**The Pros and Cons of Offering Sex Education**

**in the Philippine Basic Education Curricula**

**ABSTRACT**

This study explores the advantages and disadvantages of integrating sex education into the basic education curricula in the Philippines. As discussions surrounding adolescent reproductive health, teenage pregnancy, and sexual abuse become increasingly relevant, the inclusion of comprehensive sex education in schools remains a highly debated topic among educators, parents, policymakers, and religious groups. Through a review of literature, qualitative interviews with teachers and students, and analysis of existing education policies, this research identifies key benefits such as increased awareness on reproductive health, reduced rates of teenage pregnancy, prevention of sexually transmitted infections, and the promotion of responsible decision-making among youth. Conversely, it also examines the challenges, including cultural and religious resistance, lack of teacher preparedness, inconsistent implementation, and fears of early sexual initiation. The findings highlight the need for a culturally sensitive yet science-based approach to sex education that balances moral values with public health priorities. This study ultimately aims to inform education policy and promote open, fact-based dialogue on the role of sex education in shaping a healthier and more informed generation of Filipinos.

**Keywords:** *sex education, teenage pregnancy, reproductive health, Philippine education, teacher perspectives, comprehensive sexuality education, cultural resistance*

------------------------------------------------------------------------------------------------------------

**INTRODUCTION**

Sex education continues to be one of the most debated topics in the Philippine education system. In recent years, growing concerns about the rise in teenage pregnancies, the spread of sexually transmitted infections (STIs), and increasing reports of sexual abuse among minors have prompted calls for a more comprehensive and formalized approach to sex education in schools POPCOM (2020). According to the Commission on Population and Development, the number of teenage pregnancies in the country has alarmingly increased, with many young girls dropping out of school due to early parenthood. This growing public health issue reflects a lack of access to correct and timely information about sexual and reproductive health among Filipino youth.

In a predominantly Catholic country like the Philippines, discussions around sex are often met with discomfort, if not outright resistance. Cultural norms and religious beliefs play a significant role in shaping attitudes toward sex education, leading many families and communities to avoid the subject altogether Lopez (2021). As a result, many young Filipinos grow up with misconceptions and myths about sexuality, reproduction, and relationships—often relying on peers, the internet, or media as their primary sources of information, which are not always accurate or healthy UNESCO (2018).

The Department of Education (DepEd) recognized this issue and, in 2018, released DepEd Order No. 31, which provides policy guidelines on the implementation of Comprehensive Sexuality Education (CSE) in basic education DepEd (2018). This policy aimed to integrate sexuality education into key learning areas, including Science, Health, Araling Panlipunan, and Values Education. The goal was to provide students with factual, age-appropriate, and culturally sensitive information that could help them develop responsible attitudes and behavior toward sexuality, gender identity, and reproductive health. Despite this progressive move, implementation across schools remains inconsistent due to lack of training, limited resources, and community opposition David et al., (2017).

The integration of comprehensive sexuality education (CSE) into the Philippine basic education curriculum is increasingly urgent due to persistently high rates of teenage pregnancy and sexually transmitted infections (PSA & ICF, 2018). CSE provides scientifically accurate, age-appropriate information that fosters informed decision-making without encouraging early sexual activity (Likhaan Center for Women’s Health, 2019; UNESCO, 2018).

However, its implementation faces cultural, religious, and institutional resistance. Many educators lack the training and confidence to deliver CSE effectively, often constrained by societal taboos (Castro & Delas Alas, 2018). These challenges compromise content delivery and reduce student engagement.

Despite this, empirical evidence supports CSE’s long-term societal benefits, including delayed sexual initiation, reduced adolescent pregnancy, and improved sexual health outcomes UNESCO (2018). In response, the Department of Education has formalized guidelines to institutionalize CSE in schools DepEd (2018).

Supporters of sex education argue that it empowers students with essential life skills—such as critical thinking, decision-making, and assertiveness—enabling them to avoid risky behaviors and protect themselves from unwanted consequences Darroch et al., (2016). Studies have shown that young people who receive proper sexuality education are more likely to delay sexual activity, use protection, and engage in healthier relationships WHO (2011). Sex education also provides a safe space for students to ask questions and express concerns that they may not feel comfortable discussing at home.

However, critics of sex education in schools argue that exposing young children to these topics may encourage early sexual experimentation and promote immorality Lopez (2021). Some believe that sex education undermines the values taught at home and contradicts religious teachings. There are also fears that teachers may not be adequately trained to handle such sensitive topics, potentially leading to misinformation or discomfort in the classroom.

