

Attitudes of Youth toward Sexuality Education in Schools: A Sociological Literature Review

*Wijethunga. W. T. D., Abhayasundere. P., Alles. S. M. D. P. S

Department of Sociology, Department of Anthropology, Department of Psychiatry, University of Sri Jayewardenepura, Nugegoda, Sri Lanka

DOI: <https://doi.org/10.47772/IJRISS.2026.100300591>

Received: 27 March 2026; Accepted: 02 April 2026; Published: 21 April 2026

ABSTRACT

Researchers discovered in this exploratory analysis that there was almost a twofold increase in the likelihood of self-poisoning among those who reported not getting sex education compared to those who did. Strong evidence was also discovered by the researchers showing that those who got sex education but did not think it was helpful were more likely to have self-poisoned than those who did. The researchers noted that they could not find any statistical evidence linking the risk of self-poisoning to the quality of sex education, as assessed here. This study determined the main obstacles to HIV and sexuality teaching in schools in a few Asian nations. Additionally, the paper makes use of newly conducted national situation evaluations related to HIV and sexual education. There are four main obstacles to providing high-quality, school-based HIV and sexuality education: school-level considerations, policy factors, resource limitations, and cultural and contextual factors. The four obstacles this study identifies to HIV and sexuality education implementation are intricately linked. If 100% coverage of high-quality HIV and sexuality education is to be implemented and maintained, each needs to be addressed by national and local authorities as well as by individual schools. Programs for HIV and sexuality education must, of course, be created with local values and beliefs in mind. This has been noted as a feature of successful curriculum-based work on sex education and HIV. There is significance in national and local dialogues regarding HIV and sexuality education to give young people's voices a platform to express their perspectives in the development of contextually relevant approaches. To find out which important stakeholders agree with the strategy and content, a consensus process could be started.

Keywords: Attitude, Youth, Society, Culture, Protection

INTRODUCTION

The world is changing rapidly with the introduction of new technologies and global demographic change. Today's young people leaving school or university face a set of challenges that are completely different from the experiences of previous generations. Sexuality education is an essential component of quality education that helps prepare the youth community for fulfilling lives in a changing world. It improves sexual and reproductive health outcomes. Sexuality education is not only education about reproduction, but is also based on mutual respect and equality. However, young people around the world are already entering adulthood from childhood based on inaccurate and incomplete information about their physical, social, and emotional development.

Through the provision of sex education, schoolchildren acquire the knowledge, attitudes, and skills necessary to protect their health, well-being, and dignity. Researchers have focused on various aspects such as the behavior of adolescent children, peer friendships, parent-child relationships regarding sex, and the opinions of authorities. In this regard, various studies have been conducted in the world as well as in Sri Lanka. In this chapter, the studies that have been done on different aspects of providing sex education and the things that are expected from this study will be discussed.

According to the World Health Organization, youth are an important population group with great potential for physical and mental development. Young people around the world are at high risk of HIV infection, and institutions of higher education are best placed to deal with sexual and reproductive health issues, including

HIV/AIDS and unintended pregnancy. Although comprehensive sex education is implemented in Ethiopia as a prevention and control strategy for sexual and reproductive health-related problems among young people in institutions of higher education, including the study area, its impact has not been assessed. Therefore – the Negussie Boti et al research team conducted a quasi-experimental study on the effects of comprehensive sexuality education on knowledge and attitudes about condom use among first-year students at Arba Minch University in 2019 at Arba Minch University. A cluster sampling method has been used for this study, and information has been collected through a questionnaire. Through this study, comprehensive sex education improves students' knowledge and has an impact on their attitudes and intentions toward condom use. However, the findings of this study showed no significant effect on students' consistent and correct condom use, which may require some time to practice. Therefore, it is necessary to implement and strengthen sexuality education to control and prevent sexually transmitted diseases, including HIV/AIDS and unexpected pregnancy (Boti et al., 2019). This study has focused on the knowledge and attitudes of students in higher education about the use of condoms and the effect of sex education on that. However, this study is done on the attitudes of the youth community on how to provide sexuality education in schools.

A 2019 study by Joseph Mumba Zulu et al.'s research team on teacher discretion in implementing comprehensive sexuality education in rural Zambia studied how teachers understand the curriculum and exercise discretion in implementing comprehensive sexuality education in secondary schools in the district. In this study, using a case study design, data were collected through in-depth interviews with 18 teachers in six schools, observing the teaching process and classroom conditions, and thematic analysis was conducted based on theories of discretion and policy implementation. Coding was done using NVIVO 7 (QSR Australia), a quality software used to organize qualitative data. Through this study, the facts presented about the process of integrating sexuality education into the curriculum for grades 5 to 12 are divided into two parts, while the first subsection describes the experiences of teachers and the problems they faced while teaching about sexuality education, while the second subsection describes sexuality education. Teachers' views on why their role in teaching is problematic are presented. Through this study, the problems identified in sex education are a lack of clarity on how to integrate teaching with existing subjects within the comprehensive sexuality education framework, lack of adequate training, lack of leadership, lack of guidance, and lack of legitimacy in the curriculum. Furthermore, these researchers point out that to successfully integrate and teach the comprehensive sex education program, there is a fundamental need to ensure local ownership in terms of curriculum content and teaching approaches (Zulu et al., 2019). The study focused on the representation of teachers and their role, which is a major factor in teaching sex education, and this study is expected to study the attitudes of the young community regarding the provision of sex education for school students.

