

Based on the Background of Chinese Culture, The Design of Teaching Theme in the Development Process of Early Childhood Sexuality Education Module

Wang Min

School of Educational Studies, Universiti Sains Malaysia
Email: wangmincurriculum@student.usm.my

Rabiatul-Adawiah Bt Ahmad Rashid

School of Educational Studies, Universiti Sains Malaysia
Corresponding Authors Email: r_adawiah@usm.my

To Link this Article: <http://dx.doi.org/10.6007/IJARPED/v14-i1/24466> DOI:10.6007/IJARPED/v14-i1/24466

Published Online: 31 January 2025

Abstract

The design of the teaching theme discussed in this study is an important part of the development of Chinese kindergarten sexuality education module. The purpose is to combine the teaching syllabus of Chinese kindergartens, learn the design of some teaching themes of other countries, and combine the initiative of "All preschool teachers should cultivate Chinese children with Chinese heart" issued by the Chinese Ministry of Education. To design the teaching themes of sexuality education module suitable for Chinese kindergartens. Methods: The existing literature was systematically searched and reviewed, then qualitative evaluation was carried out, and finally thematic synthesis was carried out. Results: The final draft of this study identified a total of 19 teaching themes of Chinese kindergarten sexuality education modules. There are 12 general teaching topics and 7 highly compatible with Chinese culture, and these topics are distributed into four units of the sexuality education module (Sexuality physiology education Gender role education、 Safety education、 Emotion and relationship building education).

Keywords: Sexuality Education Module, Teaching Theme, Chinese Cultural Elements

Introduction

In 2018, UNESCO defined sexuality education as "Comprehensive Sexuality Education Programs (C.S.E.) that help develop skills that are closely linked to effective social and emotional learning, including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making" (United nation education science and cultural organization, 2018). The emphasis is on comprehensive sexuality education, not just defining it from a biological perspective. In this study, sexuality education is defined as: a kind

of education that everyone has the right to enjoy, it is suitable for cultural environment and age characteristics of education. Sexuality education module mainly including: sexuality physiology, gender roles, safety, love and relationship building four units. Each unit needs to design 3-5 themes according to the teaching objectives, including two types of themes, one is applicable to children around the world, and the other is applicable to children in the context of Chinese culture.

In China, early childhood sexuality education has been paid more and more attention by education departments and parents, and kindergarten teachers are eager to have professional and systematic early childhood sexuality education modules that can guide them to conduct sexuality education for children (· 143 · 11, 2018)^[1]. Chinese scholar Jia Yue pointed out that the theme and content of sexuality education modules should be suitable for Chinese kindergartens and Chinese parents, rather than directly copying teaching resources from other countries (Jia Yue, 2022)[2]. This involves educational and cultural adaptation(Guanlei, 2020)[3]. This also requires researchers to consider the general and cultural needs of teaching in the selection and determination of teaching topics in the process of developing early childhood sexuality education modules suitable for Chinese kindergarten teachers.

Background

China's ministry of education mentions the importance of children's sexuality health education in the course of kindergarten health(Education, 2016), The Ministry of Education has issued a teaching requirement in the field of kindergarten health, which clearly points out that appropriate sexuality education should be conducted for children to create a nursing and education environment for children's physical and mental health development. The Law of the People's Republic of China on the Protection of Minors, also revised in 2020, clearly stipulates:" Schools and kindergartens shall provide age-appropriate sexuality education to minors"(PRC, 2020).

According to the kindergarten syllabus knowledge(幼儿园指导纲要【Guidelines for Kindergarten】 , 2016). Kindergarten teachers and parents are required to do a good job of sexuality education for children. In general, the teaching theme of kindergarten sexuality education curriculum should be able to achieve the following educational goals: First, ensure good nutrition supply. The second is to teach children to know their own body structure. The third is to know the source of life. Fourth, know the classification and characteristics of gender. Fifth, kindergarten teachers help children develop good habits of loving personal and collective health in daily life. Sixth, kindergarten teachers should let children master safety knowledge and let them learn to protect themselves. The seventh is to teach children to be friendly with themselves, with others, and with the collective. Eighth, kindergarten teachers should teach children to love Chinese national culture, understand the culture and characteristics of their own ethnic groups, and respect the culture of other ethnic groups(Han, 2018).

