

# Diagnosis and Treatment of Sexual Concepts in the Curricula from the Foundation of Education Perspective for Higher Basic Stage Students

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## ABSTRACT

**Purpose** - This study aims to diagnosis and treatment of sexual concepts in the curricula, which can be integrated in Islamic education curricula. It also identifies the fundamentals of sex education in the curriculum of basic schools in Jordan.

**Methodology** - To achieve this purpose, the researcher addressed the research questions by making reference to the Holy Qur'an and authenticated Prophetic Sunnah, in addition to wealth of literature on the subject such as journal articles, researches, books, and websites. A list of the fundamentals of sex education in Islam has been drawn up, which can be integrated in the curriculum of Islamic education at the elementary level. The list was presented to a group of professional reviewers from the teaching staff members of teaching methods in Islamic education, educational psychology, and the fundamentals of education, to ensure its suitability to become the fundamentals of sex education in Islam and an appropriate to the age of the students at the elementary level. Each of these reviewers presented a set of observations and modifications, which are considered in developing the research instrument. The researcher then analyzed the curricula of Islamic education at the elementary level in Jordan for 2018/2019 academic year, considering the items as units for analysis.

**Findings** - The results revealed a set of the fundamentals of sex education, which should be offered in the Islamic education curricula at the elementary level. The study also shows that there is inadequacy of the fundamentals of sex education in Islamic education curricula in Jordan, where it constitutes 5% of the curriculum.

**Significant** - This is an insignificant percentage considering the importance of sex education in Islamic education curricula. This suggests that there is a necessary to integrate the fundamentals of sex education (those not available) in Islamic education curricula at the elementary level.

**Keywords:** Fundamentals of Islamic Education, Sex Education, Islamic Education Curricula.

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## INTRODUCTION

Sexual instinct is one of the pillars of human being, which plays an important role in the behavior of human being. Islam leads the other religions in dealing with, addressing and organizing this instinct through the development of methodology to provide an available solution to it by developing a set of fundamentals of education that deal with sexual instinct. These fundamentals include a set of rules and principles that control the mental, emotional, and social activities of an individual. Islam legislates the regulation of relationship between male and female. This relationship is based upon important ideologies that standardize legal marriage based on a number of Holy Quranic texts and authenticated Prophetic Hadiths. It is such a unique approach based on principles, which is later known as sex education.

A number of researchers examined sexual instinct in some detail. Some of these researchers pointed out that the main cause of psychological problems facing many young people today is sexual instinct. Most of these problems begin during their adolescence. This requires a new energy that begin to appear in their bodies and find family and community education, which will contribute to the acceptance of changes related to adolescence.

With regard to the aforementioned problem, John Slater (2000) noted that the British government had developed a plan to improve knowledge of sexual and reproductive health issues in order to reduce pregnancies among

adolescent girls. However, this plan provoked controversy heated debate, following the latest statistics on the subject, which indicated that the rate of pregnancy among girls aged 15-19 was 65% in 1998. England and Wales have the highest incidences of teenage pregnancy in Western Europe, with 4% increase annually.

Human motives are based on a set of motives and needs, as well as instincts shared by normal people. Therefore, satisfying these motives, including sex drives, is necessary for human being. This indicates the risk of dealing with sex instinct especially in a religiously and medically unacceptable manner. This issue requires all cultural and religious institutions as well as awareness centers to contribute to preventing the spread of sexual diseases caused as a result of human sexual drives.

At this point, there is a need to discuss the process of management and control of sexual activity within the living organism. This is done by establishing specific sexual norms and ethics, such as religious, ethical and moral teachings. These norms and ethics have a great impact in this process, despite social and cultural differences (Barakat, 1996, Bawaneh, 2019).

## Problem Statement

There is many of different communication channels across the world and different communication networks

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such as the internet, radio, television, newspapers, magazines, and satellite channels. In fact, the world has become like a small village. Therefore, this rapid development and direct contact between different countries of the world have put the exposure to Islamic values and ethics at risk. This problem increases, and it needs to be scientifically and urgently solved. Part of this problem is the issue of sex, which has become a profitable business for many international companies. Consequently, it becomes a threat to many Muslims, especially the youth. Sex-related problems become a threat to many Muslims in relation to their faith. These issues negatively affect the formation of Muslim personalities. Problems resulting from sex lead to serious social, psychological, and economic diseases, which signifies the need to find a valuable solution. In addition, the reluctance of Muslim youth to get married is caused by high cost of marriage or unemployment, which is reflected negatively in the increase of psychological problems suffered by the youth.

### **Significance of the Study**

This study will contribute to providing the proper solutions to the social problems resulting from sexual instinct. Studying sex education from an authenticated Islamic perspective is crucial because not much research was conducted on this topic, especially its relationship with the curricula of Islamic education. Also, the modern means of communication have contributed to the transfer of different cultures and civilizations. Through the means of communication, Jordanian students have been provided with information on sexual deviation in various forms which dragged them away from morality.

This research relates to the curricula of Islamic education at the elementary level. It is expected that students at this level are matured sexually and mentally. Therefore, this study will contribute to the Ministry of Education's effort in developing curricula of education with a clear methodology in dealing with sex education, constituting serious and practical treatment as well as scientific content suitable for Muslim youth. Certainly, Islamic education is one of the most important subjects through which sex education can be dealt with in accordance with students' age and mental ability.

This study will also contribute to determining the rules and principles of sex education in Islam for teachers, students and counsellors to address problems caused by sexual instinct. This study will also help in reducing misconducts done by Jordanian youth. It will provide them with information suitable for their mental, physical, and emotional development, as well as values and skills that can help them succeed in life.

