



Share-Net
Jordan

The Knowledge Platform on
Sexual and Reproductive Health
and Reproductive Rights



Analysis of the Developmental Kindergarten Curriculum in Jordan According to Sexual Education Domains

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in Jordan According to Sexual Education Domains**

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and Reproductive Rights Platform**

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Abstract

Analysis of the Developmental Kindergarten Curriculum in Jordan According to Sexual Education Domains

This study aimed to examine the extent to which the developmental kindergarten curriculum in Jordan incorporates concepts and terminology related to sexual education. It also aimed to analyze the developmental kindergarten curriculum in Jordan according to the domains of sexual education.

The study employed a descriptive-analytical approach, utilizing the Demirel analytical model to assess and develop curricula, as it was appropriate for the study's subject and objectives. Both quantitative and qualitative methods were used to collect data related to the curriculum.

The study's population consisted of all components of the developmental kindergarten curriculum, including the special framework document, general and specific learning outcomes, the practical activities guide for teachers' units, workbook, stories, and cards.

The study findings showed that the overall relative weight of the components of the developmental kindergarten curriculum ranged between 4.14% and 72.93%. The content of the practical activities guide for teachers ranked first with a relative weight of 72.93%, followed by "stories and cards" with a relative weight of 22.93%. The child's activity workbook ranked last with a relative weight of 4.14%.

Regarding the domains of each component, the study findings related to the practical activities guide for teachers showed that the hygiene domain ranked first with a relative weight of 49.34%, with frequencies ranging from zero to 46 repetitions. The relationships and bullying domain came second with a relative weight of 22.71%, followed by the nutrition domain at 14.41%. The family domain ranked fourth with a relative weight of 5.24%. The sexual education domain ranked fifth with a relative weight of 2.18%, and the following domains ranked sixth: (Body awareness, health and illness, gender roles) with a relative weight of 1.75%. The rights domain ranked last with a relative weight of 0.87%.

As for the findings related to the stories, they showed that the relationships and bullying domain ranked first with a relative weight of 22.22%, followed by the hygiene domain with a relative weight of 20.83%. The rights domain ranked last with a relative weight of 0.00%.

Regarding the findings of the workbook, the analysis showed that the family domain ranked first with a relative weight of 61.54%. The nutrition and sexual education domains shared second place, each with a relative weight of 15.38%. The rights domain ranked third with a relative weight of 7.69%, while the remaining domains came last with a relative weight of 0.00%.

Based on the analysis findings, the study made several key recommendations and proposals, including:

- Creating a matrix of concepts, skills, and values related to reproductive health for the kindergarten stage.
- Distributing relevant concepts, skills, and attitudes across all curriculum materials: (special framework document, general and specific learning outcomes for kindergartens (4-6 years), practical activities guide for teachers, children's activity workbooks, and stories cards).
- Distributing the educational content to be added according to the sexual education matrix across all units of the kindergarten curriculum to ensure continuous exposure of children to relevant concepts, skills, and values.
- Incorporating value-based content into story texts and illustrations, and including some reproductive health concepts in the songs within the practical activities guide for teachers.
- Conducting content analysis studies for curricula of various subjects across different educational stages, and developing a comprehensive matrix of reproductive health concepts based on the content analysis of all curricula to enhance the integration of reproductive health concepts.

Keywords: Developmental Kindergarten Curriculum, Sexual Education, Reproductive Health, Content Analysis

Abstract

Analysis of the Developmental Kindergarten Curriculum in Jordan According to Sexual Education Domains

Objective: This study aimed to examine the extent to which the developmental kindergarten curriculum in Jordan incorporates concepts and vocabulary related to sexual education. The goal was to analyze the curriculum according to sexual education standards.

Methodology: The study employed a descriptive analytical approach using Demirel's analytical model for curriculum evaluation and development. Both quantitative and qualitative methods were used to collect data related to the curriculum.

Study Population: The study population consisted of all components of the developmental kindergarten curriculum, including:

- The special framework document
- General and specific learning outcomes
- Units of the practical activities guide for teachers
- The workbook
- Stories and cards

Findings : The study found that the overall relative weight of the components of the developmental kindergarten curriculum ranged between (4.14% - 72.93%) .The content of the practical activities guide for teachers ranked first with a relative weight of 72.93%, followed by the stories and cards with 22.93%, while the child's activity workbook ranked last with a relative weight of 4.14%.

Components Analysis:

- **Practical Activities Guide for Teachers:** Hygiene ranked first with a relative weight of 49.34% (frequency values ranged from 0 to 46). Relationships and bullying followed with 22.71%, nutrition with 14.41%, family with 5.24%, sexual education with 2.18%), Body Awareness , health and disease, and gender roles(each with 1.75%, and rights ranked last with 0.87%.
- **Stories and Cards:** Relationships and bullying ranked first with 22.22%, followed by hygiene with 20.83%, while rights ranked last with 0.00%.
- **Workbook:** Family ranked first with 61.54%, followed by nutrition and sexual education, each with 15.38%, rights with 7.69%, while other domains ranked last with 0.00%.

Recommendations: Based on the analysis findings, the study made the following recommendations:

1. Creating a matrix of concepts, skills, and values related to reproductive health for the kindergarten stage.
2. Distributing relevant concepts, skills, and attitudes across all curriculum materials: (special framework document, general and specific learning outcomes for kindergartens (4-6 years), practical activities guide for teachers, children's activity workbooks, and stories cards).
- 3 Distributing the educational content to be added according to the sexual education matrix across all units of the kindergarten curriculum to ensure continuous exposure of children to relevant concepts, skills, and values.
4. Incorporating value-based content in story texts and illustrations, and including some reproductive health concepts in the songs within the practical activities guide for teachers.
5. Conducting content analysis studies for curricula of various subjects across different educational stages, and developing a comprehensive matrix of reproductive health concepts based on the content analysis of all curricula to enhance the integration of reproductive health concepts.

Keywords: Developmental Kindergarten Curriculum, Sexual Education, Reproductive Health, Content Analysis

Chapter One

Introduction

The Higher Population Council (HPC) and Share-Net Jordan, in partnership with relevant stakeholders, are making various efforts to embed concepts of reproductive health and sexual education in school curricula. The National Reproductive Health Strategy 2020-2030 reflects the growing attention to studying reproductive health issues and the efforts to integrate its concepts and skills into curricula.

This study was funded by Share-Net Jordan based on the outcomes of the Regional Conference on Comprehensive Sex Education and the Extent of Integrating Sexual and Reproductive Health Concepts into Curricula and Textbooks .

The National Center for Curriculum Development has placed significant emphasis on hygiene and health awareness issues, considering them as cross-cutting concerns across subjects and grade levels. Many stakeholders stress the importance of conducting studies to uncover aspects of reproductive health, especially given the rise in harassment issues and sexual abuse among students in general and in kindergarten in particular. Thus, the focus on early childhood education is seen as a starting point for equipping children with preventive knowledge, skills, and values related to these issues. Sexual education aims to educate, raise awareness, and build a foundation that can benefit both society and individuals. Children are often victims of various forms of physical and psychological abuse, making it essential to conduct studies on kindergarten curricula as a starting point to reveal the current situation.

Study Rationale and Justifications

In recent years, there has been increased interest in the need to include comprehensive health concepts in school curricula, particularly at the kindergarten level, due to the importance of building physical, psychological, and health awareness at an early stage of children's lives.

After reviewing numerous recent scientific studies, along with papers presented at the regional conference, it has become clear that there is an urgent need to strengthen educational health concepts in curricula.

Studies have shown a deficiency in comprehensive education for children, particularly in sexual education, which creates a significant gap in preparing children for their future lives.

The studies revealed limited attention to sexual education concepts, with recommendations to develop curricula to include more comprehensive elements. For instance, studies by Obeidat (2024) and Al-Shabi (2024) emphasized the need to develop sexual education curricula due to the current lack of focus on these topics in school curricula. Studies by Hussein (2024), Isaac (2024), and Aidi (2022) highlighted that neglecting sexual education drives children toward explicit content, leading to negative consequences such as sexual deviance.

Furthermore, Bashlawi's (2021) study pointed out the absence of comprehensive content in areas like mental and sexual health in school curricula, recommending the inclusion of these standards. Bin Al-Saghir's (2021) study revealed a clear lack of sexual education and the need to develop these concepts in social institutions. Similarly,

Joudeh's (2019) study underscored the important role of educational institutions in raising awareness and preventing harassment and sexual abuse.

Ali's (2019) study recommended providing diverse explanatory tools and training educational staff to support children in sexual education. Additionally, studies by Zahran (2016) and Gharaba (2013) called for intensifying community efforts in sexual education. Based on these findings, studies confirm the need to develop educational curricula to support sexual education in early stages of schooling.

Based on these justifications, this study analyzed the developmental kindergarten curriculum in Jordan according to sexual education domains to assess the comprehensiveness of the current curriculum and offer recommendations for its development to serve the best interests of children and society.

Study problem and questions

The problem of this study is centered on answering the main question: "What is the extent of inclusion of sexual education concepts and vocabulary in the developmental kindergarten curriculum in Jordan?"

From this main question, the following sub-questions arise:

- To what extent does the practical activities guide for teachers in Jordan include sexual education concepts and vocabulary?
- To what extent do stories include sexual education concepts and vocabulary?
- To what extent does the workbook include sexual education concepts and vocabulary?

Objectives of the study

This analytical study aims to:

- Assess the extent to which the practical activities guide for teachers in Jordan includes sexual education concepts and vocabulary.
- Assess the extent to which the story includes sexual education concepts and vocabulary.
- Assess the extent to which the workbook includes sexual education concepts and vocabulary.
- Provide appropriate recommendations and suggestions to the National Center for Curriculum Development, as well as to educational officials and curriculum developers, to enhance the integration of sexual education concepts into the kindergarten curriculum.

Importance of the study

(A) Scientific Importance (Theoretical):

- The significance of this study lies in its subject, focusing on understanding sexual education concepts, their components, and related skills.

- It is considered the first study (as per the research team's knowledge) to analyze sexual education concepts and vocabulary in the developmental kindergarten curriculum.
- This study is expected to serve as a reference for researchers in the domain of sexual education, especially in curriculum development.
- The study can assist the Ministry of Education in recognizing the current inclusion of sexual education concepts and vocabulary in the developmental kindergarten curriculum.
- It highlights the challenges and issues related to the curriculum, for decision-makers.

(B) Practical Importance:

- The findings of this study can help enhance the policies of the Ministry of Education and the National Center for Curriculum Development by identifying and improving the inclusion of sexual education concepts and vocabulary in the developmental kindergarten curriculum.
- It can aid related institutions, such as the Higher Population Council and others, by providing accurate and scientific information on sexual and reproductive health issues.
- It sheds light on an important aspect that contributes to family success by understanding the content of the developmental kindergarten curriculum related to sexual education.
- The study tool can be useful for those interested in curriculum analysis by applying it to different educational stages.
- The researchers hope this study will enrich the Arabic library in general and educational studies in particular, especially in the domain of sexual education.

Scope of the study

- **Subject scope:** The inclusion of sexual education concepts and terminologies in the developmental kindergarten curriculum (including the specific framework document, general and specific learning outcomes for kindergartens aged 4-6, the activity guide, stories, and workbook).
- **Geographical scope:** The Hashemite Kingdom of Jordan.
- **Time scope:** The year 2024.

Chapter Two

Theoretical Framework and Previous Studies

First: Theoretical Framework

- Sexual Education in Kindergarten

Sexual education is defined as educating children about fundamental concepts, essential skills, attitudes, and values that contribute to building the child's personality and protecting them from various forms of sexual abuse through proper educational and scientific methods (Obeidat, 2024).

This definition includes the following:

A) Sexual Education Concepts

These are the concepts children in kindergarten should be aware of:

- Understanding the body and its parts.
- Knowing the function of each body part.
- Recognizing similarities and differences between children.
- Appropriate clothing.
- Reproduction in living organisms.
- Human reproduction.
- Information about health.
- Hygiene.

B) Related Sexual Education Behaviors:

- Changing clothes privately, away from others.
- Avoid exposing private parts.
- Refuse inappropriate physical contact with strangers.
- Avoid exposure to pornographic material.

It is essential not to leave these matters to chance. Studies indicate that children possess various intentional and unintentional information even before kindergarten, making intervention and guidance crucial in this domain.

Zahran (2016) highlighted that kindergartens and families are responsible for teaching children about body parts, personal health, nutrition, and the environment, including sexual health. Naqeeb (2017) also noted that sexual education in kindergarten covers areas like disease prevention, mental health, medication use, and safety. Additionally, Hassanein (2019) emphasized the importance of learning about clean water, hygiene practices, and types of diseases.

The UNESCO document (2016) addresses various age groups, including kindergarten, encouraging early discussions about bodies, emotions, and relationships, focuses on eight key areas:

- Relationships: including family, friendship, tolerance, and respect.
- Values and Rights: including bodily rights and sexual culture.
- Gender: covering gender equality, relationships, violence, and sex.
- Violence and Safety: focusing on physical safety and responsible technology use.
- Health and Well-being Skills: covering peer influence, communication skills, and sexual literacy.
- Development and Human Body: addressing body functions, reproduction, and puberty.
- Sexual Behavior: concerning sexual life-related concepts and behaviors.
- Sexual and Reproductive Health: including pregnancy, contraception, and sexually transmitted diseases.