Holly Prouder conducted a study Exploring Barriers to Implementing Comprehensive Sexuality Education in Washington Schools in 2020. There, the research has been done with public schools in Washington, USA, and the researcher has presented conclusions under two main parts. The lack of regulation and supervision of the implementation of sexuality education in schools under the logical obstacles to the implementation of sexuality education, the insufficient time allocated for the curriculum, the lack of preparation of educators to teach sexuality education, etc. have been revealed, and under the obstacles related to values and beliefs, schools are unable to teach sexuality education. Many reasons have been put forward, such as resistance, misinformation and misunderstanding of the law, shame and trauma effects, etc. (Schroeder, 2020). Through that research, only the barriers to sex education have been noticed, and this research is conducted based on different theories.

Also in the year 2004, through the research done by Chokras Na Very K Aroja regarding the understanding of students about sexuality education in secondary schools in Kenya, an attempt has been made to establish the extent to which secondary school students considered it appropriate to teach sexuality education. Through this research, an attempt has been made to identify the knowledge of students about sex education, the perceptions of students from different socio-cultural backgrounds about sex education, and to assess whether boys and girls have differences in their perceptions of sex education. Through this, it is stated that the sexuality education curriculum should be reviewed and life skills elements should be included in the school curriculum to create a positive understanding of sexuality in the youth. As a suggestion, it is indicated that the perception of primary school students towards learning sexuality education should be investigated and an evaluation should be made according to the content and methodology of the existing sexuality education curriculum (Karanja, 2004).

Challenges in implementing nationally comprehensive sexuality education curricula in low- and middle-income countries: Ghana, Kenya, Peru, and Guatemala case studies A 2018 study by Sarah C. Keogh et al research team. School-based comprehensive sexuality education helps adolescents achieve their full potential. This is particularly acute in low- and middle-income countries, where unintended pregnancy and sexually transmitted diseases among adolescents can limit the capacity of those countries. This study analyzes the challenges to implementing national comprehensive sexuality education curricula. It presented qualitative findings from in-depth interviews with community-level stakeholders ranging from central and local government officials, civil society representatives, and religious leaders to youth representatives. Through this study, it has been revealed that sex education is not an independent subject in these countries, and teachers as well as students do not consider it as an independent subject (Keogh et al., 2018). In middle- and low-income countries, the prevalence of unintended pregnancy and STDs has drawn attention to the challenges of providing sex education.

LITERATURE REVIEW

Adolescence is a significant period in one's life. Students or children of this age should be taught sexuality education to lead a healthy reproductive life, prevent sexually transmitted diseases, and avoid unwanted pregnancies. Accordingly, in the year 2020, the research team of VK Silva, G Shiny Chrism Queen Nesan, and Timsi Jain conducted a study to investigate the knowledge, attitudes, and understanding of sexuality education among school-going teenagers in the urban area of Chennai, Tamil Nadu. This study aimed to evaluate the current knowledge of school-going adolescents about reproductive health and its relationship with their sociodemographic profile and to determine their behavior and understanding of school sexuality education. In this study, a cross-sectional analysis was conducted among students from grade 9 to grade 12 in two private schools in Chennai. Overall, the awareness of sexual and reproductive health among the research population was low, and the level of knowledge about attitude and understanding of sexuality education was insufficient, but the related responses were positive. Therefore, this research group has shown that there is a need to provide more knowledge about sexuality education for teenagers. Furthermore, this study revealed that boys have less knowledge about sex than girls do that knowledge about sexual health increases with increasing grades, and that the majority of adolescents know how to prevent STDs, HIV, negative effects of sexual activities, unplanned pregnancies, and sexual crimes. Sex education is needed, parents need to have adequate contact with their teenagers, and parents are found to be among the lowest in knowledge on the topic. Therefore, it has been shown through the research that it is equally important to provide accurate information with an open-minded approach to their children when talking about these matters and that the school plays an important role in providing knowledge about it to teenagers (Silva et al., 2020). Since the above study has only focused on the knowledge, attitudes, and understanding of sex education among children in urban schools in Chennai, India, as a supplement, the researcher conducts a comprehensive study on the attitudes of the youth community regarding the provision of sex education.

The right place to teach American teenagers about sexuality and sexual health is a hotly contested and debated topic. Accordingly, Stephanie Grace Agnew's 2007 Let's Talk about Sex study on sexuality education and adolescent sexuality explored the experiences of adolescents in American school sexuality education programs, abstinence, and how comprehensive sexuality education programs affect adolescent sexual behavior. Examined and explored whether there is a correlation between adolescent sexual behavior and sexual satisfaction. This study also attempted to examine where adolescents go for sexual health information when they are not satisfied with what they are receiving at school. To this end, 56 students were surveyed about their middle school and high school sexuality education experiences and their attitudes toward sexual health. The study was conducted by obtaining information about their sexual education experiences, sexual health knowledge acquisition, and personal sexual experiences. This study found that satisfaction with adolescent sexuality education is directly related to how contraceptive methods are portrayed to students in those classes, and those teenagers who are portrayed as effective contraceptives are more likely to use condoms to prevent STDs. indicated (Agnew, 2007). The present study has only focused on how sexual experiences and sexual education programs affect sexual behavior in adolescents, and through this study, the attitudes of the youth community towards the provision of sexual education are studied.