Given these contrasting perspectives, it is crucial to assess the real benefits and drawbacks of implementing sex education within the Philippine basic education system. This research aims to provide a balanced view of the pros and cons by examining educational policies, public opinions, and actual outcomes in schools where CSE is implemented. Through a combination of literature review, stakeholder interviews, and policy analysis, this study hopes to contribute to the ongoing dialogue on how best to equip the Filipino youth with the knowledge and values they need to navigate in today’s complex social realities UNESCO (2018) and WHO (2011).

Despite the implementation of DepEd’s Comprehensive Sexuality Education (CSE) policy, sex education in the Philippine basic education system remains inconsistent and controversial. On one hand, there is growing evidence that comprehensive sex education can reduce teenage pregnancy, promote healthy relationships, and improve reproductive health outcomes among youth. On the other hand, significant opposition from conservative communities, religious institutions, and some parents has made the implementation challenging. Moreover, lack of standardized materials, proper teacher training, and community support has led to varying results across schools. Understanding the perspectives of parents and students is essential in evaluating the relevance, barriers, and outcomes of CSE in the Philippine context.

This study aims to address the main question under investigation:

1. What are the perceived advantages and disadvantages of integrating sex education into the Philippine basic education curricula?

To better understand the issue, the study will also answer the following specific questions:

1. What is the relevance of including sex education in the basic education curricula for Filipino students?
2. What are the challenges faced by educators in teaching sex education in Filipino schools?
3. What are the long-term societal benefits of incorporating sex education into the Filipino basic education system?
4. How does sex education contribute to the prevention of teenage pregnancy in the Philippines?

**METHODOLOGY**

This study used a descriptive research design to explore the advantages and disadvantages of integrating sex education into the Philippine basic education curriculum. The qualitative approach was chosen to gain deeper insights into the lived experiences, perceptions, and opinions of key stakeholders, specifically teachers. The descriptive method allowed the researcher to provide a detailed picture of the implementation of sex education, including its strengths and limitations in actual school settings.

The participants of the study included public high school teachers who were involved in teaching subjects that integrated sex education (e.g., Araling Panlipunan and Personal Development). A purposive sampling technique was used to select participants who had direct experience or knowledge related to sex education in schools. Approximately seven teachers, 7 parents, and 7 students were selected from Solsona National High School to provide varied perspectives.

Data were gathered through semi-structured interviews with teachers to explore their views, experiences, and concerns related to sex education in schools. All interviews were conducted in a safe and respectful manner, with full consent from the participants. Discussions were held in English and Filipino. The data collected were analyzed using thematic analysis. Responses were transcribed, coded, and grouped into themes that reflected recurring ideas or significant differences in perspectives. Emerging themes included topics such as “perceived benefits,” “cultural resistance,” “teacher preparedness,” and “student impact.”

Prior to data collection, participants were asked to sign informed consent forms. Anonymity and confidentiality were strictly maintained throughout the research process. Participants were informed that they could withdraw from the study at any time without any negative consequences.

**RESULTS AND DISCUSSION**

This section presents the key findings from interviews conducted with public school teachers regarding the inclusion of sex education in the Philippine basic education curriculum. The insights gathered have been categorized into four main themes aligned with the research questions: (1) Relevance of sex education, (2) Challenges in teaching it, (3) Long-term societal benefits, and (4) Its role in preventing teenage pregnancy.

**Relevance of Sex Education According to Teachers.** Teachers widely agreed that integrating sex education into the curriculum is both necessary and timely. It is worth noting that in this review, many of the positive outcomes and promising approaches that worked toward creating affirming, inclusive school environments occurred not in traditional health or sex education classes, but in social studies, English, physical education, mathematics, music, and art. As Darroch (2016) and UNESCO (2018) emphasize, comprehensive sexuality education empowers students with accurate information that fosters healthy development and informed choices. Lopez (2021) further highlights that while parents and teachers recognize its importance, sociocultural discomfort often hinders its full implementation. According to Likhaan Center for Women’s Health (2019), comprehensive sex education improves knowledge and decision-making without increasing risky behavior.

One teacher in Personal Development, Teacher A, stated during the interview that:

“You can often sense when students are curious about topics related to their bodies, relationships, and sexuality, yet hesitate to voice their questions out of fear, shame, or embarrassment. This silence is especially common in cultures like the Philippines, where open discussions about sex are often considered taboo within families and communities. Comprehensive sex education creates a structured, respectful, and judgment-free environment where students feel safe to explore and understand these important topics. Instead of relying on unreliable sources like rumors or social media, students are provided with scientifically accurate information. This not only addresses their curiosity but also empowers them to make informed, responsible decisions about their health and relationships."