The Higher Population Council and Share-Net Jordan formed a committee of experts to review the UNESCO document's compatibility with Jordanian culture. This committee developed behaviors aligning with the previously mentioned areas, adjusted to local values, forming the foundation for analyzing the developmental kindergarten curriculum.

C) Reproductive Health and Sexual Education Skills

Sexual education focuses on developing children's skills in using hygiene tools and maintaining a healthy diet including the following skills:

- Keeping internal body parts clean.
- Refusing inappropriate physical contact from strangers.
- Reporting incidents to parents.
- Maintaining personal safety.

Children are expected to master the skill of following parents' advice, listening to them, adhering to what they say, and keeping order and cleanliness.

- Attitudes and Values Related to Sexual Education

Sexual education aims to foster positive attitudes toward maintaining children's health and safety (Bashlawi, 2021). It should go beyond knowledge to nurture attitudes and values, including:

- Covering private parts.
- Respecting others.
- Caution around strangers.
- Reporting violence and harassment.
- Asking questions about concerns.
- Respecting differences with others.

- Maintaining cleanliness.
- Protection from infection.
- Self-accountability and responsibility.

Kindergarten Curriculum Framework:

(See the General Framework for the Kindergarten Stage issued by the National Center for Curriculum Development, 2020).

The process of developing a kindergarten curriculum framework is considered one of the global concerns that educational institutions aim to adopt as a foundation for establishing communication between various parties interested in enhancing children's early experiences.

The kindergarten curriculum framework was designed to align with the needs, interests, and tendencies of children, forming a basis for their proper upbringing. The framework was built upon the following guidelines:

First: The philosophy of the general framework for the kindergarten curriculum is based on Education Law No. 3 of 1994, which classifies educational institutions by their stages, including the two-year kindergarten stage.

Second: It aims to provide stimulating learning environments, focusing on the teacher's ability to strengthen the relationship between the child and the surrounding natural environment. These environments allow children to move freely, with the teacher's role being to organize the learning environment in a way that encourages discovery, curiosity, problem-solving through cooperation, interaction with other children, debate, and enjoyable conversation.

Third: King Abdullah II's Seventh Discussion Paper emphasizes that human resources, Jordan's most valuable asset, are capable of creating the desired change due to their comprehensive modern education. The country's official directions are reflected in Jordan's Vision for Education 2025, the Human Resources Development Strategy 2016-2025, the Ministry of Education's plans, and the Jordanian government's priorities to increase kindergarten enrollment to full capacity.

Fourth: Learning Theories, specifically, the constructivist theory, which emphasizes the role of activities and experiences in helping children acquire, build, and apply knowledge in various life contexts through their self-interactions with different learning experiences. Learning is considered an internal process in which the child organizes information, forms knowledge and internalizes it.

Fifth: American National Standards for Early Childhood that focus on building curricula that provide psychological security, the joy of learning, mutual and interactive learning, critical thinking, problem-solving, and addressing the child's physical, emotional, and social development needs. The child actively constructs knowledge influenced by their environment, and each child has their unique way of learning.

Sixth: Modern Global Trends in Kindergarten Organization that include:

- Constructivist Approach which focuses on the child's needs. Kindergarten is viewed as a place that fosters the child's development and is not just a preparatory stage for school. Its goal is to provide the social, mental,

physical, and emotional developmental needs of the child through participation in educational activities using words, movements, drawings, music, shadow play, drama, and more.

- Comprehensive and Integrative Approach based on two key pillars: children's rights and developmental psychology. The Comprehensive concept acknowledges that each child has diverse, interconnected needs affecting all aspects of development. The integrative approach strives to provide integrated services that meet the Comprehensive nature of the child.

The framework was built around several key domains, including:

1. Religious domain
2. Linguistic domain
3. Emotional domain
4. Cognitive domain
5. Physical and health domain
6. Artistic and aesthetic experiences domain
7. English language domain

Each of these domains includes several themes. It includes partial cognitive structures within that domain, and then the process of expressing these themes takes place through general outcomes, which are the cornerstone of the writing process. Directed to the writing team.

These domains varied in their relative weight, which can be seen in the number of outcomes for each domain. While the cognitive domain occupied the largest part of the outcomes, the domains of artistic and aesthetic experiences and the English language domain came without general outcomes, and the framework expressed them through the development of special outcomes only. (General framework for the kindergarten curriculum, 2020)

Table (1) illustrates the domains, number of themes, general outcomes, and relative weight

Domain	No of themes	Relative weight	Whole general outcomes count	Relative weight	Whole special outcomes count	Relative weight
Religious domain	5	13.8%	13	13.2%	58	7.0%
Linguistic domain	4	11.1%	21	21.4%	186	22.4%
Emotional domain	4	11.1%	9	9.1%	74	8.9%
Cognitive domain	16	44.4%	45	45.9%	364	43.9%
Physical and health domain	4	11.1%	10	10.2%	82	9.9%
Artistic and aesthetic experiences domain	3	8.3%	-	0%	31	3.7%
English language domain	-	0%	-	0%	33	3.9%
Total	36	100%	98	100%	828	100%

From the above, it is evident that the cognitive domain ranked first, accounting for 45.9% of the total general outcomes and 43.9% of the special outcomes. This reflects the curriculum's focus on the cognitive aspect, which was allocated the largest share through 16 sub-topics included in the document. Next in rank is the linguistic domain, which constitutes about 21.4% of the general outcomes and 22.4% of the special outcomes. Following this, the physical and health domain came third, represented by 10.2% of the general outcomes and 9.9% of the special outcomes. This is followed by the emotional domain, then the English language domain, with the artistic and aesthetic experiences domain having the least representation. For further details, see Appendix (1).

This framework has been translated into a set of eight units, each including a student workbook, a practical activity guide for teachers, a story collection, and a set of cards (including picture cards related to the unit's theme, letter word cards with related images, and number cards), along with posters for the unit's values.

Table (2)

Chapter	Unit	Title
First semester	First unit	Welcome to kindergarten
	Second unit	Who am I ?
	Third unit	My family
	Fourth unit	Animals
Second semester	Fifth unit	Plants
	Sixth unit	Homeland
	Seventh unit	Earth friends
	Eighth unit	Thank you, my kindergarten,

Second: Previous Studies

Several studies have been conducted regarding the inclusion of sexual education concepts in school curricula, including: (Al-Shabi, 2024) in Tunisia, (Obeidat, 2024) in Jordan, (Hussein, 2024) in Egypt, (Isaac, 2024) in Lebanon, and (Zarwali, 2024) in Morocco. Additionally, a comprehensive study analyzing the experiences of the five countries in the domain of sexual education revealed that there is limited attention given to sexual education concepts in various countries (Obeidat, 2024). Obeidat's study (2024) explained that sexual education focuses on developing children's skills. These skills include maintaining the cleanliness of reproductive organs, rejecting inappropriate touches from strangers, informing parents about incidents, and maintaining personal safety. A child is expected to master the skill of following parents' advice, listening to them, adhering to what they say, and keeping order and cleanliness.

Housawi (2023) conducted a study aimed at understanding teachers' perceptions of evidence-based practices used in sexual education for students with autism spectrum disorder. The study explored the methods and procedures teachers rely on to address the challenges of providing sexual education to this group, and also proposed solutions to those problems. The study used a qualitative research method, conducting interviews with teachers to collect data. The findings showed that teachers had limited knowledge of evidence-based practices in sexual education

and highlighted barriers to effectively using this education. The study also underscored the benefits of participating in workshops and training courses, as well as the importance of educational resources in supporting teachers to provide appropriate sexual education.

Fadel's study (2023) was an analytical, critical research that adopted an investigative approach to examine the possibility of addressing the topic of child upbringing through stories and novels in Arab society. Regarding gender education, feminist philosophy succeeded in uncovering overlooked issues in the Arab world that fall under the taboo category. However, it lacks clear practical mechanisms suited to the specificities of Arab society, limiting the application of its theories effectively. Although feminist philosophy offers new perspectives, it remains confined within the limits of the society it belongs to. The literary approach in this domain is limited, yet its importance in guiding human discourse and addressing continuous human issues must be acknowledged, calling for a more balanced future.

In Madanat's study (2023), which aimed to study the effectiveness of sexual education and awareness programs provided to individuals with intellectual disabilities in Jordan, it was found that the effectiveness of these programs was moderate. The study also revealed that the approval rate from parents, teachers, and caregivers for educating individuals with disabilities was low.

Aidi's study (2022) aimed to examine the relationship between sexual education in children and its impact on their exposure to pornography on the internet. The study revealed the negative effects of pornography. It used a case study approach and concluded that the lack of family attention to sexual education leads children to consume pornography on the internet, with its negative consequences, including sexual deviance and pornography addiction.

Al-Qahtani's study (2022) aimed to examine the level of mothers' application of sexual education to protect their children from gender identity disorder. The researcher used the descriptive-analytical approach. The study findings concluded that mothers who apply sexual education to protect their children from gender identity disorder do so at a high level. The findings also showed a statistically significant negative correlation between the level of mothers' application of sexual education and the appearance of gender identity disorder symptoms in children.

Bakheet and others' study (2022) aimed to examine the effectiveness of a training program aimed at modifying inappropriate sexual behaviors among kindergarten children. The research sample consisted of 25 children at the KG2 level in public and official kindergartens under the Assiut administration. A quasi-experimental approach with one group was used. The study concluded that there was a statistically significant difference between the pre- and post-measurement ranks of children in the observation card of inappropriate sexual behaviors in favor of the post-measurement.

In the study by Aal-Saad (2022), conducted to explore the role of social media in preventing child sexual harassment through surveying parents in Riyadh-Saudi Arabia, a descriptive-analytical approach was used. The study concluded that social media is an important and effective tool in preventing sexual abuse and dealing with its consequences, reflecting its pivotal role in shaping public opinion and guiding educational and social policies towards

protecting children in society. A majority of 44.6% indicated that the public cannot freely express their opinions about child sexual harassment on social media, while 25% remained neutral.

Bashlawi's study (2021) aimed to examine the availability of health education standards in kindergarten workbooks in the Syrian Arab Republic. The analytical method was used to analyze the workbooks based on a list of 64 health education standards that should be considered in kindergarten curricula. The study found that certain areas were not included, such as mental and sexual health, medication use, safety, and first aid. The study also revealed that the curriculum does not meet health education standards or provide a clear indication of achieving its goals. It emphasized that sexual education aims to build positive attitudes towards maintaining children's health and safety. Sexual education should go beyond knowledge, aiming to develop values and attitudes such as covering body parts, respecting others, being cautious of strangers, reporting violence and harassment, asking questions, respecting differences, maintaining cleanliness, preventing infections, self-accountability, and taking responsibility. The study recommended the inclusion of health education in kindergarten curricula with all relevant standards.

Bin Al-Saghir's study (2021) indicated that the topics of sex and sexual education are treated separately in Algerian society, and any attempt to link them or discuss sexual education is considered against social norms. The study highlighted the absence of sexual education and sexual upbringing within Algerian families. Additionally, it showed that social institutions, including schools, address some topics such as genital organs and their functions, personal hygiene including genital care, reproduction cycles, sexual diseases, psychological problems, and adolescence.

Alia's study (2021) noted that sexual education has become a prominent topic among researchers from various disciplines, each influenced by their intellectual tendencies, which shaped their unique approaches to the subject. This has turned sexual education into a matter that raises questions about the individual, society, freedom, identity, and globalization, especially regarding the female body, which remains a subject of mystery and curiosity. The study concluded that the societal understanding of sexual education is implicit and shared by everyone, yet remains hidden and is considered a taboo subject, leading to a reshaping of gender differences.

Al-Afifi's study (2021) aimed to explore the impact of employing theater in educational institutions to combat harassment and promote sexual education for preschool children. The descriptive-analytical approach was used, highlighting the similarities between children and theater and the theater's ability to address sensitive issues facing children. The findings showed that theater can be utilized to raise awareness of sexual education among children and the broader community, suggesting that it can also help shift attitudes towards sexual education.

Abdel Halim's study (2020) showed that some societies, especially conservative ones, view child sexual education negatively. This is often because discussing sexual safety can be an uncomfortable topic for many parents when addressing issues related to sexual safety. Sexual education is seen as a sensitive subject, yet it is crucial to empower children to protect themselves from sexual abuse and harmful situations, particularly children with special needs. The study used a quasi-experimental and descriptive-analytical approach, concluding that the

integrated support program was effective in developing certain sexual education skills among children with hearing impairments, and its positive impact persisted over time.

The study by Sharar (2020) highlighted the importance of education and development in shaping the future of children in the digital age, with a focus on the impact of technology on fostering educational and social values in preschool children. The study employed a theoretical analytical research approach and concluded that children benefit from digital devices by gaining exposure to international literature and enhancing their linguistic skills, which contributes to the development of their artistic sense and helps them become a more creative generation. Additionally, technology influences children's social roles and ambitions, which necessitates a new educational approach that combines tradition with modernity. This approach requires parental supervision to address challenges posed by digital content, such as violence and sexual innuendos.

It also demonstrated that technology has a clear impact on children's social behaviors, contributing to the development of behavioral patterns that can be negative, such as isolation and aggression, due to the excessive use of electronic games and digital content.

