



Health and Sex Education

Aims

In the subjects of Health and Sex Education, students must develop skills to promote health and well-being based on democracy and rights in the student's immediate environment.

Anthroposophical pedagogy is based on the fact that during grades 0 to 9, students get to know themselves and others physically, emotionally and psychologically, so that through self-awareness and teaching they gain knowledge and skills to manage health, well-being and sexuality.

In order to grow, thrive and receive learning, it is important that all parts of the person are developed. Therefore, there is a lot of focus on the individual child and the whole community around the students' well-being.

At all class levels, topics are taken up that are relevant at the various stages of development so that the children are thereby introduced to various tools and guidelines that can promote self-awareness and well-being.

In the event of poor well-being, be it physical, emotional, social or psychological, the individual and the entire community are always taken care of.

The subject of Health and Sex Education is included in the teaching of the school's compulsory subjects. This integration in the subjects supports the interdisciplinary focus, which is particularly characteristic of the subject. There are a number of academic interfaces between Health and Sex Education and the compulsory subjects which are put into play, e.g. about health and nutrition via the subjects of Food Science and organic Chemistry in the Class 7.

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Objectives and Final Goals of the Subject

Health and Well-being (HW)

The students must gain an understanding of the importance that lifestyle and living conditions have for health and well-being, including the promotion of health and well-being based on democracy and rights in a societal perspective.

Gender, Body and Sexuality (GBS)

The students must have an eye for and be able to analyze diversity in relation to body and gender based on their own lives and be able to assess norms and rights for body, gender and sexuality in a societal perspective.

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Development of the Subject		
Content and Focus	Objectives	Final Goals
<p>Class 1 to 3 In the younger classes, topics about the body, health, nutrition and well-being are taken up in the main lesson classes. The topics are taken up in relation to the children's own everyday life at home and at school.</p> <p>There are discussions of packed lunches and healthy food in the meal break. The children are allowed to tell about their family and about joys and sorrows. By listening to each other, the children also gain a greater understanding of the differences in the social, psychological and physical environment of different families.</p> <p>In Class 3, comparisons are made with the health and well-being of the past time periods in relation to their own lives. Since some students at the age of 9 1/2 can experience a difficult time (see under rubicon), the teacher has the opportunity to show that someone who is having a hard time can be taken into account and work can still be done to overcome sadness that takes</p>	<p>Health and Well-being (HW) and Gender, Body and Sexuality (GBS)</p>	<p>The teaching gives the student the opportunity to:</p> <ul style="list-style-type: none"> • talk about what promotes health and well-being in one's own life • express own boundaries and have knowledge of other people's personal boundaries • know about and talk about recommendations for diet, movement, sleep and hygiene • have knowledge of the fundamental rights of children in Denmark • have knowledge of emotions and be able to describe emotional reactions <p>The teaching gives the student the opportunity to:</p> <ul style="list-style-type: none"> • discuss diversity in relation to body and gender based on own life • converse and have knowledge about the differences of bodies • have knowledge about gender roles • have knowledge of and be able to compare family forms - without prejudice



<p>place when children struggle. In addition, the school is in close collaboration with the health nurse.</p> <p>Class 4 In addition to relevant topics still being taken up for debate, students go on a discovery of their own body both its physical ability and its endurance. Breathing is listened to and pulse is measured, and here students also compare their classmate's mutual differences.</p> <p>This requires that they trust each other and understand each other's differences. Here students often get into the health of the body, and what they themselves can do to become healthier and be happy, both with their bodies and for each other.</p>		
<p>Class 5 and 6 As the girls at this age begin to menstruate, care is taken here to ensure that they know what this means for themselves and others. Depending on what the class is like, this can be taken up in class as a whole or it can be taken up in groups or individually. The health nurse is involved in this process providing information.</p>	<p>Health and Well-being (HW) and Gender, Body and Sexuality (GBS)</p>	<p>The teaching gives the student the opportunity to:</p> <ul style="list-style-type: none"> ● promote health and well-being at school ● assess what promotes health and well-being at school ● respect own and others' personal boundaries ● assess the importance of good friendships ● describe how health is affected by living conditions ● explain how the environment affects health