According to what the Ministry of Education said, "Chinese kindergartens should cultivate Chinese children with Chinese hearts." This means that in the process of module development, the determination of the teaching theme also needs to highlight the characteristics of Chinese culture. According to Susan(Xue Jia), Cultural environment refers to

the customs and other factors that influence the basic values, concepts, preferences and behaviors of a society(Jia, 2020). People grow up in societies that shape their basic beliefs and values, and with them develop worldviews that define their relationships with those around them. Cultural environment involves the essential attributes and humanistic attributes of culture(Wahidmurni, 2017).

Culture is the whole thing that human beings experience. It is composed of structure elements such as concept and thought, value and judgment, symbol and action, system and organization. Society is a real human relationship structure formed by the interweaving of culture and internal and external conditions running to the present time and space(Abdurakhmonova et al., 2021). Education is the regulating mechanism of "culture - society", and the process of education is the process of "culture - society". Education, culture and society constitute "civilization", and the mission of education lies in the continuous construction of human civilization(Kurylo et al., 2020). Education cannot exist apart from the current society, and cannot deviate from the current cultural environment(He et al., 2006). Therefore, education and culture are mutually influencing and interdependent.

Research objective: To design the teaching themes of kindergarten sexuality education module according to the requirements of Chinese education department.

1. Based on the teaching syllabus of kindergartens in China and the experience of sexuality education curriculum modules in kindergartens in other countries, the researchers designed some general themes.
2. Design teaching themes suitable for Chinese children in combination with Chinese cultural characteristics.

Research Method

This paper conducts a systematic review of the existing relevant literature, followed by a qualitative assessment, and finally a thematic synthesis. The specific steps are: The study began with a comprehensive literature review, collecting existing research data from a variety of repositories. Particular attention is given to research related to the integration of cultural elements with pedagogical themes in module development. In order to interpret and analyze the data collected from the literature review, a qualitative subject analysis method was used in this study, which was coded to identify different topics. The main topics after literature classification and coding include: "The characteristics of Chinese culture" "Chinese cultural elements" "The relationship between culture and education" and so on. The topics after qualitative analysis are integrated according to the research objectives, and finally the teaching topics are assigned to the sexuality physiology, gender roles, safety education, love and relationship establishment of the sexuality education module.

Conclusion

The research conclusion will be narrated from the realization of two research objectives. After comparing the teaching history and content of sexuality education curricula in four countries - Finland, the United States, Japan and Switzerland - the researchers came to the following conclusions:

1. As an Asian country, compared with European and American countries, Chinese people's thoughts are influenced by traditional feudal thoughts, and there needs to be a

gradual process in the teaching theme arrangement of sexuality education in kindergartens. For example, when designing a teaching theme with the teaching goal of "let children understand the name and function of sexuality organs", kindergarten teachers should first teach children the basic structure of the body (head, upper limb, lower limb, trunk) before teaching the teaching theme, and then introduce the five features of the human body and their functions. Then we will talk about the names of the organs of the digestive system and the general functions of each organ, and finally we will talk about the names of the sexuality organs and their functions. The goal is to get the child to accept the correct names for the sexual organs naturally, and to let them know that the sexuality organs, like the digestive organs, have scientific names, not mysterious or unspeakable ones. At the same time, it also allows Chinese teachers and parents to change their deep-rooted views and solves the dilemma of kindergarten teachers who want to teach children sexuality education but do not know where to start.

(2) Early childhood sexuality education should be led by trained teachers and encourage the participation of parents and society; Under the current national conditions in China, community participation is difficult, so this study does not consider it. Therefore, when designing the teaching theme, this study needs to consider the educational needs of parents and design some links that can allow parents to conduct sexuality education for children at home. Encourage parents to cooperate with kindergarten teachers in sexuality education and ensure that children receive consistent information at school and at home to promote the achievement of early childhood sexuality education goal.

3. According to the requirements for sexuality education in China's kindergarten education syllabus stated in the background of this paper, combined with the experience of other countries, The general teaching themes of gender roles, safety, love and relationship building four units in the kindergarten curriculum module are shown in Table 1 below:

Table 1

General teaching themes of Chinese kindergarten sexuality education modules

Unit 1	Sexuality physiology education	Theme1 The growth of plant Theme2 The reproduction of animals Theme3 Where did I come from
Unit 2	Gender role education	Theme1 The name and function of the organs Theme2 Boys and girls(1) Theme3 Boys and girls(2) Theme4 We grow and change
Unit 3	Safety education	Theme1 Keep safety knowledge in mind Theme2 The reproduction of animals Theme3 Body "traffic light" Theme4 Recognize hazards around you
Unit 4	Emotion and relationship building education	Theme1 What can I do Theme2 We all have emotions Theme3 My family and friends Theme4 My community

This study completed the second research goal, that is, according to the Chinese culture and the requirement of "cultivating Chinese children with Chinese heart" put forward by the Chinese education department, the theme of kindergarten sexuality education curriculum under the background of Chinese culture was obtained.