Al-Amrawi's study (2020) aimed to explore mothers' attitudes towards teaching sexual education in Algerian schools. It was a domain descriptive study conducted on a sample of mothers, revealing that mothers' attitudes towards teaching sexual education were positive, to prevent students from obtaining information from unreliable sources.

Joudeh's study (2019) showed that child sexual abuse has become a social phenomenon affecting the safety of children and society, with children of all ages being vulnerable to sexual abuse. The researcher used a descriptive approach with quantitative analysis of newspapers to examine the frequency of child sexual abuse incidents. The study found that the highest percentage of sexual abuse cases involved harassment.

Hassanein's study (2019) emphasized the importance of kindergarten students knowing the characteristics of clean water, hygiene practices, and types of diseases.

Hamrawi's study (2019) aimed to investigate the effectiveness of the virtual museum in imparting some sexual concepts to kindergarten children in light of sexual education goals. Using a descriptive-analytical approach, the findings showed that the virtual museum had a significant impact on children's understanding of certain sexual concepts.

In the study by Ali (2019), which aimed to identify the requirements for integrating sexual education into kindergarten institutions and used a descriptive approach, the findings highlighted the need for various explanatory tools to present sexual education information, the preparation of psychological specialists to respond to children's questions related to sexuality, and the provision of appropriate material and moral support to assist teachers in delivering sexual education to children. Additionally, the study emphasized the importance of collaboration among all elements of the educational system to ensure the successful integration of sexual education into kindergartens.

The study by Al-Naqeeb (2017) indicated that sexual education in kindergartens includes areas such as disease prevention, mental health, medication use, and safety. The study aimed to develop a framework for sexual education in kindergarten institutions, using a descriptive-analytical approach. It also provided a guide for kindergarten teachers.

Asiri's study (2017) aimed to explore parents' attitudes toward providing sexual education to their kindergarten-aged children. The study used a descriptive-analytical approach and concluded that parents have positive attitudes towards offering sexual education to their children at home.

The study by Zahran (2016) emphasized the responsibility of both kindergartens and families to educate children about body parts, personal hygiene, nutrition, the environment, and sexual health. A quantitative and qualitative analysis of the collected data was conducted in line with the study's objectives.

The study by Gharaba (2013) proposed a framework for educating kindergarten children about sexuality in light of contemporary challenges. It addressed the following dimensions:

- Factors contributing to the success of sexual education.
- The role of kindergarten teachers.
- Obstacles to sexual education.

The study used a descriptive approach and identified challenges, including the prevalence of incorrect methods of dealing with kindergarten children, low teacher motivation, and inadequate supervision. It provided a list of concepts that should be introduced to kindergarten children, covering cognitive, skill-based, and value-based standards. The study recommended increasing public awareness of the importance of kindergartens, intensifying efforts to care for early childhood, expanding community participation, and enacting legislation to ensure the rights of kindergarten children.

Al-Ashry's (2013) study aimed to document common behaviors and sexual questions posed by kindergarten children and to explore mothers' responses to these behaviors and questions. The study employed a descriptive-analytical approach and found statistically significant differences in mothers' awareness of sexual education, attributable to their educational levels. However, the study showed no statistically significant differences in mothers' awareness based on the gender of the child, whether male or female.

Murjan's (2010/2011) study outlined several factors that make children and individuals with disabilities more vulnerable to sexual exploitation, including:

- Susceptibility to material temptation, as children can be easily exploited with small rewards like candy or others.
- Weak willpower, making children more likely to submit to others without resistance, thus becoming easy prey for exploiters.
- Sensory impairment, where sensory disabilities may distort perceptions of intentions, leading to misinterpretations of looks or touches.

- Vulnerability to threats, which can force children into silence about the exploitation they face, as their limited cognitive and linguistic abilities hinder their ability to fully express their experiences or feelings.
- Lack of understanding of privacy, causing them to fail to distinguish between public and private spaces, which increases their risk of exploitation.

Due to the difficulty in communication with parents or teachers, these two groups are deprived of protection. Additionally, the fear of punishment may lead children to hide the exploitation they are subjected to, fearing punishment or blame.

The study by Mohammad (1997) aimed to identify the role of some variables in the development of gender roles among samples of kindergarten children of both genders, including the presence or absence of a father in the family. The study used the comparative approach to calculate the scale's ability to differentiate, which was prepared by the researcher. The findings of the study showed significant differences between children living with their fathers and their peers who live without a father or without a father figure in their lives, as well as their peers who live without a father but with the presence of an alternative model in favor of children who live with a father.

Commentary on Previous Studies

In light of the review of previous studies, it is noted that some studies included concepts of sexual education in school curricula, both at the Arab and local levels.

Some of the previous studies indicated that there is limited attention given to sexual education concepts in various countries, and that sexual education focuses on developing children's skills in using hygiene tools and maintaining proper nutrition.

The current study differs from previous ones in that it focuses on studying the developmental reality in Jordan within the domains of sexual education, particularly as it addresses the new 2022 kindergarten curriculum.

Researchers benefited from previous studies by learning about several aspects, including the scientific methodology, scientific tools used, statistical methods, ways of processing information, and the primary references in this domain.

Chapter Three

Methodology and Procedures

Study methodology

The study followed the Demirel Analytical Model, developed by Professor Özcan Demirel (Demirel, 2011), for curriculum evaluation and development. This model was chosen for its relevance to the study's subject and objectives, as it allows the use of both quantitative and qualitative methods for collecting curriculum-related data. The model analyzes the curriculum through two main dimensions, as follows:

First Dimension: Written Curriculum Analysis dimension which includes using appropriate tools to analyze the content of the written curriculum, identifying strengths and weaknesses, challenges, and areas for improvement.

Second Dimension: Beneficiaries and Stakeholders dimension which involves using appropriate tools to survey the opinions of those who benefit from the curriculum. It may include curriculum development experts, students, graduates, kindergarten teachers, school principals, educational supervisors, NGO workers, and parents of students.

Study population

The study population included the following:

The developmental kindergarten curriculum with its three components: the practical activity guide for the teacher, the child's activity workbook, the story, and the book.

Study sample:

The study sample consisted of all the units of the developmental kindergarten curriculum, selected by a comprehensive enumeration of all the units in the curriculum for the purpose of analyzing the content of the guide, story, and workbook.

Study tools:

The study tools comprehensively covered the two dimensions proposed by the chosen methodology for evaluating the developmental kindergarten curriculum and the extent to which it includes sexual education terms and concepts, based on the Demirel Methodology (Demirel, 2011). The tools covering these dimensions are explained below.

First Dimension: Content analysis

This dimension includes the use of content analysis tools to answer the study's questions. This was done as follows:

- Content analysis of the guide.
- Content analysis of the story.
- Content analysis of the workbook.

Second Dimension: Development of a content analysis tool

The study used qualitative content analysis, a research approach used to analyze textual data that aims to provide knowledge and understanding of the phenomenon under study (Downe-Wamboldt, 1992). Qualitative content analysis is defined as "a research approach for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns" (Hsieh & Shannon, 2005).

Types of qualitative content analysis are classified into three categories: traditional, directed, and summative (Hsieh & Shannon, 2005). The summative approach to qualitative content analysis focuses on identifying specific words or content in the text to understand the context of their use. It goes beyond merely counting words to include analyzing and interpreting latent content. The emphasis is on uncovering the meaning of words or content (Hsieh & Shannon, 2005).

The content analysis tool for the curriculum was developed following methodological steps (Berelson, 1952; Krippendorff, 1980), as follows:

1. Defining the purpose of the analysis: To determine the extent to which the curriculum content aligns with the sexual education vocabulary and concepts for kindergarten, according to national and international standards.
2. Defining the sample for analysis: This includes the teacher guides, stories, and workbooks from the kindergarten curriculum, consisting of three components.
3. Defining the level of analysis: The focus will be on ideas, which are suitable for the nature and objectives of the study.

The content analysis tool was built through the following steps:

1. Review of research and studies in the domain of sexual education curriculum.
2. Survey of global trends in the domain of sexual education curriculum.
3. Study of the classifications of sexual education concepts based on learners' needs.
4. UNESCO document.

Using the contents of the General Framework document and the general and specific learning outcomes of the kindergarten curriculum (4-6 years):

This was based on the General Framework document and the general and specific learning outcomes of the kindergarten curriculum (4-6 years), which highlighted a set of knowledge and concepts that should be prominent and integrated into the knowledge structure.

Content Analysis Tool:

The tool covers nine main domains, each containing a set of sub-outcomes, as follows: (appendix 2)

First: Hygiene: covering the following outcomes:

- Appreciates the importance of cleanliness.
- Recognizes the importance of wearing clean clothes and regularly changing underwear.

- Demonstrates the importance of proper and regular handwashing.
- Highlights the importance of bathing and body cleanliness.
- Understands the importance of maintaining the cleanliness of the school, home, etc.

Second: Nutrition: covering the following outcomes:

- Recognizes the importance of healthy and diverse nutrition for the body.
- Understands the importance of washing vegetables and fruits before eating them.
- Understands the importance of drinking enough water to maintain body health.
- Adopts the behavior of eating healthy nutrition.
- Avoids nutrition s high in sugar and fats.

Third: Family: covering the following outcomes:

- Explains the concept of family.
- Understands the importance of family.
- Understands the roles and responsibilities within the family.
- Recognizes the role of parents in guidance.
- Informs parents about what happens to them.
- Understands the importance of not stereotyping the roles of mothers and fathers.
- Appreciates the importance of cooperation and respect among family members.
- Expresses their feelings and needs to their family members.

Fourth: Body Awareness : covering the following outcomes:

- Describes their feelings toward their body.
- Understands the uniqueness of each body.
- Feels content with their body.
- Knows the names and functions of body parts.
- Asks questions about their body parts.
- Compares the shapes of boys' and girls' bodies.
- Knows reliable sources for learning about themselves and their body.
- Describes the differences and similarities between boys and girls.

Fifth: Health and Illness: covering the following outcomes:

- Does not allow strangers to touch their body.
- Describes the concept of health and illness.
- Understands ways to prevent diseases.
- Recognizes the importance of disease prevention.
- Understands the importance of informing teachers or parents when feeling unwell.
- Recognizes the importance of rest and healthy nutrition for recovery from illness.

Sixth: Relationships and Bullying: covering the following outcomes:

- Values friendship.
- Understands the characteristics of a good relationship.
- Demonstrates tolerance in behavior.
- Understands differences among others.
- Understands the meaning of bullying.
- Distinguishes between healthy and negative communication.
- Recognizes the errors of violent behavior, bullying, and peer pressure.
- Appreciates the importance of empathy, respect for others' feelings, and privacy.
- Knows that love includes helping those we care about.
- Expresses love in various ways, including kind words and participating in activities.

Seventh: Gender Roles (males and females): covering the following outcomes:

- Understands that both genders are equal and have important roles in society.
- Pursues interests and hobbies, even if they are not traditionally associated with their gender.
- Recognizes that each person has unique characteristics unrelated to gender.
- Chooses a role model in life without basing the choice on the individual's gender.

Eighth: Rights: covering the following outcomes:

- Understands that people are equal in rights and opportunities.
- Recognizes the negative impacts of gender-based discrimination.
- Understands the right to seek help if feeling unsafe or experiencing any form of abuse.

Ninth: Sexual Education: covering the following outcomes:

- Understands that reproduction requires both a man and a woman.
- Understands that some families may not have children.
- Distinguishes between adults and children.
- Understands that they will become an adult in a few years.
- Recognizes that the body undergoes natural changes during growth.
- The teacher answers children's questions about sexual health while considering their age.

Reliability:

The reliability of the analysis tool was confirmed through inter-analyst agreement, and the findings of the analysis were as follows: the points of agreement were (41), while the points of disagreement were (3). Accordingly, the reliability value after applying Holsti's formula was (93%), which is a high-reliability value indicating the tool's suitability for analyzing the content of the kindergarten curriculum.

Content Analysis Tool Validity:

To determine the validity of the content analysis tool, it was presented to a group of experts and specialists to express their opinions on the appropriateness, clarity, and relevance of the items to the axes. They were also asked to provide any additional observations related to phrasing, clarity, deletion, or addition. The specialized team made the necessary adjustments to the items that were suggested for modification, and they were finalized.

Study Procedures:

- Studying theoretical literature and modern trends in this domain and analyzing the findings of a number of recent related studies to use in the study's list of criteria.
- Studying the current situation of kindergartens and the challenges they face.
- Developing a list of areas that form the basis of sexual education.
- Developing the study tool according to the areas of sexual education and verifying its validity and reliability according to well-known scientific methods.
- Analyzing the curriculum units according to the list of domains.
- Reaching the study's findings.
- Presenting the study's recommendations.

Chapter Four

Findings demonstration

The most important findings of the content analysis process will be presented. Based on the study questions, the findings are presented below, Depending on the objectives and questions.

First: Findings related to the developmental kindergarten curriculum

Main Question: What is the current state of incorporating sexual education concepts and vocabulary in the developmental kindergarten curriculum in Jordan?

