysed using thematic coding. The research was supplemented by a traditional literature review including academic studies, curricular documents, and information available on the official website of the Ministry of Education, Youth and Sports.

Results and Conclusion: The research revealed that sexual education in elementary schools in the studied region is most commonly implemented in the upper grades of lower secondary education, predominantly in the form of one-off sessions. The instruction often lacks systematization and its content depends heavily on the individual approach of each teacher. Pupils perceive sexual education as important but insufficient and express a need for more frequent, interactive classes that provide a safe space for questions and discussion. Teachers, on the other hand, report a lack of methodological support and often feel unprepared to teach sensitive topics. The findings indicate that both pupils and teachers consider approximately the sixth grade to be the most suitable time for the inclusion of sexual education. The thesis thus supports the need for earlier, regular, and better methodologically anchored integration of sexual education into school curricula. The formulated recommendations may serve as a basis for adapting teaching methods and educational documents and represent a starting point for further research in this field.

Keywords: gender; parenting; education; sex differences