### **Objectives of the Study and Research Questions**

This study is to determine an optimal solution to the sexual issues faced by youth in schools, universities, or perhaps after graduation and before having the opportunity to get married. It also aims to establish a clear methodology for reducing the risk of sexual instinct. In addition, the study is conducted to help curriculum board members to develop a special mechanism that protects the Jordanian students from the risk involved in sexual instinct. This is done by evaluating the content of Islamic education curricula at the elementary level in Jordan and by determining the extent of fundamentals of sex education in Islam. This is done by addressing the following questions:

1. What are the fundamentals of sex education in Islam for students at the elementary level in Jordan?
2. What is the extent of fundamentals of sex education in Islamic education curricula at the elementary level in Jordan?

### **Definition of Terms**

There are several terms used in this study, the most important of which are:

**The fundamentals of sex education:** these are the rules and principles that control the human sexual instinct and help in properly preparing and guiding human sexual behavior with educational guidance based on foundations through which rational trends in the refinement of sexual instinct can be formed.

**Islamic Education Books:** These refer to the basic books prepared by a team of authors at the Board of Curriculum Management in the Ministry of Education in Jordan for the academic year 2018/2019. In this research, it is considered as the basic books used in the classrooms (7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup>).

### **LITERATURE REVIEW**

#### **Theoretical Literature**

A number of scholars and researchers dealt with sex education in several Eastern and Western societies. Some of these studies are related to the curriculum offered to students while some focused on the media, both audio and visual. Nevertheless, the main topic in this aspect is fundamentals of sex education and its relationship with educational curricula that guide human behavior towards virtuous morality and values accepted by the society. Therefore, it is necessary to define sex education and concepts associated with it.

1. The concept of sex education:

Alwan (1981) defined sex education as "the education, awareness and honesty of a child in relation to understanding sex issues which are related to instinct and marriage" (p. 50). He explained that when the child grew up and understood the things of life, he is expected to know what is permissible or forbidden. This should be based on Islamic ethics and culture.

Nur al-Din (2003) defines sex education in Islam as "an educational process that prepares pupils on how to deal with sexual instinct through facts, concepts, values, attitudes, and life skills related based on the provisions of Islamic law" (p. 11). This is achieved through the development of religious values and principles, as well as the adoption of behavioral patterns and healthy life that make the youth responsible for managing sexual behavior in its legal framework during adolescence.

Farghali (2004) defines sex education as "an education based on realities and on the basis of a religious view of sex for those in search of the correct way of human life to meet their desired goal". In this regard, all guidelines must be observed accordingly in order to avoid being controlled by sexual instinct.

Al-Ajdab (2003) defines sex education as "information and realities related to sex development, differences between male and female, signs of puberty and evidences of reproduction as well as issues related to biological, psychological and social aspects" (p. 209). This information must be

provided for the youth in accordance with religious values and in line with social controls.

Abdul Azim (2008) describes sex education as “a comprehensive psychological process aimed at bringing about change and refinement in misconceptions and inherited ideas to develop a healthy and virtuous society and improve children’s understanding of their needs” (p. 14). The nature of sexual behavior is basically determined by learning processes that are heavily influenced by social structure.

Anwar Rashid (2009) defines sex education as “providing children with suitable knowledge of dealing with sexual circumstances throughout their life” (p. 238). By giving them knowledge, the children develop a respectable mental attitude towards sexual issues.

Al-Azzam (2003) describes sex education in Islam as “an education that provides Muslims with necessary sex-related information in accordance with the stages of sexual and mental development on how to deal with issues related to sexual instinct according to Islamic educational rules and principles as well as moral and social values accepted by the society” (p. 13).

#### 2. The importance of sex education:

Sex education is significant for students at the elementary level because it helps them to overcome challenges during adolescence, which is subjected to various influences especially from parents, teachers, and friends, as well as religious and cultural values of the society. Recently, new influence has been introduced – the media – which overwhelmingly affects the behavior of adolescents. The media outlets have significant impact on adolescents’ behavior. Teenagers are exposed to intense influence by programs and films that are not free of sexual signals or tips. In addition, there is a very serious trend of the availability of pornographic songs, or the so-called video clips and sex movies that occupy television channels via satellite. These influences are also possible through hidden trade between disobedient peer groups or gangs. These are strong reasons why there is a need to provide adolescents with sex-related knowledge that could protect them from the dangers of ignorance (Nur al-Din, 2003).

The importance of sex education in Islam lies in the clarification of some important aspects which are:

- a. Sex drive is essential in human life and must be satisfied. Therefore, the sex education is necessary in order to guide human being on how to satisfy their desires in a manner appropriate to human dignity (Al-Jamal, 1996). This can lead to the protection of the human being from being exposed to perishability. It can also help in the development of human life and succession as well as restoration of land (Aqla, 1989).
- b. Sex education represents the basis of happy and permanent marriage, as well as proper sexual behavior. This is achieved through satisfaction of sexual desire in a manner that is free from beastliness and absolutely disordered conduct to achieve psychological and physical comfort of both partners (Qutb, 1981).
- c. Sex education is considered part of the educational process. It is the means through

which individual learns life skills to develop sound personality. Hence, it is necessary to guide parents and teachers on the importance of sex education and help them understand its fundamentals. This information can help parents and teachers to have proper and complete awareness of raising their children in relation to sexual issues (Azzam, 2003).

#### 3. Objectives of sex education:

Sex education consists of educational objectives that should be considered. The most of these objectives are:

- i. Providing people with an appropriate information about their physical, mental and emotional maturity for sex.
- ii. Removing fears and concerns about personal sexual development and associated changes.
- iii. Understanding the moral values required to secure logical rules in decision making.
- iv. Safeguarding education and awareness that enable individuals to effectively manage their sexual feelings, whether they are couples, partners, members of a small community, or citizens of a country.
- v. Ensuring adequate knowledge of sexual abuse or perversion to enable individuals protect themselves against sexual abuse and whatever can harm their physical and emotional health (Alnazir, 1979).