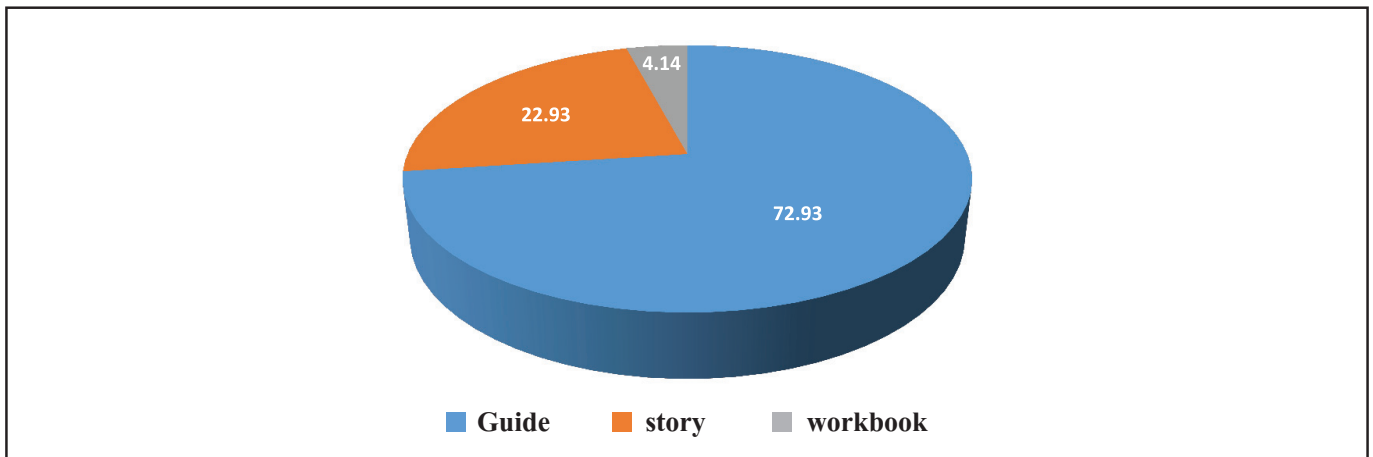
To answer this question, frequencies and percentages were used to determine the degree of inclusion of sexual education concepts and their vocabulary in the developmental kindergarten curriculum. Table (3) illustrates the relative weights for each aspect of the curriculum according to various domains.

Table (3): The relative weight of sexual education concepts and their vocabulary in the developmental kindergarten curriculum "guide, story, workbook" (v=3)

Domain	Guide	Relative weight	story	Relative weight	Work-book	Relative weight	Total	Relative weight for the domain (V=1)	order
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	
Hygiene	113	35.99%	15	4.78%	0	0.00%	128	40.76%	1
Nutrition	33	10.51%	10	3.18%	2	0.64%	45	14.33%	3
Family	12	3.82%	6	1.91%	8	2.55%	26	8.28%	4
Body awareness	4	1.27%	9	2.87%	0	0.00%	13	4.14%	6
Health and illness	4	1.27%	14	4.46%	0	0.00%	18	5.73%	5
Relationships and bullying	52	16.56%	16	5.10%	0	0.00%	68	21.66%	2
Gender roles (male and female)	4	1.27%	1	0.32%	0	0.00%	5	1.59%	8
Rights	2	0.64%	0	0.00%	1	0.32%	3	0.96%	9
Sexual education	5	1.59%	1	0.32%	2	0.64%	8	2.55%	7
Total	229	72.93%	72	22.93%	13	4.14%	314	100.00%	

It is evident from Table (3) that the overall relative weight of the components of the developmental kindergarten curriculum ranged between 4.14% and 72.93%. The content of the practical activities guide for the teachers ranked first with a relative weight of 72.93%, followed by the "Story" in second place with a relative weight of 22.93%, and finally, the child's activity workbook ranked last with a relative weight of 4.14%. Figure (1) illustrates this.

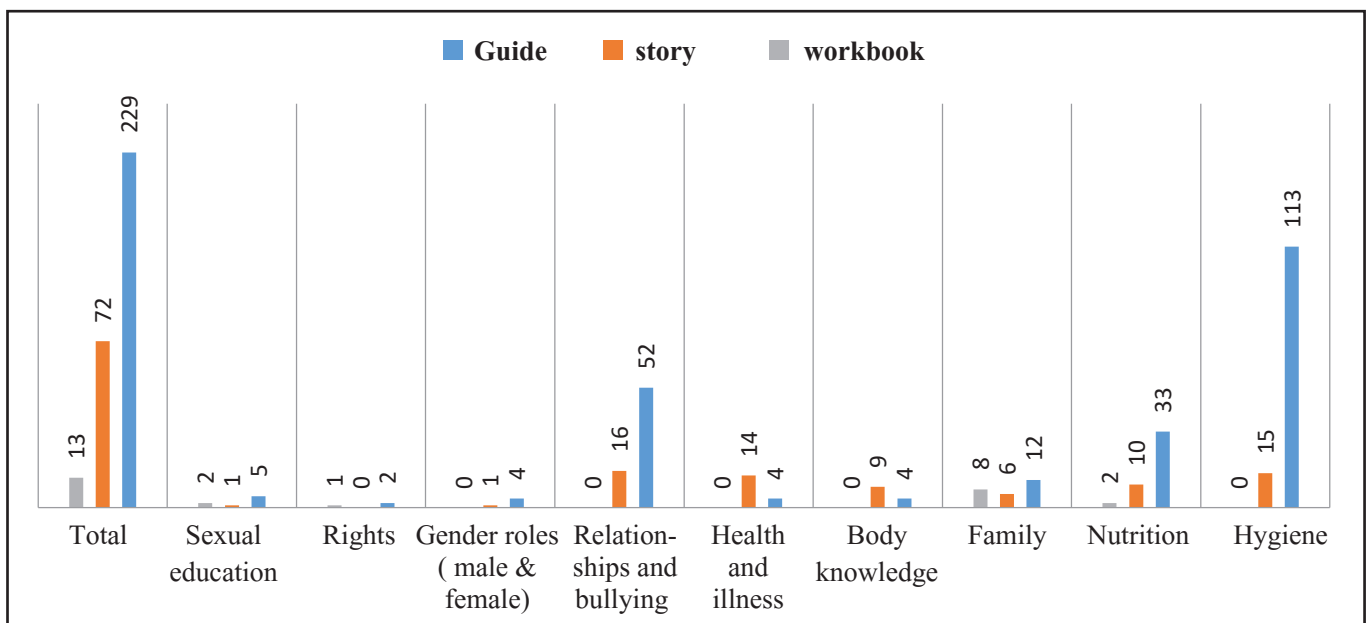
Figure (1) The total relative weight of the components of the developmental kindergarten curriculum



We note from the table above that the overall arrangement of the domains according to the components of the curriculum (guide, story, workbook) is as follows:

- The Domain of hygiene ranked first with a relative weight of 40.76%.
- The Domain of relationships and bullying ranked second with a relative weight of 21.66%.
- The Domain of nutrition ranked third with a relative weight of 14.33%.
- The Domain of family ranked fourth with a relative weight of 8.28%.
- The Domain of health and illness ranked fifth with a relative weight of 5.73%.
- The Domain of body awareness ranked sixth with a relative weight of 4.14%.
- The Domain of sexual education ranked seventh with a relative weight of 2.55%.
- The Domain of gender roles (male and female) ranked eighth with a relative weight of 1.59%.
- The Domain of rights ranked ninth with a relative weight of 0.96%.

Figure (2) Overall arrangement of domains; Depending on the curriculum components



The following is a presentation of the analytical study findings for each domain within the guide's content, the story, and the workbook, separately, and according to the sub-questions derived from the main question.

Second: Presenting the findings related to the practical activities guide for the teachers

Findings related to sub-question one:

What is the degree of inclusion of sexual education concepts and their components in the practical activities guide for the teachers in Jordan?

To answer this question, frequencies and percentages were used to determine the degree of inclusion of sexual education concepts and their vocabulary in the practical activities guide for the teachers in Jordan. Table (4) shows the relative weights for each domain according to the unit of study variable.

Table (4): The relative weight of sexual education concepts and their vocabulary according to study domains and units of the practical activities guide for teachers in Jordan

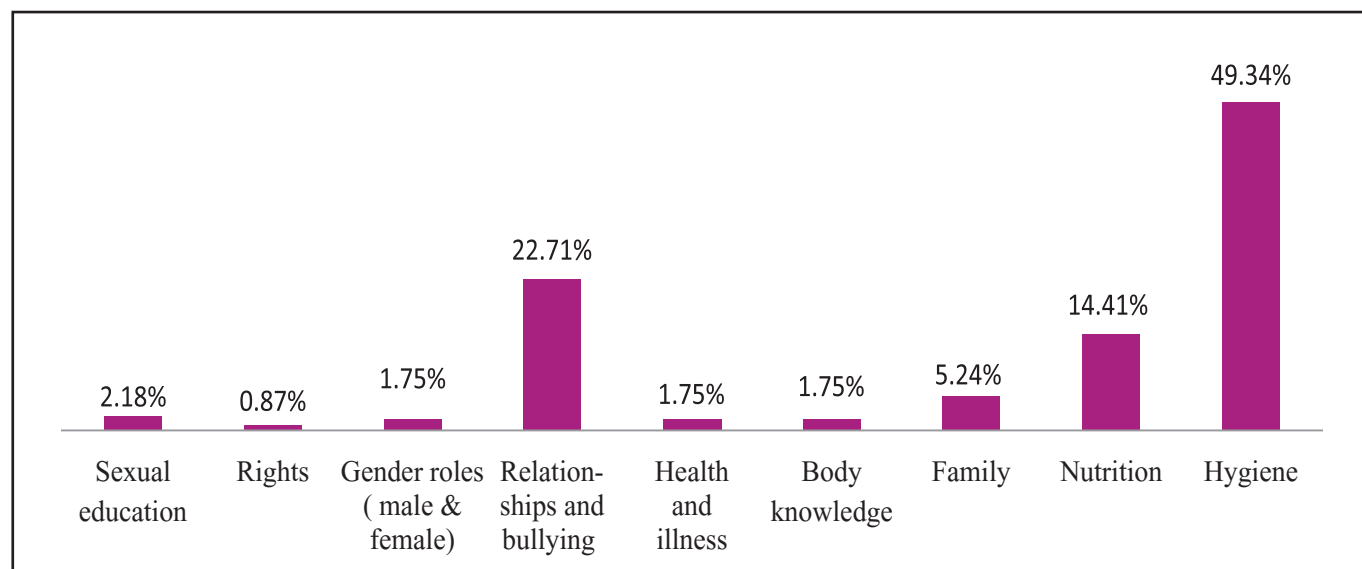
Domain	W1	W2	W3	W4	W5	W6	W7	W8	Total	Relative weight for the domain	order
	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	Frequency	%	
Hygiene	42	46	8	2	12	3	0	0	113	49.34%	1
Nutrition	1	26	5	1	0	0	0	0	33	14.41%	3
Family	0	0	12	0	0	0	0	0	12	5.24%	4
Body awareness	0	4	0	0	0	0	0	0	4	1.75%	6
Health and illness	0	4	0	0	0	0	0	0	4	1.75%	6
Relationships and bullying	15	26	1	5	3	2	0	0	52	22.71%	2
Gender roles (male and female)	0	3	1	0	0	0	0	0	4	1.75%	6
Rights	0	1	0	0	0	1	0	0	2	0.87%	9
Sexual education	0	1	3	0	0	1	0	0	5	2.18%	5
Total	58	111	30	8	15	7	0	0	229	100.00%	

It is evident from Table (4) that the total frequency for the domain of hygiene reached 113 occurrences, ranking first with a relative weight of 49.34%. The frequency values for this domain ranged between 0 and 46 occurrences. The domain of relationships and bullying ranked second with a relative weight of 22.71%, followed by the domain of nutrition in third place with a relative weight of 14.41%. The domain of family ranked fourth with a relative weight of 5.24%, and the domain of sexual education ranked fifth with a relative weight of 2.18%. In sixth place

were the domains of body awareness, health and illness, and gender roles (male and female), each with a relative weight of 1.75%. Finally, the domain of rights ranked ninth with a relative weight of 0.87%.

Figure (3) demonstrates as following:

Figure (3) Relative weight for the domains of the guide



The following provides a detailed breakdown of the findings for each domain, according to the units of the guide that were analyzed:

A. Findings related to the domain of hygiene

Table (5): The relative weight of sexual education concepts and their vocabulary in the domain of hygiene according to the guide units

Findings	W1	W2	W3	W4	W5	W6	W7	W8	total	Relative weight
	F	F	F	F	F	F	F	F	F	%
Recognizes the importance of hygiene	4	5	0	0	0	0	0	0	9	3.93%
Acknowledging the importance of wearing clean clothes and changing underwear regularly	0	3	0	0	0	0	0	0	3	1.31%
Explains the importance of washing hands appropriately and regularly	16	17	6	0	12	2	0	0	53	23.14%
Demonstrates the importance of bathing and cleaning the body	1	8	2	0	0	0	0	0	11	4.80%
Concludes the importance of maintaining cleanliness at school, home, etc.	21	13	0	2	0	1	0	0	37	16.16%
Total	42	46	8	2	12	3	0	0	113	49.34%

It is evident from Table (5) that the overall relative weight for the domain of hygiene reached 49.34%. The relative weights of the components and concepts ranged between 1.31% and 23.14%. The concept of the "importance of washing hands appropriately and regularly" ranked first with a relative weight of 23.14%, while the concept of the "importance of wearing clean clothes and changing underwear regularly " ranked last with a relative weight of 1.31%.