The teaching theme design of the second part of this study is mainly based on the concept and characteristics of Chinese culture. According to the classification of Chinese culture by scholars in the teaching materials Research and training base of Sun Yat-sen University, Chinese culture is divided into seven categories: geography, history, humanities, science and technology, art, literature and festivals. Based on previous studies, researchers listed the specific contents of the above seven cultural elements (Wang & Kanungo, 2004). In terms of geographical and cultural elements, it mainly introduces some characteristic cities and natural landforms of China. In terms of historical elements, it introduces some historical events and the history of Sino-foreign exchanges, mainly telling some historical events in China's modern history and some stories that happened in the process of Sino-foreign exchanges. In terms of cultural elements, the text mainly tells the stories of some famous people in ancient and modern China (Hofstede, 2003). In terms of science and technology and cultural elements, it mainly tells the story of ancient Chinese inventions, but also involves China's modern and contemporary space technology, electric vehicles and other contemporary technologies. In terms of artistic and cultural elements, it mainly introduces some representative Chinese architecture, famous scenic spots, paper cutting, sugar painting, lion dance, Peking Opera characters and so on. In addition to literature and cultural elements, the textbooks cover the most content, mainly including poetry, novels, myths. The cultural elements of festivals mainly refer to traditional Chinese festivals and some important activities, such as family sacrifices.

1. In the first unit of the sexuality education module (Sexuality physiology education), researchers open children's understanding of the birth of new life through the reproduction of animals and the growth of plants, and then cut into the theme of "the origin of human life". After that, geographical elements in Chinese culture are selected to cultivate children's patriotic feelings and let them know that China's land territory is a whole consisting of 23 provinces, 2 autonomous regions and 1 special island (Song et al., 2020). It not only allows children to recognize the origin of individual life and the structure of the body, but also allows young children to have a conceptual understanding of the parts that make up the whole. The theme is called "Our National Map." Under the influence of traditional Chinese culture and cultural introversion, it is difficult for Chinese people to express "love", so the researchers put forward the theme "Love should be spoken out".

2. In the second unit of the sexuality education module (Gender role education), the researcher chose two cultural elements, one is the artistic element in Chinese culture, and the other is the humanistic story element. The researchers chose Chinese calligraphy as the subject of the artistic elements, and kindergarten teachers taught the children to draw the Chinese characters for "male" and "female" with Chinese brush.

As researcher Liu Chong says, Chinese characters are derived from hieroglyphics, and the word "male" can be broken down into "rice field" and "force", which together mean that the boy is the one with power to farm, meaning that the boy is strong enough to bear the heavy

burden of supporting the family (Chong, n.d.). The word "female" is analyzed from the Chinese hieroglyphic culture, representing women sitting on the ground with their hands crossed and knees doing housework, implying women's meticulousness and diligence (Ren, Yu; Yangyang, 2023). The purpose of this theme is to teach children to understand the strengths and weaknesses of boys and girls, although there are differences, but as long as they play their strengths, they are beautiful people, and there is no good or bad, and promote the awareness of gender equality. So the researchers settled on a theme: "male" and "female" with Chinese brush.

The purpose is to stimulate the child's curiosity, make the child question why Mulan needs women to dress as men, why boys do not need to bind their feet, and guide the child to understand the importance of gender equality (Hemingway, 2006). The purpose of teaching is to teach young children, whether boys or girls, that the sexualities are equal, but the body structure is different. They all have the same rights, and they all have responsibilities to their families and their country. The theme is called "Little Mulan Has Great Power."

3. In the third unit of the sexuality education module (Safety education), the researcher selected the story of "a Wolf in sheep's clothing" from Chinese literature as the teaching theme, and asked the children to role-play and teach them to distinguish between true and false and good and bad. This topic can help young children understand that some seemingly gentle people in their lives may trick young children with small gifts and then make inappropriate physical contact. Teach young children to recognize these dangers, avoid them, and know how to deal with them when they come.