<p>Other current topics within the area will also be taken care of in the same way. The children can be very shy at this age, and this is taken into account. There can thus not be a set target for these stages in age as they can be at very different places in their development.</p> <p>Subjects and topics that interest the children will, of course, be taken up. There will also be close cooperation with the parents.</p> <p>Sex education: In Class 5 and 6, individual topics are covered. Discussions can be held individually, in groups or possibly with the whole class. The central areas of knowledge are:</p> <ul style="list-style-type: none">• Human structure• Difference in male and female sexuality, physical and psychological• Reproduction• Venereal diseases• Birth control• Puberty• The girl/boy problem• Love and sexuality <p>It is at these age levels that many students really open their eyes to the outside world, and its many "new" possibilities must be explored and tested. In these years, old "boundaries" and norms stand for decline in</p>		<ul style="list-style-type: none">• have knowledge of what promotes health and well-being• have knowledge of and be able to analyze norms and ideals for health• have knowledge of the interaction between health, well-being and living conditions• have knowledge about bullying and well-being• have knowledge of the importance of relationships for health and well-being <p>The teaching gives the student the opportunity to:</p> <ul style="list-style-type: none">• discuss options for action if a child's right to protection is violated• discuss the importance of puberty for identity and relationships• have knowledge of and be able to discuss how norms for gender and the body can affect children and young people• have knowledge of children's right to protection against physical, psychological and digital abuse• have knowledge of physical and psychological changes during puberty• have knowledge about sexuality• have knowledge of and describe sexual diversity• have knowledge of and explain reproduction
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<p>the young people's beginning search for belonging and identity. An actual education in sexuality and the problems of young people is still too early to start. Most people have not yet reached a spiritual maturity and experience to be able to participate in conversations about such questions on their own, just as there is often a very large difference in maturity and development.</p> <p>At the end of Class 5, teachers may arrange a weekend trip in collaboration with the parents in the class. For example, fathers make a trip for the boys and the mothers make a trip for the girls. Here, it will be possible for the students to experience how the adult world can unfold. Not only through one's own parents, but also other adults can be role models for the children who are now leaving childhood to enter the ranks of youth to become teenagers. What does it mean to be a man and what does it mean to be a woman, the children experience in the company of the many adults, without intellectual explanations etc.</p>		
<p>Class 7 In Class 7, sexuality and reproduction are dealt with under the subject of Biology, where the internal organs of the human being are examined.</p>	<p>Health and Well-being (HW) and Gender, Body and Sexuality (GBS)</p>	<p>Skill objectives: The teaching gives the student the opportunity to:</p> <ul style="list-style-type: none"> • assess health factors in relation to one's own life



<p>Topics such as puberty, boy/girl problems, love - attraction between the sexes, sexually transmitted diseases, contraception are taken up, and topics that live among the students are taken up. A question box for students' anonymous questions is provided.</p> <p>There is a close collaboration with the health nurse, who takes part in teaching about sexuality.</p> <p>There is also work in the area of body, gender and sexuality with a special process, which is described in the following:</p> <p>The unique person – the path of the heart:</p> <ul style="list-style-type: none">● Review of puberty and transition rituals and rites from other religions and natural people● Interview of parents about their own experiences as a teenager● Puberty and the teenager today● Stereotyped perceptions of today's teenager● Communication, cooperation and relationships● Review of the female and male fertility cycle● When does life begin?		<ul style="list-style-type: none">● discuss inequality in health from a societal perspective● discuss how abuse of children and young people can be prevented● assess emotional dilemmas in relationships● develop action strategies that prevent disease and promote health● use strategies that promote well-being and health in working with the physical, psychological and social environment● analyze the role of communication for health, well-being and sexuality <p>Objectives: The teaching gives the student the opportunity to:</p> <ul style="list-style-type: none">● have knowledge about the importance of emotions and relationships for health, well-being and sexuality● have knowledge of factors that create inequality in health● have knowledge of and discuss how health and well-being can be promoted through health policies● have knowledge of health factors that are particularly relevant for young people● have knowledge of and be able to converse about the health and rights of other cultures● have knowledge of violence and abuse of a physical, psychological and sexual nature
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<p>Class 8 The human skeleton and muscles are examined. Sexuality is taken up again and elaborated. Again, there will be a course with the health nurse if it is</p>	<p>Health and Well-being (HW) and Gender, Body and Sexuality (GBS)</p>	<p>Skill objectives: The teaching gives the student the opportunity to:</p> <ul style="list-style-type: none"> ● assess health factors in relation to one's own life