B. Findings related to the domain of nutrition

Table (6): The relative weight of sexual education concepts and their terminologies in the domain of nutrition according to the units of the guide

Findings	W1	W2	W3	W4	W5	W6	W7	W8	total	Relative weight
	F	F	F	F	F	F	F	F	F	%
Understands the importance of healthy and varied nutrition for the body's health	0	16	0	1	0	0	0	0	17	7.42%
Concludes the importance of washing vegetables and fruits before eating them	0	2	2	0	0	0	0	0	4	1.75%
Recognizes the importance of drinking sufficient amounts of water to maintain the body's health	0	1	0	0	0	0	0	0	1	0.44%
Adopts the behavior of consuming healthy nutrition	1	6	2	0	0	0	0	0	9	3.93%
Adopts avoiding nutrition s that contain large amounts of sugar and fats	0	1	1	0	0	0	0	0	2	0.87%
Total	1	26	5	1	0	0	0	0	33	14.41%

It is evident from Table (6) that the overall relative weight for the domain of nutrition reached 14.41%. The relative weights of the components and concepts ranged between 0.44% and 7.42%. The concept of the "importance of healthy and varied nutrition for the body's health" ranked first with a relative weight of 7.42%, while the concept of the "importance of drinking sufficient amounts of water to maintain the body's health" ranked last with a relative weight of 0.44%.

C. Findings related to the domain of family

Table (7): The relative weight of sexual education concepts and their terminologies in the domain of family according to the units of the guide

Findings	W1	W2	W3	W4	W5	W6	W7	W8	total	Relative weight
	F	F	F	F	F	F	F	F	F	%
Explains the concept of family	0	0	3	0	0	0	0	0	3	1.31%
Understands the importance of family	0	0	2	0	0	0	0	0	2	0.87%
Recognizes the importance of roles and responsibilities within the family	0	0	4	0	0	0	0	0	4	1.75%
Knows the role of parents in guidance	0	0	0	0	0	0	0	0	0	0.00%
Communicates with parents about what happens to them	0	0	0	0	0	0	0	0	0	0.00%
Understands the importance of not stereotyping mothers' and fathers' roles	0	0	0	0	0	0	0	0	0	0.00%
Appreciates the importance of cooperation and respect among family members	0	0	3	0	0	0	0	0	3	1.31%
Expresses feelings and needs to family members	0	0	0	0	0	0	0	0	0	0.00%
Total	0	0	12	0	0	0	0	0	12	5.24%

It is evident from Table (7) that the overall relative weight for the family domain reached 5.24%. The relative weights of the components and concepts ranged between 0.00% and 1.75%. The concept of "recognizing the importance of roles and responsibilities within the family" ranked first with a relative weight of 1.75%. The following concepts ranked last, each with a relative weight of 0.00%:

D. Findings related to the domain of body awareness

Table (8): The relative weight of sexual education concepts and their vocabulary in the domain of body awareness according to the units of the guide

Findings	W1	W2	W3	W4	W5	W6	W7	W8	total	Relative weight
	F	F	F	F	F	F	F	F	F	%
Describes feelings toward their body	0	0	0	0	0	0	0	0	0	0.00%
Understands the uniqueness and individuality of each body	0	0	0	0	0	0	0	0	0	0.00%
Expresses satisfaction with their body	0	0	0	0	0	0	0	0	0	0.00%
Knows the names of body parts and their functions	0	0	0	0	0	0	0	0	0	0.00%
Asks questions about their body parts	0	0	0	0	0	0	0	0	0	0.00%
Compares the shapes of boys' and girls' bodies	0	2	0	0	0	0	0	0	2	0.87%
Knows reliable sources for learning about oneself and the body	0	0	0	0	0	0	0	0	0	0.00%
Describes the differences and similarities between boys and girls	0	2	0	0	0	0	0	0	2	0.87%
Total	0	4	0	0	0	0	0	0	4	1.75%

It is evident from Table (8) that the overall relative weight for the domain of body awareness reached 1.75%. The relative weights of the terms and concepts ranged between 0.00% and 0.87%. The concepts "comparing the shapes of boys' and girls' bodies" and "describing the differences and similarities between boys and girls" ranked first with a relative weight of 0.87%. The following concepts ranked last, each with a relative weight of 0.00%:

E. Findings related to the domain of health and illness

Table (9): The relative weight of sexual education concepts and their vocabulary in the domain of health and illness according to the units of the guide

Findings	W1	W2	W3	W4	W5	W6	W7	W8	total	Relative weight
	F	F	F	F	F	F	F	F	F	%
Does not allow strangers to touch their body	0	0	0	0	0	0	0	0	0	0.00%
Describes the concept of health and illness	0	1	0	0	0	0	0	0	1	0.44%
Infers methods for preventing diseases	0	3	0	0	0	0	0	0	3	1.31%
Knows the importance of disease prevention	0	0	0	0	0	0	0	0	0	0.00%
Understands the importance of informing teachers or parents when feeling tired or ill	0	0	0	0	0	0	0	0	0	0.00%
Knows the importance of rest and healthy eating in recovering from illness	0	0	0	0	0	0	0	0	0	0.00%
Total	0	4	0	0	0	0	0	0	4	1.75%

It is evident from Table (9) that the overall relative weight for the domain of health and illness reached 1.75%. The relative weights of the components and concepts ranged between 0.00% and 1.31%. The concept "inferring methods for preventing diseases" ranked first with a relative weight of 1.31%. The following concepts ranked last, each with a relative weight of 0.00%:

F. Findings Related to the domain of relationships and bullying

Table (10): The relative weight of sexual education concepts and their vocabulary in the domain of relationships and bullying according to the units of the guide

Findings	W1	W2	W3	W4	W5	W6	W7	W8	total	Relative weight
	F	F	F	F	F	F	F	F	F	%
Appreciates the value of friendship	1	1	0	0	0	0	0	0	2	0.87%
Knows the characteristics of a good relationship	1	0	0	0	0	0	0	0	1	0.44%
Shows tolerance in behavior	0	4	1	1	0	1	0	0	7	3.06%
Understands the differences in others	1	3	0	0	0	0	0	0	4	1.75%
Recognizes the meaning of bullying	0	0	0	0	0	1	0	0	1	0.44%
Differentiates between healthy and negative communication	7	14	0	4	3	0	0	0	28	12.23%
Understands the mistakes of violent behavior, bullying, and peer pressure	0	0	0	0	0	0	0	0	0	0.00%
Appreciates the importance of empathy towards others and respecting their feelings and privacy	0	4	0	0	0	0	0	0	4	1.75%
Knows that love involves helping those we care about	0	0	0	0	0	0	0	0	0	0.00%
Expresses love in various ways, such as kind words and participating in activities	5	0	0	0	0	0	0	0	5	2.18%
Total	15	26	1	5	3	2	0	0	52	22.71%

It is evident from Table (10) that the overall relative weight for the domain of relationships and bullying reached 22.71%. The relative weights of the vocabulary and concepts ranged between 0.00% and 12.23%. The concept "differentiates between healthy and negative communication" ranked first with a relative weight of 12.23%. The following concepts ranked last, each with a relative weight of 0.00%:

G. Findings related to the domain of gender roles

Table (11): The relative weight of sexual education concepts and their vocabulary in the domain of gender roles according to the units of the guide

Findings	W1	W2	W3	W4	W5	W6	W7	W8	total	Relative weight
	F	F	F	F	F	F	F	F	F	%
Explains that both genders are equal and that each has important roles in society	0	0	0	0	0	0	0	0	0	0.00%
Pursues interests and hobbies, even if they are not traditionally associated with a specific gender	0	0	0	0	0	0	0	0	0	0.00%
Knows that every individual has unique traits that are not dependent on gender	0	3	0	0	0	0	0	0	3	1.31%
Chooses a role model in their life without considering the person's gender	0	0	1	0	0	0	0	0	1	0.44%
Total	0	3	1	0	0	0	0	0	4	1.75%

It is evident from Table (11) that the overall relative weight for the domain of gender roles reached 1.75%. The relative weights of the vocabulary and concepts ranged between 0.00% and 1.31%. The concept "knows that every individual has unique traits that are not dependent on gender" ranked first with a relative weight of 1.31%. The following concepts ranked last, each with a relative weight of 0.00%:

H. Findings related to the domain of rights

Table (12): The relative weight of sexual education concepts and their vocabulary in the domain of rights according to the units of the guide

Findings	W1	W2	W3	W4	W5	W6	W7	W8	total	Relative weight
	F	F	F	F	F	F	F	F	F	%
Understands that people are equal in rights and opportunities	0	0	0	0	0	0	0	0	0	0.00%
Knows the negative effects of gender discrimination	0	0	0	0	0	0	0	0	0	0.00%
Recognizes their right to seek help if they feel unsafe or if they experience any form of abuse	0	1	0	0	0	1	0	0	2	0.87%
Total	0	1	0	0	0	1	0	0	2	0.87%

It is evident from Table (12) that the overall relative weight for the domain of rights is 0.00%. The relative weights of the vocabulary and concepts ranged between 0.00% and 0.87%. The concept "Recognizes their right to seek help if they feel unsafe or if they experience any form of abuse" ranked first with a relative weight of 0.87%. The following concepts ranked last, each with a relative weight of 0.00%:

I. Findings related to the domain of sexual education

Table (13): The relative weight of sexual education concepts and their vocabulary in the domain of sexual education according to the units of the guide

Findings	W1	W2	W3	W4	W5	W6	W7	W8	total	Relative weight
	F	F	F	F	F	F	F	F	F	%
Understands that reproduction requires a man and a woman	0	1	0	0	0	0	0	0	1	0.44%
Recognizes that some families do not have children	0	0	0	0	0	0	0	0	0	0.00%
Differentiates between adults and children	0	0	0	0	0	0	0	0	0	0.00%
Understands that they will become an adult in the future	0	0	0	0	0	0	0	0	0	0.00%
Infers that the body undergoes natural changes during growth	0	0	2	0	0	0	0	0	2	0.87%
Teacher responds to children's questions about sexual health, considering their age group	0	0	1	0	0	1	0	0	2	0.87%
Total	0	1	3	0	0	1	0	0	5	2.18%

Table (13) shows that the relative weight of the domain of sexual education as a whole was 2.18%, and the relative weights of the individual vocabulary and concepts ranged between 0.00% and 0.87%. The two concepts "Infers that the body undergoes natural changes during growth" and "Teacher responds to children's questions about sexual health, considering their age group" ranked first, with a relative weight of 0.87%. (Recognizes that some families do not have children, differentiates between adults and children, and understands that they will become an adult in the future) ranked last, with a relative weight of 0.00%:

Third: Presentation of findings related to the story

Findings related to the Second Sub-question:

What is the degree of inclusion of sexual education concepts and their terminologies in the story?

To answer this question, frequencies and percentages were used to determine the degree to which sexual education concepts and vocabulary are included in the story. Table (14) shows the relative weights for each domain, according to the variable of the study unit.

Table (14): The relative weight of sexual education concepts and their vocabulary according to the domains and units of the story.

Findings	W1	W2	W3	W4	W5	W6	W7	W8	total	Relative weight
	F	F	F	F	F	F	F	F	F	%
Hygiene	1	0	1	0	0	0	5	8	15	20.83%
Nutrition	0	1	0	0	1	0	1	7	10	13.89%
Family	0	0	6	0	0	0	0	0	6	8.33%
Body awareness	0	0	0	0	0	0	0	9	9	12.50%
Health and illness	0	0	1	0	0	0	4	9	14	19.44%
Relationships and bullying	0	1	0	0	0	0	0	15	16	22.22%
Gender roles (male and female)	0	0	1	0	0	0	0	0	1	1.39%
Rights	0	0	0	0	0	0	0	0	0	0.00%
Sexual education	0	0	1	0	0	0	0	0	1	1.39%
Total	1	2	10	0	1	0	10	48	72	100.00%

Table (14) shows that the relative weight of the story component was 22.93%, and the relative weights of the domains ranged between 0.00% and 22.22%. The domain of relationships and bullying ranked first with a relative weight of 22.22%, followed by the domain of hygiene in second place with a relative weight of 20.83%. The domain of rights ranked last with a relative weight of 0.00%.

Below is a presentation of the findings of the story analysis according to the domains of study and their respective study units, each separately.

A) Findings related to the domain of hygiene

Table (15): The relative weight of sexual education concepts and their terminologies in the domain of hygiene, according to the units of the story.

Findings	W1	W2	W3	W4	W5	W6	W7	W8	total	Relative weight
	F	F	F	F	F	F	F	F	F	%
Recognizes the importance of cleanliness	0	0	1	0	0	0	0	0	1	1.39%
Acknowledging the importance of wearing clean clothes and changing underwear regularly	0	0	0	0	0	0	0	0	0	0.00%
Explains the importance of washing hands appropriately and regularly	0	0	0	0	0	0	2	3	5	6.94%
Highlights the importance of bathing and body hygiene	0	0	0	0	0	0	2	2	4	5.56%
Concludes the importance of maintaining cleanliness in places like school and home, etc.	1	0	0	0	0	0	1	3	5	6.94%
Total	1	0	1	0	0	0	5	8	15	20.83%

Table (15) shows that the overall relative weight of the hygiene domain was 20.83%, and the relative weights of the individual vocabulary and concepts ranged between 0.00% and 6.94%. The two concepts "Explains the importance of washing hands appropriately and regularly" and "Concludes the importance of maintaining cleanliness in places like school and home" ranked first, with a relative weight of 6.94%. The concept "Identifies the importance of wearing clean clothes and changing underwear regularly" ranked last, with a relative weight of 0.00%.