Parent A stated that:

“I believe sex education is necessary. Kids need to understand their bodies and emotions properly. If we don’t teach them, they’ll learn it the wrong way.”

Parent B opposed:

“I’m not comfortable with it. I think teaching sex in school encourages curiosity too early. That’s something better handled at home.”

Student A answered:

“It’s helpful because it answers questions we’re too shy to ask. We need this knowledge to make smart choices.”

Student B answered:

“I feel awkward during those lessons. It’s like we’re forced to talk about things that not everyone is ready for.”

Teachers also noted that many students encounter puberty-related changes without guidance from parents. Including sex education in the curriculum allows the school to fill in this gap, making students feel less anxious or confused about their development. Most participants agree that sex education is relevant in today’s society, particularly due to the influence of the internet and media. Supporters believe it ensures students receive accurate and age-appropriate information. However, some parents and students feel it may expose young people to topics they are not yet emotionally prepared for, suggesting the home is a more appropriate setting for such discussions. Integrating comprehensive sex education into Philippine basic education is essential for evidence-informed policy reform—bridging public health priorities and cultural values to better prepare Filipino youth.

**Challenges Faced by Teachers in Teaching Sex Education.** Despite recognizing its importance, many educators continue to face obstacles such as resistance from parents and lack of training (David et al., 2017; Search, 2023). Teachers report feeling unprepared or constrained when teaching sexuality due to societal taboos (Castro & Delas Alas, 2018). Education on sexuality is controversial because some parents and educators believe it's up to parents to teach kids on this subject. Additionally, debate around sex education centers on the approaches to teaching including abstinence-only, preventative or healthcentered coaching

Another teacher in Personal Development, Teacher B, thus shared:

As educators, we sometimes receive complaints from parents even when we only touch on the basics of reproductive health. This response reflects the lingering stigma surrounding the topic of sex education, particularly in a society like ours where discussions on reproductive health are often viewed as uncomfortable or inappropriate. Many parents still see sex education as something that should be exclusively taught at home, or worse, avoided altogether. Despite the fact that we're only introducing fundamental concepts about human biology and health, the mere mention of topics such as contraception, menstruation, or sexual relationships can trigger discomfort or resistance. This resistance is rooted in deep-seated cultural and religious beliefs that associate sex education with promiscuity, rather than with the promotion of healthy, informed choices. This stigma creates a barrier to effective teaching, leaving educators in a difficult position of balancing curriculum requirements with parental concerns.

Parent A answered:

“The biggest problem is that many teachers aren’t trained enough. Some just rush through it without engaging the students.”

**Parent B answered:**

“I think the challenge is that schools are trying to do too much. Sex education should be the parents’ job, not the teachers’.”

**Student A answered:**

“Sometimes teachers are nervous or avoid the topic. It makes the lesson uncomfortable for everyone.”

**Student B answered:**

“Honestly, I don’t see much of a problem. Our teacher handled it really well and made it easy to understand.”

Another common issue is a lack of proper training and support. Many teachers admitted that they did not receive formal instruction on how to teach sex education, leaving them feeling unsure or uncomfortable when discussing certain topics. Some also mentioned the absence of updated, contextualized, or engaging learning materials tailored to the Filipino classroom. Scheduling and prioritization also pose problems. Teachers shared that with already packed lesson plans, sex education often gets sidelined or rushed. Skeptical parents believe schools overstep their role, while others acknowledge that without school-based education, many students remain uninformed. Students note inconsistencies in how the subject is taught—some find it engaging, while others experience awkwardness or avoidance by teachers.

**Perceived Long-Term Benefits of Sex Education.** Teachers identified long-term societal benefits such as reduced teenage pregnancies and the promotion of responsible behaviors—supported by WHO (2011) and UNESCO & UNFPA (2014), who found that CSE positively affects youth decision-making and public health. Darroch (2016) also highlight how these programs contribute to long-term improvements in reproductive health and gender equity. UNESCO (2018) emphasizes that CSE contributes to improved sexual health outcomes and fosters respectful relationships. Support for CSE programs is widespread among some of the top health and medical professional organizations. These supporters include theAmerican Medical Association, American Psychological Association,Institute of Medicine, American Nurses Association, American Academyof Pediatrics, American College of Obstetricians and Gynecologists,Society of Adolescent Medicine, and American Public Health Association ( SIECUS, 2009).