In 2017, B. S. Holly De Cook conducted a study that examined the relationship between receiving sex education in adolescence and sexual and health behaviors as a young adult. In particular, the age of first intercourse, the

number of sexual partners in the last year, the ability to visit the doctor for sexual health reasons, and the ability to use contraception have been examined in sex education (Cook, 2017). However, since this study has not inquired about the attitudes of the youth community regarding sexuality education, the attitudes of the youth community are studied through this study. In 2019, researcher Christine M. Hartmann conducted a study titled School-Based Sexuality Education Literature Review and Critical Analysis. Since the issue of school-based sex education is controversial and the consequences of not providing adequate education to teenagers are serious, the purpose of this study is to review the research related to the topic of school-based sex education and make a critical analysis of the relevant research. Recommendations have been made through this study for future research and practice. One of the main conclusions drawn from the literature review is that curricula should be the preferred route for schools seeking to provide effective school-based sexuality education with a strong research base. To provide quality sex education as well as recommendations for further research, until it is possible to establish a stronger foundation of research for programs that only abstain from sexual activities, following various programs from schools, providing school training for teachers who provide educational advice on sexuality, schools should provide their sexuality education. Engaging in some form of evaluation of the program, developing schools to include parents and possibly the community in providing sexuality education to students. Recommendations for conducting further research on the attitudes and sexual behavior of those who have not received any form of sex education have been shown through this study (Hartmann, 2002). From that study, only recommendations have been made regarding the research related to sex education, and this study, similar to those studies, is a comprehensive study focusing on the aspect of attitudes related to sex education.

Educators around the world are concerned about the morality of youth. Many studies have been conducted, and various suggestions have been made to raise awareness about the sexual activity of young people. Accordingly, in the year 2022, the research team of Effiom et al conducted a study on the attitude of students towards sex education among senior secondary schools in the Bekwara Local Government Area of Cross River State, Nigeria. This study has been conducted to find out their attitudes towards sexuality education and their views on various sexual problems that affect the development of adult sexuality and to confirm the need for sexuality education in those schools.

Theoretical Framework

Implementing sex education in formal schooling is not simply an educational challenge but a complex sociological phenomenon. As global demographic shifts and technology introduce new social dynamics, young people face significantly different challenges than previous generations. This chapter presents a theoretical framework that integrates theories of cultural reproduction, youth development, and policy implementation to analyze young people's attitudes and systemic barriers to effective sex education.

1. Cultural Reproduction and Social Taboos. According to Pierre Bourdieu's theory of cultural reproduction, educational institutions often reflect and reinforce the dominant cultural values and social hierarchies of their environment. In the context of sex education, this is expressed through the persistence of cultural taboos and resistance to modern discourse. Sociocultural resistance: In many South Asian and Middle Eastern contexts, sexuality is viewed as a sociocultural taboo rather than a biological or health issue. For example, in Tamil society, the "darkness of ignorance" exists because discussing sexuality is often equated with a loss of morality. Institutional silence: Schools may unwittingly reproduce these taboos by omitting broad curricula, forcing students to rely on informal, often inaccurate sources such as peers or the Internet. Traditional versus modern orientations: Research in Iran highlights a tension between limited traditional approaches that prioritize abstinence and the shift toward modern attitudes necessary for effective sexual health.

2. Youth Development and Health Beliefs The health belief model suggests that a person's health-related behavior depends on their perception of a threat and the perceived benefits of taking action. Sex education serves as a critical intervention in this developmental process. Risk reduction: There is a significant correlation between the lack of sex education and adverse outcomes. Studies show that the likelihood of self-harm is nearly twice as high among young people who do not receive sex education compared to those who do. Empowerment and respect: Beyond basic reproduction, sex education is based on mutual respect, equality, and protecting a student's dignity. Knowledge-behavior gap: While education improves knowledge and intentions – such as attitudes about

condom use – there is often a delay in lasting behavioral changes, suggesting that youth development requires sustained, long-term support.

3. Educational policy and implementation frameworks. The success of sexuality education depends heavily on implementation theory, which examines how policy is translated into practice in the school environment. The literature identifies four primary pillars of barriers:

Category of barriers to policy implementation. Key challenges include a lack of school-level leadership, insufficient time in the curriculum, and inadequate supervision. Policy factors Lack of clear guidance on integrating sex education into existing subjects Resource constraints Lack of adequate teaching materials and funding for professional development Contextual factors Resistance from the community, misinformation, and cultural taboos Teacher agency and discretion: Teachers often feel a “lack of legitimacy” or competence when handling sensitive topics, which leads them to act on discretion that can dilute the impact of the curriculum Local ownership: For a program to be sustainable, there must be a consensus process involving local stakeholders, including religious leaders, parents, and youth, to ensure that the content is contextually relevant.

4. Positive Youth Development (PYD) Positive youth development focuses on moving from “solving” problems to building the strengths and voices of young people. This framework advocates for a comprehensive approach that includes all gender identities and orientations. Youth Voice: Providing a platform for young people to express their perspectives is essential for developing relevant educational approaches. Life Satisfaction: Research shows that open communication about sexuality in schools and through authoritative parents is positively associated with adolescents’ self-esteem and life satisfaction.