#### Stages of Sex Education:

Alwan (1981) describes the stages involved in sex education as follows:

- a. The period between 7-10 years is called the stage of consciousness, where the child is taught about ethics of agreement and etiquette.
- b. The period between 10-14 years is called the stage of adolescence, where the child should avoid all sexual incitement.
- c. The period between 14-16 years is called the stage of puberty, where the child knows the etiquette of sexual intercourse if he/she is ready for marriage. This is because marriage is the practice of Prophets and Messengers. The Almighty Allah says: “And We have already sent messengers before you and assigned to them wives and descendants” (Surah al-Raad: Verse 38).

#### Previous Studies

A number of researchers addressed the issue fundamentals of sex education according Islam as well as contemporary educational thought, both ancient and modern. Some of these studies are presented as follows:

1. A study conducted by Azzam (2015) entitled “Content Analysis of the books of Islamic culture for secondary schools in light of the concepts of sex education”. The books of Islamic culture for secondary schools were selected as a study sample. The researcher used descriptive method based on content analysis. Therefore, the items were used as unit of analysis. The unit of analysis was developed based on three aspects: sexual and reproductive

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health, marriage and family life, sexual behavior and ethics. The results indicated that the level of integration of the concepts of sex education in the books of Islamic culture for secondary schools was implicit and concise.

2. [Al-Khalidi's \(2011\)](#) study entitled "Sex Education in the Books of Islamic Culture for Secondary Schools in Jordan". The study aimed to identify the extent to which Islamic culture books for secondary education in Jordan integrate the subjects of sex education. The study sample consisted of all the books of Islamic culture for 2008/2009 academic session. The researcher used descriptive method based on content analysis, relying on the items as unit of analysis. The study consisted of five aspects: sexual education, preventive provisions for controlling sexual instinct, penalties and therapeutic provisions for sexual deviations, family formation and marital problems. The results showed low integration level of sex education subjects in Islamic culture books as the total number of items reached 1485, and those related to sex education amounted to 153 constituting 10% only.
3. A study conducted by [Nour al-Din \(2003\)](#) entitled "Subjects of sex education in the books of Islamic education at elementary level in the Kingdom of Bahrain: An analytical study". This study aimed to explore the content of Islamic education books at the elementary level in the Kingdom of Bahrain in relation to sex education. The study revealed the most prominent subjects of sex education that correspond to the stage of adolescence related to Islam. It also revealed the most prominent subjects of sex at the elementary level in Bahrain. The study is conducted on a sample from the original population itself, consisting of the books specified for Islamic education in Bahrain for 2002/2003 academic session. The researcher used descriptive method based on content analysis, and the book items were used as unit of analysis. The study concluded that out of 128 subjects on sex education, 42 were integrated in the books of Islamic education, constituting 28%. The researcher recommended that there is a need to develop Islamic education curricula in the Kingdom of Bahrain by integrating appropriate sex education subjects at all levels of study.
4. [Al-Azzam's \(2002\)](#) study entitled "Sex education from Islamic perspective". The study aimed to identify the concept of sex education, its objectives, characteristics, and importance from Islamic perspective. It highlighted the role of educational institutions in providing Muslims with appropriate foundation. It also aimed to examine the management of sexual deviations, preventive and therapeutic issues based on Islamic perspective. The researcher used descriptive fundamentalist approach and found that sex education in Islam provides Muslims with necessary information on sexual and mental development to deal with issues related to sexual instinct within the framework of the Islamic educational principles, rules, as well as moral and social values prevalent in the society. The researcher came up with various recommendations, including the need to educate parents about proper sex education according to Islamic perspective. According to the study, other educational institutions should collaborate to establish sound sex education among children. The study also recommends that there is a need to educate sex education teachers in accordance with Islamic perspective.
5. A study conducted by [Salih et al. \(2009\)](#) entitled "Parents' attitudes toward sex education and their related pedagogical practices in the Greater Amman region". The study aimed to determine the attitudes of parents towards sex education and their related educational practices in the city of Amman. The study found that the trends and practices were positive in general. It pointed out the need to sensitize parents on the importance of sex education and provide them with necessary information. The study was conducted on a sample of 645 individuals using questionnaire with 58 items. The findings showed that mothers are more positive than fathers in dealing with sex education or sex educational practices. The study indicated that there are statistically significant differences in the variable of level of education in favor of higher education.
6. [Hindi's \(2007\)](#) study entitled "Sex education in the books of Islamic education for upper elementary education in Jordan". The study aimed to investigate issues related to sex education in Islamic education for upper elementary education in Jordan. The study sample consisted of 8th, 9th and 10th grade books which were intentionally chosen. The researcher designed a list of analysis covering 89 topics distributed in five areas. The study showed that items related to sex education in the books amounted to 169 out of 2494 items, constituting 6.8%. The study came up with a number of recommendations, the most important of which is paying attention to the subjects of sex education in Islamic education books.
7. A study conducted by [Al-Shak'ah \(2004\)](#) entitled "Trends in teaching sex education and its relationship with gender variables and specialization among male and female teachers at public schools in Palestine". The study aimed to determine the trends in teaching sex education and its relationship with gender variables and specialization among male and female teachers at public schools in Palestine. It also aimed to determine the impact of gender variables, specialization, and interaction between males and females in this regard. The research instrument consisted of 76 items on a sample of 638 individuals. The results showed that the teachers have positive attitudes (60.4%) toward teaching sex education in schools. Also, there are statistically significant differences in favor of male teachers in teaching sex education. Also, there are statistically significant differences between sciences and arts in favor of sciences. The researcher came up with several recommendations, most notably the need for Ministry of Education and Higher Education in Palestinian National Authority to provide curricula for sex education in schools just like other subjects.

