

## **ABSTRACT**

The right to sex education is part of the right to information and education and thus represents a part of human rights. Sexuality concerns everyone and is an important part of human life since birth. Yet sex education is not a priority in schools. The aim of this study was to investigate the experiences of teachers, who also act as prevention methodologists, in the field of sex education and to find out what form sex education takes in selected primary schools. Seven respondents from primary schools in rural areas of the central part of Czech republic participated in the research. Semi-structured interviews were used to collect data, which was then analyzed using thematic analysis. The data shows that the sex education provided is inconsistent and unstructured. Teachers are often unaware of current approaches to sex education based on recent research, therefore students are not provided with appropriate information. Very often, sex education did not meet the principles of effective primary prevention, focusing either only on the cognitive component of attitude change or the affective component of fear, or did not present enough of the positive aspects of sexuality to students. Perhaps, if quality sex education was the school's priority, if teachers received the necessary support and training in the area, and if they had the opportunity to equip their students with contacts to specialist services, it is possible that the provided sex education would move towards a more inclusive and comprehensive approach and that teachers would be more interested in teaching it.

**KEYWORDS:** sex education, teachers, attitudes, sexuality, thematic analysis, gender inequalities, inclusivity