MATERIALS AND METHODS

The methodology that has been used for this current research is in the form of a literature-based approach that is presented in the qualitative methodology. The systematic review of the following presented data:

- The peer-reviewed academic journals
- International and national policy papers
- Official reports are issued periodically by UNESCO, WHO, UNICEF, and other organizations
- Sociological and educational literature on sex and youth

It finds patterns that involve sociocultural issues, institutional issues, policy context, and their respective gaps through thematic analysis. This is doable because thematic analysis allows for the sociological interpretation of data about sexuality education without necessarily having to conduct primary research.

DISCUSSION

This research has revealed several findings regarding sexual issues related to students' transition to adulthood. In this study, the majority of the students think that they are not satisfied with the sexuality education provided in the school. Furthermore, students agreed that they learned more about sex education through their friends, and in addition, students indicated that both parents and teachers do not discuss sex education with them, making it difficult for them to make informed decisions. Challenges faced by students in evaluating information about sexuality education, researchers have mentioned a lack of knowledge about a student's sexual relationships and their consequences, focus on studies rather than engaging in sexual relationships, suitable and appropriate time for healthy reproduction, and adolescent sexual relationships. Advantages and disadvantages etc. Students have stated all the above that parents, teachers, churches, and family members do not provide them with information and therefore it is a challenge for students to get much information about sex education to make informed decisions (Ekeng et al., 2022). In this study, the research group has focused on the attitudes of school students toward sexuality education, and through this study, the study is conducted on the attitudes of the youth community.

Researcher Jeannette Wade conducted a 2011 study on sexuality education, communication and adolescent life satisfaction, and found that sexuality as a teenager emerges as an affirming factor of independence and self-awareness, and two important influences on identity formation are family and It has been investigated whether there is a relationship between peers and adolescent life satisfaction. Consistent with the findings of this study, authoritative parenting was found to be positively associated with adolescent life satisfaction and healthy self-esteem (Wade, 2011). In that study, the researcher's focus is on the relationship between family and peers regarding sexuality education. Since family and peers as well as the youth community are important for sexuality education, this research studies the attitudes of the youth community regarding sexuality education.

A 2021 study by the Rebecca Nurgitz et al research team on the impact of sexuality education and socialization on sexual satisfaction, attitudes, and self-efficacy investigated the relationship between school-based sexuality education and parental perceptions of adolescent sexuality and sexual attitudes and experiences in young adulthood. has been. The study was conducted using 99 Canadian undergraduate students between the ages of 17 and 25. Through this study, this group of researchers has shown that sex education in Canada provides insight into the mechanism that affects sexual satisfaction. This study suggests that prioritizing teacher training to improve their comfort with the delivery of sex education programs improves the sexual lives of adolescents and young adults (Nurgitz et al., 2021). The above study has focused on the attitudes and experiences of the youth community as well as the parental relationship on sexuality and through this study a comprehensive study is conducted on the attitudes of the youth community on providing sexuality education among the active young people in youth societies.

A 2017 study by the research group Zahra Rouhparvar et al titled Parental Approaches to Adolescent Boys' Sexuality Education a Qualitative Study from Ahvaz, Iran. However, this study was published in the year 2022. Despite its important role in adolescent sexual health, sexuality education remains one of the most challenging responsibilities of families, especially in Muslim communities experiencing the transition to modernity. Little is known about sex education for boys in Iran. The purpose of this study was to explore parental approaches to sexuality education of adolescent boys in Ahvaz, southwestern Iran. This qualitative study was conducted in the year 2017 and qualitative data was collected by conducting semi-structured in-depth interviews and focus group discussions with 27 middle and upper social class parents of adolescent boys aged between 10 and 19 years. Here, the approaches of parents have been obtained in 6 categories. The study concluded that parents' approaches to sexuality education ranged from a restrictive traditional approach to approaches with somewhat modern attitudes and that parents faced uncertainty and confusion regarding sexuality education. Abstinence from sexual acts is an underlying assumption of their sex education style. Educating parents through culturally appropriate means is a more acceptable priority at the policy level. Some parents say that a lack of understanding about the need for children's sex education may threaten children's sexual health (Rouhparvar et al., 2022).

The research group Robab Latifnejad Roudsari et al conducted research on sociocultural challenges to sexual health education for adolescent girls in Iran in 2013. The results revealed that sexuality influences the main sociocultural challenges to sexual health education for adolescents. The categories that emerged were the rejection of premarital sex, social concern about the negative effects of sexuality education, stigma, and shame, reluctance to discuss sexual issues in public, discussion of sexuality as a sociocultural taboo, lack of counseling and legal support, generation gap, Islamic Adoption of non-educational patterns, etc. are indicated. This study concludes that cultural resistances are more important than religious taboos and influence the nature and content of sexual health education more. Although there are significant socio-cultural uncertainties about sexual health education for adolescent children, the emerging challenges can be managed to some extent. It is expected that the acceptability of sexual health education for adolescents can be promoted by overcoming cultural taboos and barriers, which are major obstacles (Roudsari et al., 2013). Both of these studies have been conducted to study the attitudes and perspectives of parents in the Muslim community regarding the provision of sex education for girls and boys in Iran. In addition, attention has been paid to the main sociocultural challenges in providing sex education to girls, and through this study, the attitude of young people towards providing sexuality education is studied.