### METHOD AND PROCEDURE

#### Study Sample and Data Collection

The sample of this study consists of the original population itself, which comprises the books of Islamic education specified for the elementary level (seventh, eighth, ninth and tenth) in Jordan for 2018/2019

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academic year. To achieve the objectives of this study, descriptive approach was used based on content analysis. The book paragraphs were used as unit of analysis to suit the nature of this study. Also, a list of themes on the fundamentals of sex education was adopted by reviewing

empirical literature and previous studies in the field of sex education.

The unit of analysis was applied to the study population, where the themes in Islamic education books were divided into paragraphs, amounting to 3160 items. This is illustrated in the following table.

**Table 1:** Distribution of Paragraphs in the Books of Islamic Education Based on Classes and Semesters

Class \ Semester	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>
First Semester	310	336	510	511
Second Semester	240	326	443	484
Total	550	662	953	995
Grand Total	3160 Paragraphs			

**Research Instrument**

To answer the research questions, research instrument was developed based on the following steps.

1. Making reference to the Qur'an and the authentic Prophetic Hadith as well as literature related to the topic under study, such as journal articles, books, and websites. Then a list of the fundamentals of sex education in Islam was drawn, which can be integrated in the curriculum of Islamic education at the elementary level.
2. The list was presented to a group of professional reviewers among teachers of Islamic education, educational psychology, and foundations of education. This was done to confirm the accuracy and suitability of the themes to become the fundamentals of sex education in Islam and suitable for the age of students at the elementary level. Each

of the reviewers presented a set of observations and modifications, which were taken into consideration by the researcher, and the research instrument was subsequently developed.

**Reliability and Consistency of the Research Instrument**

The researcher employed a second analyst to perform the analysis and to determine the extent of agreement between the researcher and the second analyst on the fundamentals of sex education in the curricula of the elementary schools. A high level of agreement (87%) was found between the researcher and the second analyst. The following table shows the level of consistency in the themes related to fundamentals of sex education based on classes.

**Table 2:** Stability Coefficient between the Researcher and the Second Analyst of the Paragraphs Related to the Fundamentals of Sex Education Based on the Classes

Class \ paragraph	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	Total
Number of paragraphs related to fundamentals of sex education by the researcher	5	50	45	59	159
Number of paragraphs related with fundamentals of sex education by the second analyst	3	66	37	75	181
Percentage	159 ÷ 181				87%

**RESULTS**

This section presents the findings of this study as follows.

1. Response to Question 1: What are the fundamentals of sex education in Islam for students at the upper elementary level in Jordan?

The final list of the fundamentals of sex education was determined, which the reviewers recommended to be integrated in the curricula of Islamic education for students at the elementary level in Jordan. This is presented in the following table.

**Table 3:** The Fundamentals of Sex Education in Islam for Students at the Elementary Level in Jordan

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No.	Fundamentals of Sex Education
1.	Call for decency and avoidance of adultery the call to chastity and stay away from falling into adultery
2.	Signs of puberty and its rules
3.	Rulings on puerperium, menstruation and childbirth
4.	Circumcision
5.	Rulings are related to urine and Feces
6.	Maturity by having a wet dream
7.	Rulings are related to Maniy (sperm) and <i>Wadiy</i> (lesser sperm)
8.	Dangers of masturbation
9.	Prohibition of lesbianism
10.	Prohibition of homosexuality
11.	Sexual diseases (AIDS, syphilis, gonorrhea ...)
12.	Sexual penalties (stoning, flogging, ...)
13.	Observing the ethics of permission rules
14.	Prohibition of not wearing dress and perfume
15.	Prohibition of unlawful watching
16.	Shari'ah rules for interaction between male and female
17.	Prohibition watching pornographic programs, series, and movies
18.	Repentance from falling into obscene
19.	Rulings on men and women genitals
20.	Fasting to prevent sexual desires
21.	Good companionship
22.	Public shaving
23.	The stages of human creation (clay, dust, sperm, ...)
24.	Motivation and encouragement for marriage
25.	Limiting the relationship between engaged male and female
26.	Rape and sexual harassment
27.	<i>Al-Janaba</i> (major impurity) and its purification
28.	Prohibition of isolation with non-blood relative
29.	Prohibition of accusing decent women with adultery
30.	Prohibition of spying on genitals
31.	Prayer for the prevention of women's deception
32.	Legitimate dress
33.	Prohibition of submissiveness in speaking with men
34.	Ethics of marital cohabitation

Table 3 shows the most important fundamentals of sex education in Islam for students at the elementary level in Jordan. These fundamentals are based on jurisprudential, doctrinal and medical grounds suitable for the students' age, intellectual, and behavioral level. Therefore, prevention and treatment are essential in relation to the students' improvement of behaviors resulting from interaction in their educational and social environments.

2. Response to Question 2: What is the extent of fundamentals of sex education in Islamic education curricula at the upper elementary level in Jordan?

The books of Islamic education for classes 7th, 8th, 9th, and 10<sup>th</sup> were analyzed using frequencies to determine the availability of fundamentals of sex education. Each item is ranked based on frequencies and percentages, as well as the classes to which they belong. This is illustrated in the following tables.

