

**A STUDY OF 10TH STANDARD STUDENTS ARE AWARENESS
PROGRAM OF SEX EDUCATION**

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Abstract

The National Guidelines Task Force (1996) of the Sexuality Information and Education Council of the United States (SIECUS) made the following observation regarding Comprehensive sexuality education in its Guidelines for comprehensive sexuality education, 2nd Edition: Almost 9 in 10 parents want their children to have it. 23 States require it and 13 others Encourage its teaching. Over 90 national organizations believe that all children and Youth should have it. Yet, only 5% of children in America receive it. In the United States, few sexuality education programs are implemented until middle or high School, and even when implemented, less than one third cover anything besides abstinence.

There is one aspect that critics and advocates for the provision of sexuality education in Schools can agree on: The importance of communication between adolescents and their parents About sexual issues. Unfortunately, it should not be assumed that all adolescents are receiving Positive and ongoing communication with their parents regarding such difficult issues.



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Introduction

The consequences of not addressing sexuality issues with adolescents in a comprehensive Manner are serious. The United States' teenage birthrates and rates of sexually transmitted Diseases (STD) are among the highest of all industrialized nations. Main teen health indicators In the United States also show cause for concern when compared to those of European Industrialized nations. In the Unites States, the adolescent birthrate, the teen abortion rate, and The AIDS case rate are all considerably higher than nations like the Netherlands, France, and Germany.

The age of first intercourse is also lower (Huberman, 2001). Twenty-five percent of The AIDS cases in the United States are found in the 25-30 year old age range and the incubation Period

is generally between 10 and 15 years. This would indicate that many of these individuals Are contracting HIV in their adolescent years

There is one aspect that critics and advocates for the provision of sexuality education in Schools can agree on: The importance of communication between adolescents and their parents About sexual issues. Unfortunately, it should not be assumed that all adolescents are receiving Positive and ongoing communication with their parents regarding such difficult issues concluded that when there is no parent-child communication, Adolescent peer norms are likely to be accepted by teens as their standard for sexual behavior Because of the lack of standards being taught in many schools.

Indicated the difficulty parents have discussing sexuality comfortably With their children, even when they recognize the importance of such communication. Even

Parents who do not discuss sexuality with their children still project their feelings about sexuality To them through their behavior. If the message young children get about sexuality from their Parents is negative, then they are less likely to discuss sexuality issues with parents when they Are older.

The federal government has also established federal funding for sexuality education Curriculums, but the funding is limited to abstinence-only curriculums, causing some controversy passed in 1996, provided \$50 million per year for five Years to schools whose sexuality education curriculums met the guidelines set forth by the Legislation.

Need of Research

Every child should know that they can decide who can touch them. Puberty brings out dramatic physical and mental change to an unprepared child. Sex education should be mandatory in school. Parents should not be allowed to opt-in or opt-out of something they are going to need in their life. Sex education doesn't increase the engagement of a child to sex but actually does the opposite.

Traditionally, adolescents in many cultures were not given Any information on sexual matters, with the discussion of These issues being considered a taboo. Such instruction, as Was given, was traditionally left to a child's parents, and often This was put off until just before a child's marriage. The progressive education movement of the late 19th century, However, led to the introduction of "social hygiene" in North American school curricula and the advent of school-based sex Education. Despite early inroads of school-based sex Education, most of the information on sexual matters in the Mid-20th century was obtained informally from friends and The media, and much of this information was deficient or of Dubious value, especially during the period following

puberty, when curiosity about sexual matters was the most acute.

This Deficiency was heightened by the increasing incidence of teenage pregnancies, particularly in Western countries after The 1960s. As part of each country's efforts to reduce such Pregnancies, programs of sex education were introduced, Initially over strong opposition from parent and religious Groups.

The outbreak of AIDS has given a new sense of urgency to Sex education. In many countries, where AIDS is at epidemic Levels, sex education is seen by most scientists as a Vital public health strategy. Some international organizations Such as Planned Parenthood consider that broad sex education Programs have global benefits, such as controlling the risk Ofoverpopulation and the advancement of women's rights. The use of mass media campaigns has sometimes resulted in High levels of "awareness" coupled with essentially Superficial knowledge of HIV transmission.