Contraception and self-protection to control and prevent STDs, as well as protection from STDs, apply not only to adults but also to young people. Nepal recently started teaching sex education in the school system and has established youth-friendly services to meet the need for increased sexual and reproductive knowledge among

young people. In 2006, the Government of Nepal formulated policy initiatives and criteria for examining health education. However, in 2015, Magdalena Matteboet al conducted research on the knowledge and understanding of sexual and reproductive health among high school students in Kathmandu, Nepal, to examine sexual and reproductive knowledge and perception among school-going youth in Kathmandu, Nepal. The study revealed that preventing unwanted pregnancy is more important than protecting against sexually transmitted diseases for young people. Also, male participants have less sexual and reproductive knowledge, except regarding contraceptive methods. Finally, the results of this study indicate that sex education should be revised and improved to meet the great need to increase reproductive and sexual knowledge among school-going youth in Nepal (Mattebo et al, 2015, P. 1- 15).

Adolescence is a very dynamic period characterized by rapid growth and development. Adolescents have limited knowledge of sexual and reproductive health and know little about the natural processes of puberty, sexual health, pregnancy, or reproduction. Sexuality education should be an integral part of the learning process from childhood to adulthood. Because it is a lifelong process. Accordingly, Randhir Kumar et al conducted a cross-sectional study on the knowledge, attitudes, and understanding of sexuality education among school-going adolescents in Ambala district, Haryana, India, in the year 2017. This study aims to identify the knowledge and attitudes towards providing sex education among school-going adolescents in rural and urban areas of Ambala district. According to the findings of this study, when it comes to the need for sex education among teenagers, the majority prefer sex education. The recommendations made through this study are that sex education should start from primary school and bring age-appropriate topics by the time of high school education, and it should contain life skills, reproductive health, safe sex, pregnancy, and STDs including HIV/AIDS. and that sociocultural research is needed to find the right type of sexual health education services for boys and girls separately from the same-sex teacher (Kumar et al., 2017). This study focuses only on the sexuality education knowledge and attitudes of teenagers, and this study studies the attitudes of the active youth community in youth societies.

An overwhelming majority of Americans support comprehensive sexuality education in public schools. However, the types of sex education in public schools in the United States vary greatly. So using a large and diverse sample of parents from across the United States to examine differences between parents who identified as Republicans and Democrats in their assessments of the importance of sexuality education in schools and support for including specific topics in middle and high schools, Leslie in 2017 Kantor, Nicole Levitz How Much Do Democrats and Republicans Agree on Parents' Views on Sex Education in Schools? A study titled According to this study regardless of political affiliation, sexuality education is important in both middle and high schools, and parents believe that sexuality education needs to include topics as diverse as puberty, healthy relationships, abstinence, birth control, and STDs. This further indicated that policymakers, school administrators, as well as teachers, and parents believe that providing sex education to middle and high school students is important and they want to cover many topics (Kantor et al., 2017).

Most Americans broadly support school-based sexuality education. However, there is debate about what topics should be taught. Also, equipping young people to make healthy decisions requires a better understanding of adolescent and parental desires. To find out, S. Alexandra Marshall, Heather K. Hudson, and Lorraine V. Stigar conducted a study titled Perceptions of School-Based Curriculum in 2020: Findings from Focus Groups with Parents and Teens in the South. Both parents and students have said that the current approach to addressing relationships is inadequate in sex education. Students and many parents have called for a more comprehensive curriculum that includes discussion of all genders, different gender identities, and related races. The findings of this research also suggest the need for training in specific topics related to sexuality education. Also, funding and access to annual professional development for counselors teaching sexuality education with data, trends, and competencies related to all areas of teaching sexual health education are proposed (Marshall, 2020). Through these studies, two types of parental groups with a political opinion in the African society have been studied about the opinions and perceptions of the youth community. Through this study, the research is conducted by focusing on the attitude toward the way of providing sex education for school students.

Through the research conducted by Darshani Hettiarachchi in the year 2022 regarding the place of sex education to prevent child pregnancy in Sri Lanka, it has been found that only a limited number of Sri Lankan school students have received reproductive health education from school, and such information cannot be found among

the youth who are out of school. Also, it is explained that only 50% of young people have basic knowledge about sexual and reproductive health issues, and therefore, despite having a high literacy rate, children receive very limited information and education about sex and sexual health. This research has shown that child sexuality education programs should be developed and introduced in Sri Lanka with the cooperation of all responsible authorities (Hettiarachchi, 2022). Here, the research has been carried out by taking one of the results of the abuses that occur due to the lack of child sex education, and it is expected that this research will study the effect of sex education on the abuses.

A 2015 study of Sri Lanka's adolescent school-going population, *Sexuality and Reproductive Health 21*, has shown that the public's awareness of knowledge, attitudes, and behaviors about Sri Lanka's adolescent reproductive health is low. It is also pointed out that there is a very low level of communication about sex, as cultural taboos that prevent discussing sexual matters between generations are common in South Asia. This study also provides significant evidence of the effectiveness of curriculum-based interventions to increase sexual knowledge and reduce sexual risk among adolescents in developed and developing countries (Hewagegana et al., 2015). The study focuses on the importance of sex education, and this study focuses on the attitudes of the youth community in this regard.

The concept that it is wrong to talk about sex and listen to it is still present in Tamil society. The darkness of ignorance about sexuality surrounds Tamil society. Accordingly, to analyze the challenges that arise in the process of implementing sex education, researcher S. Thivya has conducted quantitative research on the need for sex education in the year 2021 and the challenges in the implementation process in Tamil schools. Through this study, students explore sexuality knowledge through informal means when sex knowledge is denied at school and problems in life situations of teaching sexuality education. Teaching sexuality education. It has been revealed that the teachers did not have good knowledge about the process of teaching sexuality education. The nature of the school, the backwardness of the society, the attitude towards sex education, the inequality of the male and female society, the use of words, conflicts between teachers and students, the purpose of moralizing schools, and the negative attitude towards sex education in the community. (Thivya, 2021). Through this study, the need for sex education in Tamil society and the challenges for it have been studied and through this study, and a comprehensive study has been conducted on the attitudes of the young community, who have an important place in society.