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**Table 4:** The Extent of Fundamentals of Sex Education in the Curricula of Islamic Education for Seventh Elementary Class in Jordan

Number	Fundamentals of Sex Education	Frequency	Percentage	Rank
24	Motivation and encouragement for marriage	2	.0036	1
29	Prohibition of accusing decent women of adultery	1	.0018	2
34	Ethics of marital cohabitation	1	.0018	2
1	Call for decency and avoidance of adultery the call to chastity and stay away from falling into adultery	1	.0018	2
23	Stages of human creation (clay, dust, sperm, ...)	0	.0000	3
12	Sexual penalties (stoning, flogging, ...)	0	.0000	3
32	Legitimate dress	0	.0000	3
13	Observing the ethics of seeking permission Observing the ethics of permission rules	0	.0000	3
15	Prohibition of unlawful viewing	0	.0000	3
14	Prohibition of not wearing dress and perfume	0	.0000	3
16	<i>Shari'ah</i> rules for interaction between genders	0	.0000	3
18	Repentance from falling into obscene	0	.0000	3
3	Rulings of puerperium, menstruation and childbirth	0	.0000	3
2	Signs of puberty and its rules	0	.0000	3
33	Prohibition of submissiveness in speaking with men	0	.0000	3
4	Circumcision	0	.0000	3
5	Excretion of urine and excrement Rulings are related to urine and Feces	0	.0000	3
6	Maturity by having wet dream	0	.0000	3
7	Rulings on sperm or lesser sperm Rulings are related to Maniy (sperm) and <i>Wadiy</i> (lesser sperm)	0	.0000	3
8	Dangers of masturbation	0	.0000	3
9	Prohibition of lesbianism	0	.0000	3
11	Sexual diseases (AIDS, syphilis, gonorrhoea ...)	0	.0000	3
17	Warning on watching pornographic programs, series and movies	0	.0000	3
19	Rulings on men and women genitals	0	.0000	3
10	Prohibition of sodomy	0	.0000	3
20	Fasting for prevention of sexual desires	0	.0000	3
21	Good companionship	0	.0000	3
22	Public shaving	0	.0000	3
25	Limiting the relationship between boyfriend and girlfriend Limiting the relationship between engaged male and female	0	.0000	3
26	Rape and sexual harassment	0	.0000	3
27	<i>Al-Janaba</i> and its purification	0	.0000	3
28	Prohibition of isolation with non-blood relative	0	.0000	3
30	Prohibition of spying on genitals	0	.0000	3
31	Prayer against women's deception	0	.0000	3
Total	Number of paragraphs in which the fundamentals of sex education are available: 5 Total number of curriculum paragraphs: 550 Percentage of availability of sex education fundamentals in the curriculum: $5 \div 550 = .0090$	5	.0090 Total percentage	

It is clear from Table 4 that "motivation and encouragement for marriage" ranked first in the curricula of Islamic education for Seventh Elementary Class in Jordan, with a percentage of 0.0036. Also, 5 out of 550 paragraphs focus on educational foundation relating to sex education with a very low percentage of 0.0090. Some of the fundamentals of sex education are not available in the Islamic education curriculum of seventh elementary class, such as menstrual provisions, circumcision, excretions of urine and excrement, maturity by having wet dream, rulings on sperm or lesser sperm, Dangers of

masturbation, prohibition of lesbianism, sexual diseases (AIDS, syphilis, gonorrhoea ...), Warning on watching pornographic programs, series and movies, repentance from falling into obscene, nakedness of man, nakedness of women, fasting to prevent sexual desires, good companionship, pubic shaving, limiting the relationship between boyfriend and girlfriend, rape, sexual harassment, *Al-Janaba* (major impurity) and its purification, prohibition of isolation with non-blood relative, prohibition of spying on genitals, Prayer against women's deception, and prohibition of sodomy.

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**Table 5.** Extent of Availability of the Fundamentals of Sex Education in the Curricula of Islamic Education for Eighth Class of Elementary in Jordan

Number	Fundamentals of Sex Education	Frequency	Percentage	Rank
34	Ethics of marital cohabitation	11	.0166	1
1	Call for decency and avoidance of adultery the call to chastity and stay away from falling into adultery	10	.0105	2
3	Rulings of puerperium, menstruation and childbirth	7	.0010	3
2	Signs of puberty and its rules	4	.0060	4
23	Stages of human creation (clay, dust, sperm, ...)	3	.0045	5
27	<i>Al-Janaba</i> (major impurity) and its purification	3	.0045	5
19	Rulings on men and women genitals	3	.0045	5
5	Excretion of urine and excrement	2	.0030	6
30	Prohibition of spying on genitals	2	.0030	6
14	Prohibition of wearing finery dress and perfume	1	.0015	7
7	Rulings on <i>Maniy</i> (sperm) and <i>Wadiy</i> (lesser sperm)	1	.0015	7
10	Prohibition of sodomy	1	.0015	7
18	Repentance from falling into obscene	1	.0015	7
26	Rape and sexual harassment	1	.0015	7
29	Prohibition of accusing decent women with adultery	0	.0000	8
32	Legitimate dress	0	.0000	8
6	Maturity by having wet dream	0	.0000	8
13	Observing the ethics of seeking permission	0	.0000	8
4	Circumcision	0	.0000	8
24	Motivation and encouragement for marriage	0	.0000	8
8	Dangers of masturbation	0	.0000	8
9	Prohibition of lesbianism	0	.0000	8
21	Good companionship	0	.0000	8
17	Warning on watching pornographic programs, series and movies	0	.0000	8
16	<i>Shari'ah</i> rules for interaction between opposite sexes	0	.0000	8
15	Prohibition of unlawful viewing	0	.0000	8
25	Limiting the relationship between boyfriend and girlfriend	0	.0000	8
20	Fasting to prevent sexual desires	0	.0000	8
22	Public shaving	0	.0000	8
11	Sexual diseases (AIDS, syphilis, gonorrhoea ...)	0	.0000	8
28	Prohibition of isolation with non-blood relative	0	.0000	8
31	Prayer against women's deception	0	.0000	8
33	Prohibition of submissiveness in speaking with men	0	.0000	8
12	Sexual penalties (stoning, flogging, ...)	0	.0000	8
Total	Number of paragraphs in which the fundamentals of sex education are available: 50 Total number paragraphs in the curriculum: 662 Percentage of availability of sex education fundamentals in the curriculum of eighth class: $50 \div 662 = .0755$	50	.0755 Total percentage	