Importance of sex education in schools

Sex education should be implemented in schools due to its Many benefits to teenagers. The implementation of sex Education in schools will provide teenagers with the correct Information to enable them to make the right choices in life. On the other hand, some have claimed that implementing sex Education in schools actually promotes the risk of sex and is Ineffective. However, based on various research findings, it is Shown that sex education is effective by reducing the rate of Teen pregnancy, providing correct information and also Decreasing the number of HIV, AIDS and STDs cases among Teenagers. Hence, sex education encourages healthy teen Sexuality.

Young people have the right to lead healthy lives. Providing Youth with honest, age appropriate sexual health education is A key part in helping them take personal responsibility for Their health and well-being. Our children and youth grow up In a rapidly changing world where globalization and Technological advancements expose them to a wide range of Influences from around the world. They need to acquire the Knowledge, skills, values and attitudes which will allow them To develop healthy and responsible relationships and make Informed and responsible decisions.

While parents play the primary role, schools have a complementary role in providing Sexuality education as part of a holistic education. With accurate, current and age-appropriate knowledge, and Social and emotional skills, our children and youth will be Equipped to protect themselves from sexual advances and Abuse, and avoid sexual experimentation and activities that Lead to problems related to teenage pregnancies and STIs/HIV.

Sex education is the instruction of issues relating to human Sexuality, including emotional relations and Responsibilities, human sexual anatomy, sexual activity, Sexual reproduction, age of

consent, reproductive health, Reproductive rights, safe sex, birth control and sexual Abstinence. Sex education that covers all of these aspects is known as comprehensive sex education. Common avenues for Sex education are parents or caregivers, formal school Programs, and public health campaigns.

SIECUS Guidelines

The first edition of the SIECUS guidelines was published in 1991 partly in order to Address the need for a consensus on what information should be part of a sexuality education Program. This lack of a consensus was, in large part, due to the gap between what the public Wanted and what the actual policies and practices were in sexuality education. The Guidelines For Comprehensive Sexuality Education, 2nded ,are not Meant to serve as lesson plans or as a curriculum. SIECUS provides the information as a guide For those involved in the development of school-based sexuality education. These guidelines are Intended to be a vehicle for discussion and assist in curriculum development or improvement.

Individual school districts and communities must examine the specific needs and values of the Area they live in and develop a curriculum that best serves their students. The guidelines are Based on six key concepts. These six key concepts are then broken down into specific topics and Sub concepts, with levels of developmental messages under each subconcept. The first key concept of the guidelines is human development. According to SIECUS, “Human development is characterized by the Interrelationship between physical, emotional, social, and intellectual growth” . The topics under the concept of human development are reproductive anatomy and physiology, Reproduction, puberty, body image, and sexual identity and orientation. Key concept two under the SIECUS guidelines is Relationships.

Teenagers Need to know safer options

Studies have shown that sexually aware students are most likely to say no to unprotected sex. Through sex education, teenagers can be taught the positive and negative sides of sex. They can learn about sexually transmitted disease, teenage unintended pregnancy, and emotional effects of sex. It teaches the students how to reduce the risk by using various methods such as condoms, the pill, and hormonal contraceptives. Teens are alarmed about these things and engage in responsible sexual behavior.

Sexuality Education programs and Curriculums

There are two basic types of sex education classes, and which is taught depends on what your state or local school district mandates. Your teen will either be learning the Comprehensive

Sexuality Education or the Abstinence-Only-Until-Marriage Program. These programs represent two completely different schools of thought. You must know what your child is learning so you can be sure that the information is complete, accurate, and reflects your family's values. You want to be sure that you are prepared to answer questions your teen may have.

Comprehensive Sexuality Education

Comprehensive Sexuality Education is a program that starts in early childhood and continues through high school.² It teaches that sexuality is a natural, normal part of healthy living and brings up age-appropriate sexuality topics.

Comprehensive Sexuality Education

covers the broad spectrum of sex education, including:

- Safe sex
- Sexually transmitted infections
- Contraceptives
- Masturbation
- Body image
- Sexual expression
- Relationships
- Culture

Comprehensive Sexuality Education includes accurate medical information on sexually transmitted infections and HIV. And although abstinence is addressed, this curriculum also emphasizes strategies to reduce the risk of unintended pregnancy and sexually transmitted infections.

Abstinence Only –until- Marriage program

Abstinence-Only-Until-Marriage Programs emphasize abstinence from all sexual behaviors. It teaches that sexual expression outside of marriage could have harmful psychological, social, and physical consequences.

Abstinence-Only-Until-Marriage Programs do not discuss:

- Contraceptives
- Sexually transmitted infections
- Masturbation
- Abortion
- Abstinence-Only-Until-Marriage Programs may address using condoms, but they emphasize

the failure rates of using them.