CONCLUSION AND RECOMMENDATIONS

Adolescent reproductive problems are a major ongoing health problem worldwide. A recent study conducted in Sri Lanka shows that there is a trend of increasing abortions in the country. Moreover, adolescent sex is associated with the risk of contracting sexually transmitted diseases, including HIV/AIDS. However, there is very little factual information about the sexual behavior of adolescents in Sri Lanka. Knowledge of adolescents' current sexual behaviors and safe sexual behaviors is essential for developing strategies to avoid adverse reproductive health outcomes. was done during the initial introduction of Sri, and accordingly, in the year 1998, B. Perera and P.H.G. With the introduction of sexuality education to Sri Lanka, various research has been conducted by the researcher Finela on high school students and condom use in the Galle district of southern Sri Lanka. This study aimed to identify the prevalence of different types of sexual experiences among high school students in the Galle district of Sri Lanka and to identify students' skills in condom use. This was a cross-sectional survey, and data were collected through a self-administered questionnaire. Among the 446 students surveyed, 50% of male students and 30% of female students were sexually active. Science stream students were less likely to be exposed to sexual activities compared to commerce and arts stream students when compared to sex. Moreover, economically privileged students have engaged in more sexual activities compared to others. It is shown that the use of condoms is significantly lower among those engaged in risky sexual activities. The conclusions drawn from this study are that since their overall health plays a major role among young people in the school-going population, existing sexual health programs targeting school children should be continuously evaluated and attention should be paid to improving students' attitudes and skills about safe sex (Perera 1998). The present study has focused on the sexual experiences and condom use of high school students at the beginning of the introduction of sexuality education in Sri Lanka and this study studies the attitudes of the youth community regarding the provision of sexuality education for school students today.

Sexual and reproductive health education is given low priority in schools in Sri Lanka. According to R. Hettiarachchi, S. Sivayoghan, S.A.P. The research group Gnaniswara has conducted a study on the effectiveness of an educational intervention on sexual and reproductive health education directed at school teachers in Kalutara district in the year 2021. The objective of this study was to design, implement, and evaluate the effectiveness of an educational intervention on sexual and reproductive health. Based on a qualitative analysis of sexual and reproductive health education in schools, a quasi-experimental study was designed and its effectiveness was evaluated. The results of focus group discussions and informal interviews revealed the importance of sexual and reproductive health education in schools and identified the school as the most appropriate place to educate children about sexual and reproductive health. However, it has been revealed that officials in the education sector do not have a clear idea of age-appropriate sexual and reproductive health education and the current needs of adolescents. Furthermore, factors affecting sexual and reproductive health education and teachers' training needs were identified in the quality analysis of sexual and reproductive health education in schools. Lack of competence in teaching sensitive issues is a common problem teachers face in teaching sexual and reproductive health. Another major barrier to successful sexual and reproductive health education identified in this study is the lack of appropriate and inadequate teaching/learning materials. Therefore, it has been agreed that there is an urgent need to prepare a user-friendly teacher's guide on teaching sexual and reproductive health to at least cover the existing curriculum (Hettiarachchi et al., 2021).

In the year 2018, a research team of L. A. Pavithra Madhuwanthi, and H. Harshana Madubhasha conducted a study to investigate the opinion of female science teachers about the teaching of sexual and reproductive health education in the public school curriculum. This study was qualitative research and was conducted with ten female teachers from public schools using both face-to-face interviews and telephone interviews, based on the consent of the teachers. It has been pointed out that the teachers have seen that students are curious and attentive to get knowledge about sexual and reproductive health, and therefore, they try to get sexual and reproductive health knowledge through informal sources like friends and the internet, which can mislead students. According to the teachers, sexual and reproductive health education should not be offered as a separate exam-based subject but should be integrated into the curriculum of science or health and physical education as a life skills-based education. In addition, the teachers have said that the sexual and reproductive health content included in the current science and health and physical education only covers general health and biological matters, such as reproductive health components, and preventive diseases, which do not pay attention to the contemporary sexual and reproductive health information that the young generation should be aware of. The teachers think that the appropriate age to acquire knowledge about sexual and reproductive health is from the 9th grade (Madhuwanthi et al., 2018). Through these two studies, the teachers have focused on the views of sexual and reproductive health education in the school curriculum and the changes and new approaches that should be made in the provision of sex education, and the researcher has conducted her study by focusing on the attitudes of the young community and the importance of providing sexuality education.

Recommendations

Extensive scope: Expand beyond solely biological or health-related subjects to incorporate current insights on healthy relationships, all genders, and varied gender identities.

- Age suitability: Provide sexual education across the lifespan, beginning with appropriate subjects in elementary school and increasing in depth by grade 9 and into high school.
- Integration approach: Rather than a standalone exam-oriented subject, incorporate sexuality education into current curricula like science, health, and physical education as skills-oriented learning.
- Incorporation of life skills: Assess and revise the curriculum to integrate crucial life skills, safe sexual behaviors, and the biological processes of puberty and reproduction.