B) Findings related to the domain of nutrition

Table (16): The relative weight of sexual education concepts and their vocabulary in the domain of nutrition, according to the units of the story.

Findings	W1	W2	W3	W4	W5	W6	W7	W8	total	Relative weight
	F	F	F	F	F	F	F	F	F	%
Recognizes the importance of healthy and varied nutrition for body health	0	1	0	0	1	0	0	2	4	5.56%
Concludes the importance of washing vegetables and fruits before eating them	0	0	0	0	0	0	0	0	0	0.00%
Recognizes the importance of drinking sufficient amounts of water to maintain body health	0	0	0	0	0	0	0	0	0	0.00%
Adopts the behavior of eating healthy nutrition	0	0	0	0	0	0	1	3	4	5.56%
Adopts avoiding nutrition s that contain high amounts of sugar and fats	0	0	0	0	0	0	0	2	2	2.78%
Total	0	1	0	0	1	0	1	7	10	13.89%

Table (16) shows that the overall relative weight of the nutrition domain was 13.89%, and the relative weights of the individual components and vocabulary ranged between 0.00% and 5.56%. The two concepts "Recognizes the importance of healthy and varied nutrition for body health" and "Adopts the behavior of eating healthy nutrition " ranked first, with a relative weight of 5.56%. The two concepts "Concludes the importance of washing vegetables and fruits before eating them" and "Recognizes the importance of drinking sufficient amounts of water to maintain body health" ranked last, with a relative weight of 0.00%.

C) Findings related to the domain of family

Table (17): The relative weight of sexual education concepts and their terminologies in the domain of family, according to the units of the story.

Findings	W1	W2	W3	W4	W5	W6	W7	W8	total	Relative weight
	F	F	F	F	F	F	F	F	F	%
Explains the concept of family	0	0	0	0	0	0	0	0	0	0.00%
Recognizes the importance of the family	0	0	0	0	0	0	0	0	0	0.00%
Understands the importance of roles and responsibilities within the family	0	0	1	0	0	0	0	0	1	1.39%
Knows the role of parents in guidance	0	0	0	0	0	0	0	0	0	0.00%
Communicates with parents about what is happening with them	0	0	0	0	0	0	0	0	0	0.00%
Understands the importance of not stereotyping the roles of mothers and fathers	0	0	0	0	0	0	0	0	0	0.00%
Appreciates the importance of cooperation and respect among family members	0	0	4	0	0	0	0	0	4	5.56%
Expresses feelings and needs to family members	0	0	1	0	0	0	0	0	1	1.39%
Total	0	0	6	0	0	0	0	0	6	8.33%

Table (17) shows that the overall relative weight of the family domain was 8.33%, and the relative weights of the individual components and concepts ranged between 0.00% and 5.56%. The concept "Appreciates the importance of cooperation and respect among family members" ranked first with a relative weight of 5.56%. The following concepts ranked last, with a relative weight of 0.00%: "Explains the concept of family," "Recognizes the importance of the family," "Knows the role of parents in guidance," "Communicates with parents about what is happening with them," and "Understands the importance of not stereotyping the roles of mothers and fathers."

D) Findings related to the domain of body awareness

Table (18): The relative weight of sexual education concepts and their vocabulary in the domain of body awareness, according to the units of the story.

Findings	W1	W2	W3	W4	W5	W6	W7	W8	total	Relative weight
	F	F	F	F	F	F	F	F	F	%
Describes their feelings about their body	0	0	0	0	0	0	0	2	2	2.78%
Recognizes the uniqueness and individuality of each body	0	0	0	0	0	0	0	1	1	1.39%
Expresses satisfaction with their body	0	0	0	0	0	0	0	0	0	0.00%
Knows the names and functions of body parts	0	0	0	0	0	0	0	6	6	8.33%
Asks questions about their body parts	0	0	0	0	0	0	0	0	0	0.00%
Compares the shapes of boys' and girls' bodies	0	0	0	0	0	0	0	0	0	0.00%
Identifies reliable sources for learning about oneself and the body	0	0	0	0	0	0	0	0	0	0.00%
Describes the differences and similarities between boys and girls	0	0	0	0	0	0	0	0	0	0.00%
Total	0	0	0	0	0	0	0	9	9	12.50%

Table (18) shows that the overall relative weight of the body awareness domain was 12.50%, and the relative weights of the individual components and concepts ranged between 0.00% and 8.33%. The concept "knows the names and functions of body parts" ranked first with a relative weight of 8.33%. The following concepts ranked last, with a relative weight of 0.00%: "Expresses satisfaction with their body," "Asks questions about their body parts," "Compares the shapes of boys' and girls' bodies," "Identifies reliable sources for learning about oneself and the body," and "Describes the differences and similarities between boys and girls."

E) Finding related to health and illness domain

Table (19): The relative weight of sexual education concepts and their vocabulary in the domain of health and illness, according to the units of the story.

Findings	W1	W2	W3	W4	W5	W6	W7	W8	total	Relative weight
	F	F	F	F	F	F	F	F	F	%
Does not allow strangers to touch their body	0	0	0	0	0	0	0	0	0	0.00%
Describes the concept of health and illness	0	0	1	0	0	0	0	2	3	4.17%
Concludes ways to prevent diseases	0	0	0	0	0	0	1	5	6	8.33%
Recognizes the importance of disease prevention	0	0	0	0	0	0	1	1	2	2.78%
Understands the importance of informing teachers or parents when feeling tired or ill	0	0	0	0	0	0	0	0	0	0.00%
Knows the importance of rest and healthy eating in recovering from illness	0	0	0	0	0	0	2	1	3	4.17%
Total	0	0	1	0	0	0	4	9	14	19.44%

Table (19) shows that the overall relative weight of the health and illness domain was 19.44%, and the relative weights of the individual components and vocabulary ranged between 0.00% and 8.33%. The concept "Concludes ways to prevent diseases" ranked first with a relative weight of 8.33%. The following concepts ranked last, with a relative weight of 0.00%: "Does not allow strangers to touch their body" and "Understands the importance of informing teachers or parents when feeling tired or ill."

F) Findings related to relationships and bullying domain

Table (20): The relative weight of sexual education concepts and their vocabulary in the domain of relationships and bullying, according to the units of the story guide.

Findings	W1	W2	W3	W4	W5	W6	W7	W8	total	Relative weight
	F	F	F	F	F	F	F	F	F	%
Appreciates the value of friendship	0	1	0	0	0	0	0	0	1	1.39%
Knows the characteristics of a good relationship	0	0	0	0	0	0	0	2	2	2.78%
Shows tolerance in behavior	0	0	0	0	0	0	0	0	0	0.00%
Understands others' differences	0	0	0	0	0	0	0	0	0	0.00%
Recognizes the meaning of bullying	0	0	0	0	0	0	0	0	0	0.00%
Differentiates between healthy and unhealthy communication	0	0	0	0	0	0	0	4	4	5.56%
Understands the mistakes in behavior based on violence, bullying, and peer pressure	0	0	0	0	0	0	0	0	0	0.00%
Appreciates the importance of empathy, respecting others' feelings, and privacy	0	0	0	0	0	0	0	4	4	5.56%
Knows that love involves helping those we care about	0	0	0	0	0	0	0	1	1	1.39%
Expresses love in various ways, including kind words and sharing activities	0	0	0	0	0	0	0	4	4	5.56%
Total	0	1	0	0	0	0	0	15	16	22.22%

Table (20) shows that the overall relative weight of the relationships and bullying domain was 22.22%, and the relative weights of the individual components and concepts ranged between 0.00% and 5.56%. The concepts "Differentiates between healthy and unhealthy communication," "Appreciates the importance of empathy, respecting others' feelings, and privacy," and "Expresses love in various ways, including kind words and sharing activities" ranked first, with a relative weight of 5.56%. The following concepts ranked last, with a relative weight of 0.00%: "Shows tolerance in behavior," "Understands others' differences," "Recognizes the meaning of bullying," and "Understands the mistakes in behavior based on violence, bullying, and peer pressure."

G) Findings related to gender roles (males and females) domain

Table (21) Relative weight of sex education concepts and their terminologies in the domain of gender roles (male and female) according to story units

Findings	W1	W2	W3	W4	W5	W6	W7	W8	total	Relative weight
	F	F	F	F	F	F	F	F	F	%
Explains that both genders are equal and each has important roles in society	0	0	1	0	0	0	0	0	1	1.39%
Pursues interests and hobbies, even if they are non-traditional and associated with a specific gender	0	0	0	0	0	0	0	0	0	0.00%
Knows that each person has unique qualities that are not dependent on their gender	0	0	0	0	0	0	0	0	0	0.00%
Chooses a role model in their life without considering the person's gender	0	0	0	0	0	0	0	0	0	0.00%
Total	0	0	1	0	0	0	0	0	1	1.39%

Table (21) shows that the overall relative weight of the gender roles (males and females) domain was 1.39%, and the relative weights of the individual components and vocabulary ranged between 0.00% and 1.39%. The concept "Explains that both genders are equal and each has important roles in society" ranked first with a relative weight of 1.39%. The following concepts ranked last, with a relative weight of 0.00%: "Pursues interests and hobbies, even if they are non-traditional and associated with a specific gender," "Knows that each person has unique qualities that are not dependent on their gender," and "Chooses a role model in their life without considering the person's gender."

H) Findings related to rights domain

Table (22): The relative weight of sexual education concepts and their vocabulary in the domain of rights, according to the units of the story.

Findings	W1	W2	W3	W4	W5	W6	W7	W8	total	Relative weight
	F	F	F	F	F	F	F	F	F	%
Understands that people are equal in rights and opportunities	0	0	0	0	0	0	0	0	0	0
Knows the negative effects of gender discrimination	0	0	0	0	0	0	0	0	0	0
Recognizes their right to seek help if they feel unsafe or are subjected to any form of abuse	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Table (22) shows that the overall relative weight of the rights domain was 0.00%, and the relative weights of all the individual vocabulary and concepts were also 0.00%.

D) Findings related to sexual education domain

Table (23): The relative weight of sexual education concepts and their vocabulary in the domain of sexual education, according to the units of the story.

Findings	W1	W2	W3	W4	W5	W6	W7	W8	total	Relative weight
	F	F	F	F	F	F	F	F	F	%
Understands that reproduction requires a man and a woman.	0	0	0	0	0	0	0	0	0	0.00%
Aware that some families do not have children.	0	0	0	0	0	0	0	0	0	0.00%
Distinguishes between adults and children.	0	0	0	0	0	0	0	0	0	0.00%
Realizes that they will become an adult in a few years.	0	0	0	0	0	0	0	0	0	0.00%
Infers that the body undergoes natural changes during growth.	0	0	1	0	0	0	0	0	1	1.39%
The teacher responds to children's questions about sexual health, considering their age group.	0	0	0	0	0	0	0	0	0	0.00%
Total	0	0	1	0	0	0	0	0	1	1.39%

Table (23) shows that the overall relative weight of the sexual education domain was 1.39%, and the relative weights of the individual components and vocabulary ranged between 0.00% and 1.39%. The concept "Infers that the body undergoes natural changes during growth" ranked first with a relative weight of 1.39%. The following concepts ranked last, with a relative weight of 0.00%: "Understands that reproduction requires a man and a woman," "Aware that some families do not have children," "Distinguishes between adults and children," "Realizes that they will become an adult a few years," and "The teacher answers children's questions about sexual health, considering their age group."

Fourth: Presentation findings related to the workbook

Findings related to sub- question three:

What is the degree of inclusion of sexual education concepts and vocabulary in the workbook?

To answer this question, frequencies and percentages were used to determine the degree of inclusion of sexual education concepts and vocabulary in the workbook. Table (24) shows the relative weights for each domain, according to the variable of the study unit.

Table (24) Relative weight according to study domains and workbook units

Domain	W1	W2	W3	W4	W5	W6	W7	W8	total	Relative weight
	F	F	F	F	F	F	F	F	F	%
Hygiene	0	0	0	0	0	0	0	0	0	0.00%
Nutrition	0	2	0	0	0	0	0	0	2	15.38%
Family	0	0	4	4	0	0	0	0	8	61.54%
Body awareness	0	0	0	0	0	0	0	0	0	0.00%
Health and illness	0	0	0	0	0	0	0	0	0	0.00%
Relationships and bullying	0	0	0	0	0	0	0	0	0	0.00%
Gender roles (male and female)	0	0	0	0	0	0	0	0	0	0.00%
Rights	0	0	1	0	0	0	0	0	1	7.69%
Sexual education	0	0	2	0	0	0	0	0	2	15.38%
Total	0	2	7	4	0	0	0	0	13	100.00%

It is evident from Table (24) that the family domain ranked first with a relative weight of 61.54%. The nutrition and sexual education domains ranked second with a relative weight of 15.38%, followed by the rights domain in third place with a relative weight of 7.69%. The remaining domains ranked last with a relative weight of 0.00%. Below is a presentation of the workbook analysis findings, according to study domains and their respective units individually.