<p>estimated that the class needs it. . Discussions focus on the questions that live among the students.</p> <p>The subjects from Class 7 are taken up again, e.g. through the health nurse.</p> <p>Topics can be:</p> <ul style="list-style-type: none">• Reproduction• Venereal diseases• Birth control• Puberty.• The girl/boy problem• Love and sexuality between the sexes• Difference in male and female sexuality physically and psychologically• Depression and feelings of loneliness• Abortion• Rape and violence• Sexual and emotional exploitation• Hygiene <p>For Class 8 students also learn about the unique person – the path of the heart is continued as the underlying theme in the treatment of all other questions:</p> <ul style="list-style-type: none">• Gender differences• Relationship issues, for example:• What does it mean to be a good friend?• What characterizes a good relationship between a boy and a girl?		<ul style="list-style-type: none">• discuss inequality in health from a societal perspective• discuss how abuse of children and young people can be prevented• assess emotional dilemmas in relationships• develop action strategies that prevent disease and promote health• use strategies that promote well-being and health in working with the physical, psychological and social environment• analyze the role of communication for health, well-being and sexuality <p>Objectives: The teaching gives the student the opportunity to:</p> <ul style="list-style-type: none">• have knowledge about the importance of emotions and relationships for health, well-being and sexuality• have knowledge of factors that create inequality in health• have knowledge of and discuss how health and well-being can be promoted through health policies• have knowledge of health factors that are particularly relevant for young people• have knowledge of and be able to converse about the health and rights of other cultures• have knowledge of violence and abuse of a physical, psychological and sexual nature
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<ul style="list-style-type: none">• How to deal with peer pressure <p>Other various youth-related topics that may be explored are:</p> <ul style="list-style-type: none">• Euphoric substances – including alcohol and tobacco• Homosexuality• Eating disorders• Depression and feelings of loneliness• Protection against pregnancy• Abortion• Petting and abstinence• Venereal diseases• Rape• Violence• Sexual and emotional exploitation• Addiction• Information from teen magazines• Junk food and healthy nutrition• Money and power• What men and women need to know about each other and why <p>Class 9</p> <p>The students must know and have acquired a natural relationship with their own body and its physical functions. They need to be aware of their emotional reactions and problems arising because of them. They</p>		<p>Skill objectives: The teaching gives the student the opportunity to:</p> <ul style="list-style-type: none">• analyze and discuss diversity, norms and rights for body, gender and sexuality• assess norms and rights for the body, gender and sexuality in a societal perspective• assess what promotes own and other young people's sexual health and well-being• analyze the role of communication for health, well-being and sexuality <p>Objectives: The teaching gives the student the opportunity to:</p> <ul style="list-style-type: none">• have knowledge of and be able to converse about the sexual norms and rights of other cultures• have knowledge about the importance of emotions and relationships for health, well-being and sexuality• have knowledge about sexual health and well-being, including contraception• have knowledge of violence and abuse of a physical, psychological and sexual nature
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<p>must have gained knowledge about their own and other people's sexuality and know where they can get more knowledge and/or help in the event that their own knowledge is not enough.</p> <p>In Class 9, sex education is included as part of other education.</p> <p>It is the school's responsibility to bring up topics again for discussion among the students if they want this. Discussions focus on the questions that live among the students.</p> <p>The topics can be:</p> <ul style="list-style-type: none">• Reproduction• Venereal diseases• Birth control• Puberty• The girl/boy problem• Love and sexuality between the sexes• Difference in male and female sexuality physically and psychologically Eating disorders• Depression and feelings of loneliness• Abortion• Rape and violence• Sexual and emotional exploitation• Sex in public		
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