Sure, please provide the text you'd like me to paraphrase. Educator preparation and assistance

- Professional growth: Offer yearly professional development and targeted training to enhance teachers' confidence and skills in discussing sensitive sexual health subjects.

- Resource allocation: Create and disseminate accessible teacher manuals and sufficient educational materials to fill existing resource deficiencies.
- Direction and leadership: National and local entities must offer clear direction, leadership, and oversight to ensure that educators feel validated and backed in their positions.

Sure! Please provide the text you would like me to paraphrase. Engagement of the community and stakeholders

- Local ownership: Guarantee that the curriculum content and teaching methods reflect local values and beliefs for genuine local ownership.
- Building consensus: Start a consensus process involving crucial stakeholders, such as religious leaders, civil society representatives, and government officials, to reach agreement on strategies and content.
- Involvement of parents: Create school initiatives that involve parents and the broader community to connect different generations and diminish cultural taboos.

REFERENCES

1. Adamczyk, A., Hayes, B.E. (2012). Religion and Sexual Behaviors: Understanding the Influence of Islamic Cultures and Religious Affiliation for Explaining Sex Outside of Marriage. *American Sociological Review*. 77(5). 723-746. <https://journals.sagepub.com/doi/full/10.1177/0003122412458672>.
2. Agnew, S. G. (2007). Let's talk about sex: sexual education and adolescent sexual behavior.
3. Smith College. 1-74. <https://scholarworks.smith.edu/cgi/viewcontent.cgi?article=2398&context=theses>
4. Alexandra. D. H. (2022). Sexology. *Encyclopedia Britannica*. Retrieved August 10, 2022, from <https://www.britannica.com/science/sexology> . Accessed 10 September 2022
5. <https://www.britannica.com/science/sexology> . Accessed 10 September 2022
6. Alomair, N., Alageel, S., Davies, N., & Bailey, J.V. (2021). Barriers to Sexual and Reproductive Wellbeing among Saudi Women: a Qualitative Study. *Sexuality research and social policy*. 1-10. https://discovery.ucl.ac.uk/id/eprint/10130786/1/Davies_Alomair2021_Article_BarriersToSexualAndReproductiv.pdf
7. American Psychological Association. (2022). APA Style. Sexual orientation. Retrieved August 6, 2022, from <https://apastyle.apa.org/style-grammar-guidelines/bias-free-language/sexual-orientation#:~:text=Sexual%20orientation%20is%20a%20part,862>
8. Babimpa, E.N. (2017). The challenges of teaching sex education in Uganda. GRIN. Retrieved September 19, 2022 from <https://www.grin.com/document/385924>
9. Bannunah, m. A. (2018). Sex education in the Kingdom of Saudi Arabia: an examination of how sex education can be implemented in early childhood education. The University Of Sheffield. 1-60. <https://etheses.whiterose.ac.uk/24948/1/SEX%20EDUCATION%20IN%20THE%20KINGDOM%20OF%20SAUDI%20ARABIA%20AN%20EXAMINATION%20OF%20HOW%20SEX%20EDUCATION%20CAN%20BE%20IMPLEMENTED%20IN%20EARLY%20CHILDHOOD%20EDUCATION%20.pdf>
10. Barker, J. (2016). What can we learn from the history of Sexology? REWRITING THE RULES. Retrieved August 6, 2022, from <https://www.rewriting-the-rules.com/sex/what-can-we-learn-from-the-history-of-sexology/>
11. Bell, K. (2013). Sexuality. *Open Education Dictionary*. Retrieved August 6, 2022, from Bell, K. (2013). Sexuality. <https://sociologydictionary.org/sexuality>
12. Bham, V. (2020). THE IMPORTANCE OF EARLY SEXUAL EDUCATION IN INDIAN SCHOOLS. KAUTILYA SCHOOL OF PUBLIC POLICY. Retrieved September 22, 2022 schools/ from <https://kautilya.org.in/the-importance-of-early-sexual-education-in-indian-schools/>
13. Botti, N., Hussien, S., Shegaze, M., Shibu, S., Shibiru. T., Zerihan. E., Godana. W., Abebe. S., Gebretsadik. W., Desalegn. N & Temtime, Z. (2019). Effects of comprehensive sexuality education on the comprehensive knowledge and attitude to condom use among first-year students in Arba Minch University: a quasi-experimental study. <https://bmcrenotes.biomedcentral.com/articles/10.1186/s13104-019-4746-6>