A. Findings related to the hygiene domain

Table (25) Relative weight of sexual education concepts and their terminologies in the hygiene domain, according to workbook units

Findings	W1	W2	W3	W4	W5	W6	W7	W8	total	Relative weight
	F	F	F	F	F	F	F	F	F	%
Recognizes the importance of cleanliness	0	0	0	0	0	0	0	0	0	0
Acknowledging the importance of wearing clean clothes and changing underwear regularly	0	0	0	0	0	0	0	0	0	0
Explains the importance of washing hands appropriately and regularly	0	0	0	0	0	0	0	0	0	0
Highlights the importance of bathing and body hygiene	0	0	0	0	0	0	0	0	0	0
Concludes the importance of maintaining cleanliness in places like school and home, etc.	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

It is evident from Table (25) that the relative weight of the hygiene domain as a whole was 0.00%, and the relative weights of all concepts and vocabulary within this domain were also 0.00%.

B. Findings related to the nutrition domain

Table (26) Relative weight of sexual education concepts and their vocabulary in the nutrition domain, according to workbook units

Findings	W1	W2	W3	W4	W5	W6	W7	W8	total	Relative weight
	F	F	F	F	F	F	F	F	F	%
Recognizes the importance of healthy and varied nutrition for body health	0	1	0	0	0	0	0	0	1	7.69%
Concludes the importance of washing vegetables and fruits before eating them	0	0	0	0	0	0	0	0	0	0.00%
Recognizes the importance of drinking sufficient amounts of water to maintain body health	0	0	0	0	0	0	0	0	0	0.00%
Adopts the behavior of eating healthy nutrition	0	0	0	0	0	0	0	0	0	0.00%
Adopts avoiding nutrition s that contain high amounts of sugar and fats	0	1	0	0	0	0	0	0	1	7.69%
Total	0	2	0	0	0	0	0	0	2	0

It is evident from Table (26) that the relative weight of the nutrition domain as a whole was 15.38%, and the relative weights of the concepts and vocabulary ranged between 0.00% and 7.69%. The concepts "Recognizes the importance of healthy and varied nutrition for body health" and "Adopts the behavior of eating healthy nutrition " ranked first with a relative weight of 7.56%. The concepts " Concludes the importance of washing vegetables and fruits before eating them," "Recognizes the importance of drinking sufficient amounts of water to maintain body health," and "Adopts the behavior of eating healthy nutrition " ranked last with a relative weight of 0.00%.

C. Findings related to the Family domain

Table (27) Relative weight of sexual education concepts and their vocabulary in the family domain, according to workbook units

Findings	W1	W2	W3	W4	W5	W6	W7	W8	total	Relative weight
	F	F	F	F	F	F	F	F	F	%
Explains the concept of family	0	0	2	2	0	0	0	0	4	30.77%
Recognizes the importance of the family	0	0	0	0	0	0	0	0	0	0.00%
Understands the importance of roles and responsibilities within the family	0	0	0	0	0	0	0	0	0	0.00%
Knows the role of parents in guidance	0	0	0	0	0	0	0	0	0	0.00%
Communicates with parents about what is happening with them	0	0	0	0	0	0	0	0	0	0.00%
Understands the importance of not stereotyping the roles of mothers and fathers	0	0	0	0	0	0	0	0	0	0.00%
Appreciates the importance of cooperation and respect among family members	0	0	2	2	0	0	0	0	4	30.77%
Expresses feelings and needs to family members	0	0	0	0	0	0	0	0	0	0.00%
Total	0	0	4	4	0	0	0	0	8	61.54%

It is evident from Table (27) that the relative weight of the family domain as a whole was 61.54%, and the relative weights of the concepts and vocabulary ranged between 0.00% and 30.77%. The concepts "Explains the concept of family" and "Appreciates the importance of cooperation and respect among family members" ranked first with a relative weight of 30.77%. The concepts "Recognizes the importance of family," "Understands the importance of roles and responsibilities within the family," "Knows the role of parents in guidance," "Communicates with parents about what is happening with them" "Recognizes the importance of not stereotyping the roles of mothers and fathers," and "Expresses feelings and needs to family members" ranked last with a relative weight of 0.00%.

D. Findings related to the Body awareness domain

Table (28) Relative weight of sexual education concepts and their vocabulary in the body awareness domain, according to story units

Findings	W1	W2	W3	W4	W5	W6	W7	W8	total	Relative weight
	F	F	F	F	F	F	F	F	F	%
Describes their feelings about their body	0	0	0	0	0	0	0	0	0	0
Recognizes the uniqueness and individuality of each body	0	0	0	0	0	0	0	0	0	0
Expresses satisfaction with their body	0	0	0	0	0	0	0	0	0	0
Knows the names and functions of body parts	0	0	0	0	0	0	0	0	0	0
Asks questions about their body parts	0	0	0	0	0	0	0	0	0	0
Compares the shapes of boys' and girls' bodies	0	0	0	0	0	0	0	0	0	0
Identifies reliable sources for learning about oneself and the body	0	0	0	0	0	0	0	0	0	0
Describes the differences and similarities between boys and girls	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

It is evident from Table (28) that the relative weight of the body awareness domain as a whole was 0.00%, and the relative weights of all concepts and vocabulary within this domain were also 0.00%.

E. Findings related to the health and illness domain

Table (29) Relative weight of sexual education concepts and their vocabulary in the health and illness domain, according to workbook units

Findings	W1	W2	W3	W4	W5	W6	W7	W8	total	Relative weight
	F	F	F	F	F	F	F	F	F	%
Does not allow strangers to touch their body	0	0	0	0	0	0	0	0	0	0
Describes the concept of health and illness	0	0	0	0	0	0	0	0	0	0
Concludes ways to prevent diseases	0	0	0	0	0	0	0	0	0	0
Recognizes the importance of disease prevention	0	0	0	0	0	0	0	0	0	0
Understands the importance of informing teachers or parents when feeling tired or ill	0	0	0	0	0	0	0	0	0	0
Knows the importance of rest and healthy eating in recovering from illness	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

It is evident from Table (29) that the relative weight of the health and illness domain as a whole was 0.00%, and the relative weights of all concepts and vocabulary within this domain were also 0.00%.

F. Findings related to the relationships and bullying domain

Table (30) Relative weight of sexual education concepts and their vocabulary in the relationships and bullying domain, according to workbook units

Findings	W1	W2	W3	W4	W5	W6	W7	W8	total	Relative weight
	F	F	F	F	F	F	F	F	F	%
Appreciates the value of friendship	0	0	0	0	0	0	0	0	0	0
Knows the characteristics of a good relationship	0	0	0	0	0	0	0	0	0	0
Shows tolerance in behavior	0	0	0	0	0	0	0	0	0	0
Understands others' differences	0	0	0	0	0	0	0	0	0	0
Recognizes the meaning of bullying	0	0	0	0	0	0	0	0	0	0
Differentiates between healthy and unhealthy communication	0	0	0	0	0	0	0	0	0	0
Understands the mistakes in behavior based on violence, bullying, and peer pressure	0	0	0	0	0	0	0	0	0	0
Appreciates the importance of empathy, respecting others' feelings, and privacy	0	0	0	0	0	0	0	0	0	0
Knows that love involves helping those we care about	0	0	0	0	0	0	0	0	0	0
Expresses love in various ways, including kind words and sharing activities	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

It is evident from Table (30) that the relative weight of the relationships and bullying domain as a whole was 0.00%, and the relative weights of all concepts and vocabulary within this domain were also 0.00%.

G. Findings related to gender roles (males and females) domain

Table (31) Relative weight of sexual education concepts and their vocabulary in the Gender Roles (Males and Females) domain, according to workbook units

Findings	W1	W2	W3	W4	W5	W6	W7	W8	total	Relative weight
	F	F	F	F	F	F	F	F	F	%
Explains that both genders are equal and each has important roles in society	0	0	0	0	0	0	0	0	0	0
Pursues interests and hobbies, even if they are non-traditional and associated with a specific gender	0	0	0	0	0	0	0	0	0	0
Knows that each person has unique qualities that are not dependent on their gender	0	0	0	0	0	0	0	0	0	0
Chooses a role model in their life without considering the person's gender	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

It is evident from Table (31) that the relative weight of gender roles (males and females) domain as a whole was 0.00%, and the relative weights of all concepts and vocabulary within this domain were also 0.00%.

H. Findings related to the rights domain

Table (32) Relative weight of sexual education concepts and their vocabulary in the rights domain, according to workbook units

Findings	W1	W2	W3	W4	W5	W6	W7	W8	total	Relative weight
	F	F	F	F	F	F	F	F	F	%
Understands that people are equal in rights and opportunities	0	0	1	0	0	0	0	0	1	7.69%
Knows the negative impacts of gender discrimination	0	0	0	0	0	0	0	0	0	0.00%
Recognizes their right to seek help if they feel unsafe or are subjected to any form of abuse	0	0	0	0	0	0	0	0	0	0.00%
Total	0	0	1	0	0	0	0	0	1	7.69%

It is evident from Table (32) that the relative weight of the Rights domain as a whole was 7.69%, and the relative weights of the concepts and vocabulary ranged between 0.00% and 7.69%. The concept "Understands that people are equal in rights and opportunities" ranked first with a relative weight of 7.69%. The concepts "Knows the

negative impacts of gender discrimination" and " Recognizes their right to seek help if they feel unsafe or are subjected to any form of abuse" ranked last with a relative weight of 0.00%.

I. Findings related to the sexual education domain

Table (33) Relative weight of sexual education concepts and vocabulary in the sexual education domain, according to workbook units

Findings	W1	W2	W3	W4	W5	W6	W7	W8	total	Relative weight
	F	F	F	F	F	F	F	F	F	%
Understands that reproduction requires a man and a woman	0	0	0	0	0	0	0	0	0	0.00%
Aware that some families do not have children	0	0	0	0	0	0	0	0	0	0.00%
Distinguishes between adults and children	0	0	1	0	0	0	0	0	1	7.69%
Realizes that they will become an adult in a few years	0	0	1	0	0	0	0	0	1	7.69%
Infers that the body undergoes natural changes during growth	0	0	0	0	0	0	0	0	0	0.00%
The teacher responds to children's questions about sexual health, considering their age group	0	0	0	0	0	0	0	0	0	0.00%
Total	0	0	2	0	0	0	0	0	2	15.38%

It is evident from Table (33) that the relative weight of the sexual education domain as a whole was 15.38%, and the relative weights of the concepts and vocabulary ranged between 0.00% and 7.69%. The concepts "Distinguishes between adults and children " and "Realizes that they will become an adult in a few years" ranked first with a relative weight of 7.69%. The concepts "Understands that reproduction requires a man and a woman," "Aware that some families do not have children," "Infers that the body undergoes natural changes during growth," and "The teacher responds to children's questions about sexual health, considering their age group" ranked last with a relative weight of 0.00%.

Chapter Five

Conclusions, Recommendations, and Suggestions

First: Based on the above, the study concluded several findings, the most notable of which are:

- The findings indicate a clear deficiency in integrating direct sexual education concepts into the developmental kindergarten curriculum. The curriculum components, including the specific framework document, general and specific learning outcomes, the practical activities guide for teachers, stories, and cards, did not include outcomes directly linked to sexual education or specific and direct concepts or guidelines addressing this area. This may reflect the absence of systematic guidance for those preparing the general framework document and for the authors of other kindergarten curriculum components to integrate sexual education and enhance the content presented to students in this age group to support their understanding of sexual education concepts and skills.
- The findings of this study highlight not only the need to expand the conceptual frameworks of the curricula but also the importance of reconsidering how direct areas of sexual education are presented to the target group in a way that contributes to building a healthy and appropriate understanding of themselves and others, ensuring their safety and reducing incidents of sexual abuse and harassment.
- The study revealed that the developmental kindergarten curriculum includes limited concepts indirectly related to sexual education, such as general health concepts like personal hygiene and nutrition, which were addressed indirectly and not from a sexual education perspective.
- Some concepts were only presented in specific units, and the analysis of the kindergarten curriculum did not reveal the continuity of any sexual and reproductive health concepts or skills, nor any related attitudes across all curriculum units. This resulted in a failure to develop these concepts, skills, and attitudes, reflecting a deficiency in the curriculum structure, which should support the continuous and comprehensive understanding of health concepts.
- None of the study's findings indicated the existence of support for sexual education in the developmental kindergarten curriculum, confirming a clear gap in the systematic coverage of these essential concepts in early childhood education.

Second: Conclusions

A. Conclusions related to the inclusion of sexual education concepts and vocabulary in the practical activities guide for teachers in Jordan

The findings showed that the inclusion of sexual education concepts in the practical activities guide for teachers in Jordan focused heavily on concepts and vocabulary related to hygiene, relationships, and bullying, which can be considered a response to educational needs in these areas. However, despite the importance of sexual education concepts and vocabulary, their inclusion in the guide was minimal, indicating the need to enhance the focus on this area to improve awareness and understanding among children.

It was also noted that the domains least included in the teacher's guide were body awareness, health and illness, gender roles, and rights. All these domains require greater attention to ensure comprehensive education and coverage of all important aspects.