4. In the Fourth unit of the sexuality education module (Emotion and relationship building education) The researcher chose Chinese festival elements and historical elements. Choosing the National Day, China's 56 ethnic groups will wear their own national costumes, sing and dance together to celebrate this national festival. The story of Zheng He's seven voyages to the Western Seas has promoted the economic exchanges between China and Asian and African countries, enhanced the Chinese people's understanding of the cultural customs, living habits and production of many countries, and enriched the children's world view. The teaching purpose of this story is to develop children's worldview through exchanges between countries. The theme is called "I Love Colorful China."

To sum up, there are several teaching topics that can reflect Chinese cultural characteristics in this study, as shown in the second table:

Table 2

Teaching themes that can reflect Chinese cultural characteristics in the sexuality education module of Chinese kindergartens

Unit 1	Sexuality physiology education	Theme1: Our National Map
		Theme2: Love should be spoken out
Unit 2	Gender role education	Theme1: "male" and "female"with Chinese brush.
		Theme2: Little Mulan Has Great Power
Unit 3	Safety education	Theme1: a Wolf in sheep's clothing
Unit 4	Emotion and relationship building education	Theme1: I Love Colorful China

Discussing

In this study, the researchers determined the teaching theme of the sexuality education module in kindergartens in China from two aspects, drew lessons from the teaching theme in other countries, and sorted out 15 teaching themes according to the age characteristics of children and scientific education laws. Then, the researchers systematically sorted out the concept and characteristics of Chinese culture and carried out an in-depth and comprehensive thematic analysis based on this. Through careful research work, the seven elements of Chinese culture are skillfully integrated into the four units of the sexuality education module. Try to make the teaching theme not only conform to the law of education science, but also highlight the characteristics of Chinese culture, so as to provide a solid theoretical and practical foundation for early childhood sexuality education.

However, it must be admitted that this study has only focused on the part of education and culture. Looking forward to the future research direction, we should expand our vision to a broader social level for comprehensive consideration. Under the framework of the whole social value system, education, culture and social history are closely intertwined and complement each other, forming an organic whole together. Among them, social factors cover many external conditions that can affect the successful implementation of the teaching model, such as the level of social and economic development, the integration and collision of social multicultural cultures, and the social public's attitude and actual demand for sexuality education, etc. These complex and diverse factors are interrelated, forming a huge and interactive system.

In addition, from the perspective of research methods, as sexuality education gradually accumulates certain implementation basis in theory and practice, more scholars should be actively encouraged to devote themselves to experimental research or action research in the future. Through practical exploration, in-depth observation, analysis and summary in the real educational context, the value and significance of sexuality education in the actual teaching of kindergartens will be further explored, and the teaching model and method will be continuously optimized and improved, so as to provide more scientific, comprehensive theoretical support and practical experience with practical guiding value for the development of sexuality education in kindergartens in China. To promote the development of early childhood sexuality education in a more healthy, scientific and effective direction, help children obtain more comprehensive, appropriate and culturally rich guidance and cultivation

in sexuality education, and lay a solid foundation for their future physical and mental health development.

Conclusion

This study integrates Chinese cultural elements into the teaching theme of kindergarten sexuality education. Theoretically speaking, it has the following two aspects of significance. First, it injects new vitality into the theory of early childhood education. For example, starting from the teaching theme "rites" emphasized by traditional Confucian culture, children can understand physical boundaries and respect others through learning behavior conforming to etiquette norms in sexuality education, which provides a new perspective for the social development of children's comprehensive development theory. This combination not only broadens the boundaries of early childhood education theory, but also further improves the theoretical framework of children's all-round development in physical, psychological, social and emotional dimensions, making the theoretical system more suitable for the growth environment and cultural background of Chinese children. The second is to promote the localization and globalization of sexuality education theory. The development of kindergarten sexuality education modules based on Chinese cultural background can deeply explore the application value of local cultural resources, such as traditional art and folk stories, in sexuality education, and form a sexuality education theory with Chinese characteristics. This not only solves the problem of disconnection between local education theory and practice, but also contributes Chinese wisdom to the development of global education theory. The exchange and integration of sexuality education theories in different cultural backgrounds jointly promote the diversified development of sexuality education theories on a global scale and enrich human cognition of early childhood sexuality education.