14. Brennan, D. (2021). What is Asexual? WebMD. Retrieved August 21, 2022, from <https://www.webmd.com/sex/what-is-asexual>
15. Brennan, D. (2021). What is Bisexual? WebMD. Retrieved August 21, 2022, from <https://www.webmd.com/sex/what-is-bisexual>
16. Comprehensive Sexuality Education. (2016). Sida. Retrieved August 28, 2022, from <https://cdn.sida.se/publications/files/sida61942en-comprehensive-sexuality-educationfeb-2016.pdf>
17. Comrade. (2022). Retrieved September 22, 2022, from <https://www.comrade.lk/latest-news/hathe-apepotha-ahakata-wisiweyi>
18. Connecticut State Department of Education. (2022). Guidelines for Sexual Health Education
19. Component of Comprehensive Health Education. Retrieved August 31, 2022, from <https://portal.ct.gov/SDE/Publications/Sexual-Health-Education-Component-of-Comprehensive-Health-Education/Components-of-Sexual-Health-Education>
20. Cook, D. L. (2017). EXAMINING THE EFFECTS OF SEX EDUCATION ON YOUTH ADULT'S SEXUAL BEHAVIORS AND HEALTH,35-40. <https://digital.library.txstate.edu/bitstream/handle/10877/6770/COOK-THESIS-2017.pdf?sequence=1&isAllowed=y>
21. Country advocacy brief. (2017). INDIA COMPREHENSIVE SEXUALITY EDUCATION: THE WAY FORWARD. 1-13. Retrieved September 22, 2022, from <https://arrow.org.my/wp-content/uploads/2017/10/India-CSE-brief.pdf>
22. Crossman, A. (2021). Overview of The History of Sexuality. ThoughtCo. Retrieved August 6, 2022, from [thoughtco.com/history-of-sexuality-3026762](https://www.thoughtco.com/history-of-sexuality-3026762).
23. Das, K., Rao, T. S. S. (2019). A Chronicle of Sexuality in the Indian Subcontinent. SAGE Journals. Vol. 1. <https://journals.sagepub.com/doi/10.1177/2631831818822017>
24. Ekeng, E. B., Odey, G. A., Undiyaundeye, A. (2022). Students Attitude towards Sex Education among Senior Secondary Schools in Bekwarra Local Government Area Of Cross River State, Nigeria. <https://www.eajournals.org/wp-content/uploads/Students-Attitude-towards-Sex-Education.pdf>.
25. Encyclopaedia of Children and Childhood in History and Society. (2008). Sex Education. Retrieved September 02, 2022, from <http://www.faqs.org/childhood/Re-So/Sex-Education.html>
26. Galer, S.S. (01 June 2022). The UK Government has only spent half the Sex Education Training Money it promised. Vice World News. Retrieved September 19, 2022, from <https://www.vice.com/en/article/jgmy9k/sex-education-training-england>
27. Grebe, N. M., Drea, C. M. (2018). Human Sexuality. In: Shackelford. Encyclopaedia of Evolutionary Psychological Science. Retrieved August 6, 2022, from https://doi.org/10.1007/978-3-319-16999-6_3360-1
28. Hartman, C. M. (2002). school-based sexuality education: a review and critical analysis of relevant literature. 1-40. <https://www2.uwstout.edu/content/lib/thesis/2002/2002hartmann.pdf>
29. Henshaw, A. (2019). THE HISTORY OF SEX ED IN THE US. NURX. Retrieved September 02, 2022, from <https://www.nurx.com/blog/history-of-sex-ed/>
30. Hettiarachchi, D. (2022). The place of sexuality education in preventing child pregnancies in Sri Lanka. Sri Lanka Journal of Child Health, 51(1), 4-7. <https://sljch.sljol.info/articles/abstract/10.4038/sljch.v51i1.9985/>
31. Hewagegana, R., Piercy, N., Salway, H. (2015). Sexual and reproductive knowledge, attitudes and behaviors in a school going population in Sri Lankan adolescents. Sexual and reproductive health care. 6 (1). 8-11. https://shura.shu.ac.uk/8775/3/Piercy_Sexual_and_reproductive_knowledge_SriLanka.pdf
32. Hinds, D. (2013). Effectiveness of a Theory-Based Comprehensive Sexual Education Program at a Baltimore High School. West Virginia University. 1-54. <https://researchrepository.wvu.edu/cgi/viewcontent.cgi?article=6008&context=etd>
33. Homosexuality. (21 November 2018). Encyclopedia Britannica. Retrieved August 20, 2022, from <https://www.britannica.com/topic/homosexuality>. Accessed 10 September 2022
34. <http://dr.lib.sjp.ac.lk/bitstream/handle/123456789/9169/18th%20FMSC%20Research%20Smposium%20Proceeding%202021%20%281%29-072-082.pdf?sequence=1&isAllowed=y>
35. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3941358/>

37. International experts love Sweden's Sex-Ed.96% of students don't. (2018). apolitical. Retrieved September 07, 2022, from <https://apolitical.co/solution-articles/en/international-experts-love-swedens-sex-ed-96-of-students-dont>
38. International technical guidance on sexuality education. (2018). Retrieved September 19, 2022
39. From <https://www.unwomen.org/sites/default/files/Headquarters/Attachments/Sections/Library/Publications/2018/International-technical-guidance-on-sexuality-education-2018-en.pdf>
40. Ivy Panda. (2021). How Religion Affects Human Sexuality. Retrieved August 28, 2022, from <https://ivypanda.com/essays/how-religion-affects-human-sexuality/>
41. Jabari, M. (2022). How to give the world's youth a voice in shaping global challenges. world
42. Economic forum. Retrieved October 22, 2022 from <https://www.weforum.org/agenda/2022/08/how-to-give-the-worlds-youth-a-voice-in-shaping-global-challenges/#:~:text=There%20are%201.12%20billion%20young,16%25%20of%20the%20global%20population>
43. Kantor, L & Levitz, N. (2017). Parents' views on sex education in schools: How much do
44. Democrats and Republicans agree. <https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0180250>.
45. Karanja, D. N. (2004). STUDENTS PERCEPTION OF SEX EDUCATION IN PUBLIC SECONDARY SCHOOLS OF KIKUYU DIVISION, KIAMBU DISTRICT, KENYA, 74-80.