As presented in Table 5, the fundamentals consisting of ethics of marital cohabitation, call for decency and avoidance of adultery, rulings of puerperium, menstruation and childbirth, and signs of puberty and its provisions have the highest percentages. Amongst these items, ethics of marital cohabitation ranked first with a percentage of 0.0166. Meanwhile, there are many fundamentals of sex education in Islam that are not available in the curriculum of Islamic education for the eighth class. These fundamentals include prohibition of accusing decent women with adultery, legitimate dress, maturity by having wet dream, observing the ethics of seeking permission, rulings on menstruation, circumcision, motivation and encouragement for

marriage, dangers of masturbation, prohibition of lesbianism, good companionship, Warning on watching pornographic programs, series and movies, *Shari'ah* rules for interaction between opposite sexes, prohibition of unlawful viewing, limiting relationship between boyfriend and girlfriend, fasting to prevent sexual desires, public shaving, sexual diseases (AIDS, syphilis, gonorrhoea...), prohibition of isolation with non-blood-relative, Prayer against women's deception, and Prohibition of submissiveness in speaking with men. Also, 50 out of 662 paragraphs focus on fundamentals of sex education in the curriculum of eighth class which a percentage of 0.0755.

**Table 6:** The Extent of Availability of the Fundamentals of Sex Education in the Curricula of Islamic Education for Ninth Elementary Class in Jordan



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No.	Fundamentals of Sex Education	Frequency	Percentage	Rank
19	Rulings on men and women genitals	8	.0083	1
5	Excretion of urine and excrement	6	.0062	2
15	Prohibition of unlawful viewing	5	.0052	3
30	Prohibition of spying on the genitals	5	.0052	3
1	Call for decency and avoidance of adultery the call to chastity and stay away from falling into adultery	3	.0031	4
24	Motivation and encouragement for marriage	3	.0031	4
18	Repentance from falling into obscene	3	.0031	4
10	Prohibition of sodomy	3	.0031	4
29	Prohibition of accusing decent women of adultery	2	.0020	5
31	Prayer against women's deception	2	.0020	5
4	Circumcision	1	.0010	6
13	Observing the ethics of seeking permission	1	.0010	6
22	Public shaving	1	.0010	6
23	Stages of human creation (clay, dust, sperm, ...)	1	.0010	6
7	Rulings on <i>Maniy</i> (sperm) or <i>Wadiy</i> (lesser sperm)	1	.0010	6
9	Prohibition of lesbianism	0	.0000	7
11	Sexual diseases (AIDS, syphilis, gonorrhoea ...)	0	.0000	7
12	Sexual penalties (stoning, flogging, ...)	0	.0000	7
20	Fasting for prevention of sexual desires	0	.0000	7
14	Prohibition of wearing finery dress and perfume	0	.0000	7
16	<i>Shari'ah</i> rules for interaction between sexes	0	.0000	7
17	Warning on watching pornographic programs, series and movies	0	.0000	7
2	Signs of puberty and its rules	0	.0000	7
21	Good companionship	0	.0000	7
8	Dangers of masturbation	0	.0000	7
6	Maturity by having wet dream	0	.0000	7
25	Limiting of the relationship between boyfriend and girlfriend	0	.0000	7
26	Rape and sexual harassment	0	.0000	7
27	<i>Al-Janaba</i> and its purification	0	.0000	7
3	Rulings on puerperium, menstruation and childbirth	0	.0000	7
28	Prohibition of isolation non-blood-relative	0	.0000	7
32	Legitimate dress	0	.0000	7
33	Prohibition of submissiveness in speaking with men	0	.0000	7
34	Ethics of marital cohabitation	0	.0000	7
Total	Number of paragraphs in which the fundamentals of sex education are available: 45 Total number of paragraphs: 953 Percentage of availability of sex education fundamentals in the Curriculum: $45 \div 953 = .0472$	45	.0472 Total percentage	

Table 6 indicates that only 16 fundamentals of sex education were available in the Islamic Education curriculum of the ninth class. The item "Rulings on men and women genitals" ranked first amongst the fundamentals. The availability of the fundamentals of sex education in the curriculum of Islamic education for the ninth-class amount to a percentage of 0.0472. The table shows that 17 fundamentals of sex education were not available in the curriculum. These fundamentals include: prohibition of lesbianism, sexual diseases (AIDS, syphilis, gonorrhoea ...), sexual penalties (stoning, skin, ...), fasting for prevention of sexual desires, Prohibition of wearing

finery dress and perfume, *Shari'ah* rules for interaction between genders, Warning on watching pornographic programs, series and movies, signs of puberty and its rules, good companionship, dangers of masturbation, maturity by having wet dream, limiting the relationship between boyfriend and girlfriend, prohibition of sodomy, *Al-Janabah* and purification, rulings of puerperium, menstruation and childbirth, prohibition of isolation with non-blood-relative, legitimate dress, Prohibition of submissiveness in speaking with men, and ethics of marital cohabitation.