B. Conclusions related to the inclusion of sexual education concepts and their vocabulary in stories

The findings showed that the stories in the kindergarten curriculum focused significantly on relationships, bullying, hygiene, and health. However, regarding sexual education, despite its importance, the concepts related to it and to gender roles were not significantly included in the stories, which calls for enhancing this aspect.

In the domain of rights, there was a complete absence of this topic in the stories, indicating an urgent need to include this topic to ensure comprehensive education and awareness of children's rights.

C. Conclusions related to the inclusion of sexual education concepts in workbooks

The family domain was the most included in the workbook, indicating a focus on this topic in the educational materials presented in the workbook more than in other subjects.

There was noticeable attention to the domain of nutrition reflected in workbook activities. Regarding sexual education, there was a moderate focus on teaching children sexual education concepts. However, in the domain of rights, little attention was given to this aspect.

Third: Suggestions and recommendations

Based on the study's findings, the following suggestions and recommendations can be made:

1. Creating a matrix of concepts, skills, and values related to reproductive health for the kindergarten stage.
2. Distributing relevant concepts, skills, and attitudes across all curriculum materials:
 - The special framework document, general and specific learning outcomes for kindergartens (4-6 years).
 - The practical activities guide for teachers.
 - Children's activity workbooks.
 - Stories.
 - Cards.
3. Distributing the educational content to be added according to the sexual education matrix across all units of the kindergarten curriculum to ensure continuous exposure of children to relevant concepts, skills, and values.
4. Include Incorporating value-based content in story texts and illustrations.
5. Include some reproductive health concepts in the songs within the practical activities guide for teachers.
6. Provide professional development programs for kindergarten female teachers to train them on how to introduce sexual education topics and answer children's questions regarding them.
7. Include activities in the teacher's practical activities guide aimed at involving the families and families of students in the sexual education process, through workshops and awareness sessions conducted by trained female teachers according to the proposed sustainable development programs, to ensure continuous education and the delivery of educational messages to all concerned parties.
8. Conduct content analysis studies for curricula across different academic subjects and stages.
9. Develop a comprehensive matrix of reproductive health concepts based on content analysis studies of all curricula to enhance the integration of reproductive health concepts.

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Appendix (1)

Domains, themes, and general outcomes included in the special framework document, and the general and specific learning outcomes for the kindergarten curriculum (4-6 years)

Domain	Theme	Outcome
Religious	The child's faith in Allah includes three outcomes:	<ul style="list-style-type: none"> ▪ Shows awareness of the aspects of Allah's creation. ▪ Forms awareness of the importance of pleasing Allah. ▪ Knows the pillars of Islam.
	The child's faith in the prophet	<ul style="list-style-type: none"> ▪ Shows interest in the biography of the Prophet. ▪ Shows love and appreciation for the life of the prophet. ▪ Develops awareness of the importance of life behaviors mentioned in the Prophet's hadiths.
	The child's faith in the Holy Qur'an	<ul style="list-style-type: none"> ▪ Shows awareness that the Holy Qur'an is the word of Allah. ▪ Forms awareness of the etiquette of dealing with the Holy Qur'an. ▪ Shows an understanding of some of the educational values in the holy verses.
	Islamic ethics and values	<ul style="list-style-type: none"> ▪ Develops awareness of the ethics of the Islamic religion. ▪ Applies some of the morals of the Islamic religion in his/her behavior and dealing with others.
	Acts of worship	<ul style="list-style-type: none"> ▪ Knows the acts of worship performed by a Muslim. ▪ Rejoices in religious holidays
Linguistic	Listening	<ul style="list-style-type: none"> ▪ Listens intently, and develops phonetic awareness of what he hears. ▪ Responds to auditory content; Showing understanding and awareness. ▪ Develops a linguistic and cognitive vocabulary that is appropriate to his cognitive and developmental level, and uses it in different contexts. ▪ Reflects upon the audio text and criticizes it. ▪ Employs listening etiquette and ethics.
	Conversation	<ul style="list-style-type: none"> ▪ Imitates the sounds he heard. ▪ Uses semicolon language to express thoughts and feelings, according to the stages of the speaking process. ▪ Develops the skill of speaking and communicating with others; taking into account the intellectual, linguistic, and vocal aspects, and good performance. ▪ Participates in the conversation with others; taking into account etiquette
	Reading readiness	<ul style="list-style-type: none"> ▪ Develops awareness of printed materials in Arabic. ▪ Shows reading readiness for pre-reading skills. ▪ Forms phonological awareness of reading material. ▪ Possess fluency reading skills. ▪ Develops awareness of the content and ideas of the text. ▪ Develops awareness of syntactic semantics, textual structure, and style. ▪ Acquires vocabulary and identifies words contained in the reading material. ▪ Develops ability to understand the characteristics of language. ▪ Shows readiness for the pre-writing stage.
	Writing	<ul style="list-style-type: none"> ▪ Creates written work; According to the stages of the writing process (planning, production, review, publishing). ▪ Writes what is dictated to him correctly. ▪ Follows the rules of Arabic calligraphy in writing.

Emotional	Self-component	<ul style="list-style-type: none"> ▪ Develops self-awareness regarding his existing competencies.
	Self-control and regulation	<ul style="list-style-type: none"> ▪ Shows the ability to control his behavior. ▪ Shows the ability to differentiate between feelings and behavior. ▪ Shows an increasing ability to reduce the intensity of his emotions more consistently, with the need for guidance from the teacher at times.
	Self-sufficiency and independence	<ul style="list-style-type: none"> ▪ Shows self-sufficiency and independence appropriate for his age. ▪ Shows positive self-esteem.
	Social interactions	<ul style="list-style-type: none"> ▪ Builds social relationships with his peers. ▪ Builds social relationships with adults.
Cognitive	Mental processes	<ul style="list-style-type: none"> ▪ Shows the ability to distinguish between objects; using science processes and employing them to build scientific knowledge. ▪ Shows visual awareness of the visual stimuli around him. ▪ Shows auditory awareness of the auditory stimuli around him. ▪ Shows the ability to distinguish between directions. ▪ Shows the ability to distinguish between shapes and their backgrounds. ▪ Shows the ability to remember some of the information he learns and apply it.
	Mental processes (thinking skills)	<ul style="list-style-type: none"> ▪ Develops the ability to plan and implement work. ▪ Develops the ability to correct his work by himself.
	Mental processes (problem solving)	<ul style="list-style-type: none"> ▪ Carrying out some structuring and construction works. ▪ Applies problem-solving steps to some mathematical problems.
	Mental processes (understanding and curiosity)	<ul style="list-style-type: none"> ▪ Shows the ability to understand using available information. ▪ Practice curiosity; through scientific investigation.
	Scientific knowledge (biological life science)	<ul style="list-style-type: none"> ▪ Demonstrates an understanding of the relationships between organisms in ecosystems. ▪ Shows an understanding of the life cycle of some organisms. ▪ Knows animals, their characteristics, and their basic needs. ▪ Develops his knowledge related to the plant kingdom. ▪ Develops his knowledge related to some of his body's features.
	Scientific knowledge (environmental setting)	<ul style="list-style-type: none"> ▪ Develops awareness of the concept of weather and the changes associated with it. ▪ Preserves the surrounding environment
	Scientific knowledge (physics)	<ul style="list-style-type: none"> ▪ Recognizes the tangible physical properties of solids, liquids, and gases, and the difference between the natural properties of these materials. ▪ Recognizes some of the properties of matter and the changes that occur to it. ▪ Demonstrates an understanding of the kinetic state of objects and the tangible relationships between them. ▪ Develops an understanding of some of the properties of sound and light
	Scientific knowledge (technological)	<ul style="list-style-type: none"> ▪ Recognizes and uses some modern information technology and communications tools. ▪ Uses software for drawing, designing, and coloring.
	Mathematical knowledge: preparation and processes	<ul style="list-style-type: none"> ▪ Recognizes regular counting. ▪ Practice sensory counting. ▪ Develops his knowledge related to number concepts, and develops his counting skills. ▪ Develops his knowledge and skills related to the concept of elements and groups. ▪ Develops an understanding of the meaning of simple arithmetic operations. ▪ The focus of mathematical knowledge (patterns). ▪ It forms numerical and non-numerical patterns in different contexts.

	Mathematical knowledge (measurement)	<ul style="list-style-type: none"> ▪ Uses different tools and methods to determine measurement. ▪ Develops knowledge related to the concept of measurement. ▪ Develops his skills related to the concept of measurement.
	Mathematical knowledge (engineering and holistic sense)	<ul style="list-style-type: none"> ▪ Knows the basic concepts of engineering. ▪ Recognizes the concept of engineering shape in two dimensions. ▪ Classifies objects according to shape (two-dimensional and three-dimensional).
	Mathematical knowledge (statistics)	<ul style="list-style-type: none"> ▪ Develops his ability to perform physical operations.
	Social and national knowledge (people, families, nations)	<ul style="list-style-type: none"> ▪ Understands the concept of the family, its components, and its homes. ▪ Develops knowledge related to the diversity that exists among people, and develops his abilities to tolerate it.
	Social and national knowledge (economics and work)	<ul style="list-style-type: none"> ▪ Develops his skills related to professions and work. ▪ Develops knowledge related to the concepts of abundance and scarcity. ▪ Develops knowledge related to the concepts of buying and selling.
	Social and national knowledge (events and times)	<ul style="list-style-type: none"> ▪ Develops awareness of the sequence of events. ▪ Uses language that matches the time of the verb or event
	Social and national knowledge (place and geography)	<ul style="list-style-type: none"> ▪ Develops knowledge related to the concepts of place and geography.
Physical and Health	Gross motor skills	<ul style="list-style-type: none"> ▪ Shows great consistency and balance. ▪ Shows awareness of his body and his motor abilities. ▪ Demonstrates balance, control, and visual-motor coordination.
	Fine motor skills	<ul style="list-style-type: none"> ▪ Performs tasks; Using hands and fingers. ▪ Develops the level of visual-motor coordination of his hand muscles. ▪ Develops skills in using writing, drawing, and nutrition tools.
	Health and personal hygiene	<ul style="list-style-type: none"> ▪ Follows good health habits. ▪ Follows healthy nutritional behaviors.
	Personal safety skills	<ul style="list-style-type: none"> ▪ Applies general rules of personal safety and security. ▪ Protects himself from dangers.
Artistic and Aesthetic Experiences	Arts and drawing	
	Music	
	Drama	
English Language		

Appendix (2)

Content Analysis Toll

Domain	Outcome	Unit No.	Repetition
Hygiene	Recognizes the importance of cleanliness		
	Acknowledging the importance of wearing clean clothes and changing underwear regularly		
	Explains the importance of washing hands appropriately and regularly		
	Highlights the importance of bathing and body hygiene		
	Concludes the importance of maintaining cleanliness in places like school and home, etc		
Nutrition	Recognizes the importance of healthy and varied nutrition for body health		
	Concludes the importance of washing vegetables and fruits before eating them		
	Recognizes the importance of drinking sufficient amounts of water to maintain body health		
	Adopts the behavior of eating healthy nutrition		
	Adopts avoiding nutrition s that contain high amounts of sugar and fats		
Family	Explains the concept of family		
	Recognizes the importance of the family		
	Understands the importance of roles and responsibilities within the family		
	Knows the role of parents in guidance		
	Communicates with parents about what is happening with them		
	Understands the importance of not stereotyping the roles of mothers and fathers		
	Appreciates the importance of cooperation and respect among family members		
	Expresses feelings and needs to family members		
Body Awareness	Describes their feelings about their body		
	Recognizes the uniqueness and individuality of each body		
	Expresses satisfaction with their body		
	Knows the names and functions of body parts		
	Asks questions about their body parts		
	Compares the shapes of boys' and girls' bodies		
	Identifies reliable sources for learning about oneself and the body		
	Describes the differences and similarities between boys and girls		


Domain	Outcome	Unit No.	Repetition
Health and illness	Does not allow strangers to touch their body		
	Describes the concept of health and illness		
	Concludes ways to prevent diseases		
	Recognizes the importance of disease prevention.		
	Understands the importance of informing teachers or parents when feeling tired or ill		
	Knows the importance of rest and healthy eating in recovering from illness		
Relationships and bullying	Appreciates the value of friendship		
	Knows the characteristics of a good relationship		
	Shows tolerance in behavior		
	Understands others' differences		
	Recognizes the meaning of bullying		
	Differentiates between healthy and unhealthy communication		
	Understands the mistakes in behavior based on violence, bullying, and peer pressure		
	Appreciates the importance of empathy, respecting others' feelings, and privacy		
	Knows that love involves helping those we care about		
Expresses love in various ways, including kind words and sharing activities			
Gender roles (males and females)	Explains that both genders are equal and each has important roles in society		
	Pursues interests and hobbies, even if they are non-traditional and associated with a specific gender		
	Knows that each person has unique qualities that are not dependent on their gender		
	Chooses a role model in their life without considering the person's gender		
Rights	Understands that people are equal in rights and opportunities		
	Knows the negative impacts of gender discrimination		
	Recognizes their right to seek help if they feel unsafe or are subjected to any form of abuse.		
Sexual education	Understands that reproduction requires a man and a woman		
	Aware that some families do not have children		
	Distinguishes between adults and children		
	Realizes that they will become an adult in a few years.		
	Infers that the body undergoes natural changes during growth		
	The teacher responds to children's questions about sexual health, considering their age group		

Share-Net Jordan

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