Statement Of the Problem

A Study of 10th Standard Students are awareness Program of Sex Education

Assumptions

It is assumed that there has been enough research conducted on school-based sexuality Education

Limitation

1. The main limitation of this investigation is that no actual data collection will be taking Place.
2. Only rural area school selected this research purpose.

Literature Review

1. Kirby (2000) concluded his review stating that he believed abstinence-plus programs Were the most effective route for schools to take in implementing a sexuality-education program. Because of the variety of abstinence-only curriculums and limitations of studies, it is difficult to Know whether or not these curriculums are effective at achieving the desired effect of delaying The onset of intercourse or increasing the use of contraception. Abstinence-plus programs, However, have a large base of research to demonstrate their effectiveness.

2. **Originally from Italy, 29 years old**

“You would learn about the heterosexual way of learning sex ,that was a normal. how pregnancy work? we never talk about the other beautiful things that come with sex which is Pleasure ,the connection. you just talk about how it is useful for society because it is reproductive.

My first interaction with the man I was absolutely paralyzed. I was on my bed leaning on my back and I was not able to move or to do anything. the shame was so paralyzing. today I like to explore a lot of different things for a time I also did an onlyfans for a few months just to try it out there’s not this kind of shame that I used to have before which is very liberating.”

- What's the most important thing you learned about sex over then last few years?

When Giovanni First had sex with a man he left paralyzed. Mira learned very late that consent was more than not getting raped. Jose went to a Catholic school and had factual incorrect sex education.

I talked to the three of them about their journey to getting the sex education they needed but didn't have in school.

Young, bold , European. ENTR a digital space for open discussion about what really matters , what holds us back and what connects us all. We value differences and celebrate what we have in common – no matter where you are from and what you believe in.

Teacher involvement in sexuality Education

Hi. My name is AkshayRokade, been working as a private tutor since last 12 years..
Originally from saralgaon, Murbad.

- ☑ Adolescence is a period of dramatic bodily change and often a confusing time for young people.
- ☑ The role of teachers in guiding young people through these changes can be an important factor in how successfully they are managed.
- ☑ In order for young people to adequately understand the changes they are experiencing, it may be helpful to learn from people who have been through it themselves, namely parents and teachers.
- ☑ In many cases, teachers can be the best source of knowledge for adolescents when it comes to reproductive and sexual health.
- ☑ According to me, sex education programs should contribute to the following outcomes:
 1. Delayed initiation of sex.
 2. Fewer sex partners.
 3. Less frequent unprotected sex.
 4. Reduction of risk-taking sexual behaviour.
 5. Present the material in relevant and engaging way for all students.
 6. Make an effort to connect students to sexual health services at school and in the community.

Critical Analysis

Whenever reviewing research related to sexuality education, it is important to keep Several points in mind. The topic of sexuality is very much connected to personal values, and it Is difficult for authors not to indicate in some way their own values and opinions related to the Topic when reporting their research. It is also possible for teachers to communicate their own Values when providing instruction related to sexuality. This can create conflict when the values Of teachers run in conflict with the curriculum, or the personal values of students conflict with The curriculum being presented. There is concern over whether students may be indicating their Own opinions on surveys

or what they feel their teachers would want them to say. As a majority of the research reviewed in chapter two involved self-report data, it is Important to also take into consideration the issues that could affect such research.

Recommendation

1. One of the main conclusions that can be drawn from the review of relevant literature is That abstinence-plus curriculums should be the preferred route for schools who wish to provide Effective school-based sexuality education with a solid research base.
2. Is recommended that schools adopt abstinence-plus programs. Research has consistently Shown that these programs are more effective, and provide more information that students Express a need for.
3. It is recommended that schools engage in some form of evaluation of their sexuality Education program. This does not have to be a formal investigation. Students can be asked Through informal in-class surveys or other means of providing feedback regarding the Instruction they have received. This would allow schools to make changes to make their Programs more responsive to the needs of students.

Conclusion

This chapter covered information relevant to several areas of sexuality education. Characteristics of effective programs along with national standards were discussed, leading to an Endorsement of abstinence-plus sexuality education. Abstinence-only education raises several Ethical concerns that were addressed in this chapter. Evaluations of several sexuality education Programs were presented, and the chapter concluded with a discussion of the viewpoints of Different groups of people who are important to the success of school-based sexuality education.

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