**Table 7:** Extent of Availability of the Fundamentals of Sex Education in the Curricula of Islamic Education for Tenth Elementary Class in Jordan

Number	Fundamentals of Sex Education	Repeat	Ratio	Rank
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*Diagnosis and Treatment of Sexual Concepts in the Curricula from the Foundation of Education Perspective for Higher Basic Stage Students*

1	Call for decency and avoidance of adultery	17	.0170	1
19	Rulings on men and women genitals	10	.0100	2
15	Prohibition of unlawful viewing	7	.0070	3
24	Motivation and encouragement for marriage	7	.0070	3
32	Legitimate dress	3	.0030	4
14	Prohibition of wearing finery dress and perfume	3	.0030	4
23	Stages of human creation (clay, dust, sperm, ...)	3	.0030	4
16	<i>Shari'ah</i> rules for interaction between genders	3	.0030	4
30	Prohibition of spying on genitals	2	.0020	5
20	Fasting for prevention of sexual desires	1	.0010	6
10	Prohibition of sodomy	1	.0010	6
17	Warning on watching pornographic programs, series and movies	1	.0010	6
29	Prohibition of accusing decent women with adultery	1	.0010	6
28	Prohibition of isolation with non-blood relative	0	.0000	7
11	Sexual diseases (AIDS, syphilis, gonorrhea ...)	0	.0000	7
31	Prayer against women's deception	0	.0000	7
18	Repentance from falling into obscene	0	.0000	7
34	Ethics of marital cohabitation	0	.0000	7
25	Limiting the relationship between boyfriend and girlfriend	0	.0000	7
12	Sexual penalties (stoning, flogging, ...)	0	.0000	7
2	Signs of puberty and its rules	0	.0000	7
4	Circumcision	0	.0000	7
5	Excretion of urine and excrement	0	.0000	7
6	Maturity by having wet dream	0	.0000	7
7	Rulings on <i>Maniy</i> (sperm) and <i>Wadiy</i> (lesser sperm)	0	.0000	7
8	Dangers of masturbation	0	.0000	7
9	Prohibition of lesbianism	0	.0000	7
13	Observing the ethics of seeking permission	0	.0000	7
3	Rulings on puerperium, menstruation and childbirth	0	.0000	7
21	Good companionship	0	.0000	7
22	Public shaving	0	.0000	7
26	Rape and sexual harassment	0	.0000	7
27	<i>Al-Janaba</i> and its purification	0	.0000	7
33	Prohibition of submissiveness in speaking with men	0	.0000	7
Total	Number of paragraphs in which the fundamentals of sex education are available: 59 Total number of paragraphs: 995 Percentage of availability of sex education fundamentals: $59 \div 995 = .0592$	59	.0592 Total percentage	

It is clear from Table 7 that call for decency and avoidance of adultery, ruling on men and women genitals, and prohibition of unlawful viewing, motivation and encouragement for marriage have the highest percentages in the curriculum of Islamic education for the tenth class. On the other hand, there are some fundamentals of sex education that are not available in the curriculum. These include prohibition of isolation with non-blood relative, sexual diseases (AIDS, syphilis, gonorrhea ...), prayer against women's deception, repentance from falling into obscene, ethics of marital cohabitation, limiting the relationship between boyfriend and girlfriend, sexual penalties (stoning, flogging, ...),

signs of puberty and its rules, circumcision, excretion of urine and excrement, maturity by having wet dream, rulings on sperm or lesser sperm, dangers of masturbation, prohibition of lesbianism, observing the ethics of seeking permission, rulings on puerperium, menstruation and childbirth, good companionship, public shaving, rape and sexual harassment, *Al-Janaba* and purification, and prohibition of submissiveness in speaking with men. The availability of paragraphs that dealt with fundamentals of sex education in the curriculum of the tenth elementary class amount to 0.0592%.

**Table 8:** The Extent of Availability of the Fundamentals of Sex Education in the Curricula of Islamic Education in Jordan Distributed Based upon the Classes

Number	Fundamentals of Sex Education	Frequency	Percentage	Rank
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		7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>		
1	Call for decency and avoidance of adultery	1	10	3	17	31	.0098
2	Signs of puberty and its rules	0	4	0	0	4	.0012
3	Rulings on puerperium, menstruation and childbirth	0	7	0	0	7	.0022
4	Circumcision	0	0	1	0	1	.0003
5	Excretion of urine and excrement	0	2	6	0	8	.0025
6	Maturity by having wet dream	0	0	0	0	0	.0000
7	Rulings on sperm or lesser sperm	0	1	0	0	1	.0003
8	Dangers of masturbation	0	0	0	0	0	.0000
9	Prohibition of lesbianism	0	0	0	0	0	.0000
10	Prohibition of sodomy	0	1	0	1	2	.0006
11	Sexual diseases (AIDS, syphilis, gonorrhoea ...)	0	0	0	0	0	.0000
12	Sexual penalties (stoning, flogging, ...)	0	0	0	0	0	.0000
13	Observing the ethics of seeking permission	0	0	1	0	1	.0003
14	Prohibition of wearing finery dress and perfume	0	1	0	3	4	.0012
15	Prohibition of unlawful viewing	0	0	5	7	12	.0037
16	<i>Shari'ah</i> rules for interaction between genders	0	0	0	3	3	.0009
17	Warning on watching pornographic programs, series and movies	0	0	0	1	1	.0003
18	Repentance from falling into obscene	0	1	3	0	4	.0012
19	Rulings on men and women genitals	0	3	8	10	21	.0066
20	Fasting for prevention of sexual desires	0	0	0	1	1	.0003
21	Good companionship	0	0	0	0	0	.0000
22	Public shaving	0	0	1	0	1	.0003
23	Stages of human creation (clay, dust, sperm, ...)	0	3	1	3	7	.0022
24	Motivation and encouragement for marriage	2	0	3	7	12	.0037
25	Limiting the relationship between boyfriend and girlfriend	0	0	0	0	0	.0000
26	Rape and sexual harassment	0	1	3	0	4	.0012
27	<i>Al-janaba</i> and its purification	0	3	0	0	3	.0009
28	Prohibition of isolation with non-blood relative	0	0	1	0	1	.0003
29	Prohibition of accusing decent women with adultery	1	0	2	1	4	.0012
30	Prohibition of spying on genitals	0	2	5	2	9	.0028
31	Prayer against women's deception	0	0	2	0	2	.0006
32	Legitimate dress	0	0	0	3	3	.0009
33	Prohibition of submissiveness in speaking with men	0	0	0	0	0	.0000
34	Ethics of marital cohabitation	1	11	0	0	12	.0037
	Total	5	50	45	59	159	.05
	Number of paragraphs in the curricula: 3160 Number of paragraphs dealing with the fundamentals of sex education: 159 Percentage of fundamentals of sex education in classes 7, 8, 9 and 10: $3160 \div 159 = 5\%$						