From the practical significance, this study is mainly reflected in three aspects. The first is to promote the comprehensive development of physical and mental health of children: carrying out sexuality education based on Chinese cultural background in the early childhood stage can help children establish correct self-cognition. This way of education can plant the seeds of healthy growth in the hearts of children, so that children can cope with various situations in life with a positive and healthy attitude and promote the comprehensive and harmonious development of their body and mind. The second is to improve the professional quality and teaching ability of preschool teachers. This research develops a kindergarten sexuality education module based on Chinese cultural background, which puts forward higher requirements for teachers. Teachers not only need to master professional knowledge of traditional education, but also need to have a deep understanding of Chinese culture and skillfully integrate it into teaching practice. This encourages teachers to continue to learn, improve their own cultural quality and education and teaching ability. In this process, teachers' teaching design, classroom organization and guidance ability will be exercised and improved, and the professional development of preschool teachers will be promoted. The third is to strengthen home co-education and create a good education ecology. Chinese culture emphasizes the important role of family in education. Based on this background, the kindergarten sexuality education module can help guide parents to correctly view early childhood sexuality education. Through parent education lectures and parent-child sexuality education activities, the kindergarten lets parents realize that sexuality education is an indispensable part of the growth process of children, and understand how to cooperate with the kindergarten in related education in the family.

References

- Abdurakhmonova, M. M., Mirzayev, M. A. ugli, Karimov, U. U., & Karimova, G. Y. (2021). Information culture and ethical education in The globalization century. *The American Journal of Social Science and Education Innovations*, 03(03), 384–388. <https://doi.org/10.37547/tajssei/volume03issue03-58>
- Chong, L. (n.d.). The relationship between culture, society and education. *Contemporary Education and Culture*, 11(14–20), 7823–7830. <https://doi.org/10.13749/j.cnki.cn62-1202/g4.2019.06.003>
- Guanlei, W. (2020). Overview of Chinese cultural studies: Concept, content and development process. *South Forum*, 9, 84–86.
- Han, Y. Z. (2018). *幼儿园主题活动设计与实施的行动研究(Action Research on the Design and Implementation of Theme Activities in Kindergarten under Curriculum Integration)*. Southwest university.
- He, J., Chen, J., Hellwich, K., Hess, M., Horie, K., Jones, R. G., Kahovec, J., Kitayama, T., & Meille, S. V. (2006). *Early child development and care evolution*. 1–17.
- Hemingway, J. (2006). Reframing sexuality education. *Sexuality Education*, 6(4), 313–315. <https://doi.org/10.1080/14681810600981822>
- Hofstede, G. (2003). What is culture? A reply to Baskerville. *Accounting, Organizations and Society*, 28(7–8), 811–813. [https://doi.org/10.1016/S0361-3682\(03\)00018-7](https://doi.org/10.1016/S0361-3682(03)00018-7)
- Jia, S. (Sixue). (2020). Motivation and satisfaction of Chinese and U.S. tourists in restaurants: A cross-cultural text mining of online reviews. *Tourism Management*, 78(October 2018), 104071. <https://doi.org/10.1016/j.tourman.2019.104071>
- Jia Yue, C. (2022). 全面性教育视角下中国幼儿园性教育实践的困境与展望 (The dilemma and prospect of Chinese kindergarten sexuality education practice from the perspective of comprehensive sexuality education) . *Chin J Sch Health* . <https://doi.org/10.16835/j.cnki.1000-9817.2022.12.035>
- Kurylo, L., Kurylo, I., Shulga, I., & Horodetska, I. (2020). Environmental legal culture as a factor in ensuring sustainable development of society. *European Journal of Sustainable Development*, 9(1), 220–227. <https://doi.org/10.14207/ejsd.2020.v9n1p220>
- Ren, Y., Yangyang, X. (2023). On the high-quality foreign communication of Chinese culture. *Decision & Information* 17, 563, 17–25.
- Song, Y., Wang, J., Ge, Y., & Xu, C. (2020). An optimal parameters-based geographical detector model enhances geographic characteristics of explanatory variables for spatial heterogeneity analysis: cases with different types of spatial data. *GIScience and Remote Sensing*, 57(5), 593–610. <https://doi.org/10.1080/15481603.2020.1760434>
- Wahidmurni. (2017). Culture, curriculum, and identity in education. *Journal of Ethnic and Cultural Studies*, 4(2), 99–101.
- Wang, X., & Kanungo, R. N. (2004). Nationality, social network and psychological well-being: Expatriates in China. *International Journal of Human Resource Management*, 15(4–5), 775–793. <https://doi.org/10.1080/0958519042000192942>