Table 8 shows that some of the fundamentals of sex education are available in the curricula to a large extent. The optimal fundamentals include call for decency and

avoidance of adultery, prohibition of unlawful viewing, Rulings on men and women genitals, motivation and encouragement for marriage, and ethics of marital

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cohabitation. Nevertheless, some fundamentals of sex education are not available in the curricula at all. These include maturity by having wet dream, dangers of masturbation, prohibition of lesbianism, sexual diseases (AIDS, syphilis, gonorrhoea ...), sexual penalties (stoning, flogging, ...), good companionship, limiting the relationship between boyfriend and girlfriend, and

prohibition of submissiveness in speaking with men. This study is consistent with [Hindi's \(2007\)](#) study which revealed that 169 (6.8%) out of 2494 paragraphs were related to sex education in the three books chosen for the study. It also agrees with the studies conducted by [Goldman \(2010\)](#) and [Alper Cuhadaroglu \(2017\)](#).

**Table 9:** The Extent of Availability of Sex Education Fundamentals in the Curricula of Islamic Education in Jordan based on Classes and Curriculum Paragraphs

Class	Number of paragraphs in the book	Number of paragraphs dealing with fundamentals of sex education	Percentage
Seventh	550	5	.0090
Eighth	662	50	.0755
Ninth	953	45	.0472
Tenth	995	59	.0592
Total	3160	159	.05

### DISCUSSION OF FINDINGS AND RECOMMENDATIONS

First: Discussion of findings related to Question 1: What are the fundamentals of sex education in Islam for students at the elementary level in Jordan? In addressing this question, it was clear that fundamentals of sex education are jurisprudential, doctrinal and medical foundations that are suitable for the students' intellectual and behavioral aspects. Therefore, prevention and treatment are highly important in improving the students' behaviors resulting from interaction as well as educational and social environments. This requires the effort of designers of educational curriculum and fundamentals of sex education. It also calls for creation of a suitable educational environment to demonstrate and strengthen these fundamentals in the curricula in a scientific manner that commensurate with the students' age. It should be noted that there are significant differences in the level of awareness in relation to fundamentals of sex education, depending on the students' nature, gender, and social environment. In addition, the consensus on these fundamentals was achieved through a number of consultations conducted by the researcher, which indicates the need to integrate these fundamentals in the curricula of Islamic education. This is because Islamic education curricula are important in providing comprehensive educational guidance for students in various ways, including physical, mental, emotional, and behavioral aspects.

Second: Discussion of findings related to Question 2: What is the extent of fundamentals of sex education in the curricula of Islamic education at upper elementary level in Jordan? This study found that there is a low level of the availability of fundamentals of sex education in the curricula of Islamic education at elementary level in Jordan. This might be due to various reasons outlined as follows.

1. Existence of satisfication amongst the curriculum board members in the Jordanian Ministry of Education on the danger of providing students with information related to sex education. This view has no strong evidence, because fundamentals of sex education have been clearly discussed in the Holy Qur'an and the Authenticated Prophetic Sunnah.
2. Overlooking sex education in the content of officially declared curriculum through total dependence on the teacher who is saddled with the responsibility of

illustrating the nature of sex education and its fundamentals. At times, this is even considered to be the responsibility of parents or various social institutions.

3. Weakness in the experiences of curriculum board members regarding the stages of physical growth in children or adolescents, as well as the essential information needed for each stage in relation to sex education.
4. Lack of sufficient awareness by the curriculum board members on problems that may result from lack of knowledge of sex education among students, which can lead to deficiency in their personalities. As such, the students resort to peer groups, internet, newspapers and magazines to understand the psychological condition they suffer from. This is largely due to lack of understanding of the nature of their physiological changes which will negatively affect their personality formation in the future, accompanied by serious psychological risk and waste of time in thinking about the opposite sex.
5. Lack of integrating the fundamentals of sex education in Islamic education curricula for classes 7, 8, 9 and 10 in a coherent manner, taking into consideration the scope of sex education fundamentals in accordance with the student's class or age level.

### Recommendations

A number of recommendations are offered from the findings of this study. Some of the most important recommendations are presented as follows.

1. There is a need to integrate the fundamentals of sex education (those currently absent) in the curricula of Islamic education at the elementary level.
2. There is a need to pay attention to the scope of fundamentals of sex education in line with class or age level, taking into consideration the increase in dimensions of sex education fundamentals and the students' age level.
3. Further studies should be conducted on the fundamentals of sex education as well as attitudes of teachers and parents toward these fundamentals.

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