Teacher C explained this further, thus:

This isn’t just about sex—it’s about respect, self-control, and life planning. It’s about teaching students how to value themselves and others, how to recognize their boundaries, and how to honor the choices of those around them. It’s about learning when to pause, when to walk away, and when to speak up. It’s about giving young people the mindset to think beyond the moment—to weigh their actions, to picture their future, and to act in ways that protect it. It’s about forming healthy relationships, making thoughtful decisions, and growing into adults who are not only informed—but grounded, respectful, and responsible. It's about laying the groundwork for a life lived with purpose.

Parent A answered:

“It promotes awareness and responsibility. In the long run, it can reduce teen pregnancies and even gender-based violence.”

Parent B answered:

“I’m not sure it really changes anything. Kids will still do what they want. Some things can’t be taught in a classroom.”

Student A answered:

“It helps us grow up with respect for ourselves and others. That matters, not just in relationships but in life in general.”

Student B answered:

“I don’t think it affects society that much. People still make mistakes even if they had those classes.”

Teachers also noted that sex education encourages discussions around gender, identity, and mutual respect—topics that are increasingly relevant in today’s generation. They believe that fostering open and respectful dialogue at school can lead to more informed and tolerant individuals in the future. Proponents believe that CSE contributes to a more informed and respectful generation, leading to reduced rates of teenage pregnancy, gender-based violence, and risky behaviors. Opposing views argue that despite formal education, behavior change is not guaranteed, and moral values should come primarily from family upbringing rather than classroom instruction.

**Teachers’ Perspectives on Teenage Pregnancy Prevention.** All teachers interviewed agreed that sex education contributes directly to the prevention of teenage pregnancy, a finding supported by recent reports from POPCOM (2020), Oxfam Philippines (2022), and the Philippine News Agency (2019), which identify access to information and early intervention as crucial strategies for reducing early pregnancies.

Teachers generally recognize the significant impact of teenage pregnancy on students' lives, viewing it as a multifaceted issue with various contributing factors. They emphasize the importance of comprehensive sex education, supportive school environments, and the need to address the root causes of early sexual activity. While some teachers focus on prevention through abstinence and contraception, others advocate for a more holistic approach that includes addressing poverty, peer pressure, and limited educational opportunities. Data show a continuing rise in teen pregnancies in the Philippines, reinforcing the need for early sex education (PSA & ICF, 2018). DepEd (2018) acknowledges that comprehensive sex education can reduce early pregnancy and related health risks.

Teacher D elaborated by saying:

Students become more thoughtful when they realize the real-life impact of their choices. Sex education helps plant that awareness early on. You really start to see the shift when students understand that what they do now can shape what happens next—not just in theory, but in real life. They begin to think twice before rushing into something just because their friends are doing it or because they're curious. They ask more questions, they reflect more, and they start making choices with more care. When we talk to them about relationships, boundaries, or even just how their bodies work, something clicks. It’s like they realize, “Oh, this actually matters to me.” And that kind of awareness doesn’t happen overnight. That’s why starting early matters—because it gives them time to grow into that understanding, to learn from it, and to carry it with them as they face more complicated situations later on. It’s not about lecturing them—it’s about guiding them before life does it the hard way.

Parent A answered:

“It gives kids the tools to say no or be safe if they choose to be sexually active. That’s powerful.”

Parent B answered:

“I don’t think it prevents anything. Some teens become more curious after learning about it in school.”

Student A answered:

“It made me more aware. I understand the risks now, and I feel more confident avoiding them.”

Student B answered:

“It didn’t change much for me. We already know most of this stuff from social media anyway.”

They also observed that when students are informed, they are more likely to speak up about concerns or ask for help—whether it’s about peer pressure, consent, or abuse—thereby preventing risky situations from escalating. Supportive parents and students view CSE as preventive, equipping youth with knowledge on reproductive health, contraception, and responsible decision-making. On the other hand, dissenters argue that exposure to such topics may lead to increased curiosity and experimentation, implying that education alone cannot prevent adolescent pregnancy without moral and emotional guidance.

**CONCLUSION**

This study explored the perceived advantages and disadvantages of offering sex education in the Philippine basic education curriculum, with insights drawn exclusively from public school teachers. The findings reveal that, while sex education is widely regarded by educators as an essential component of a student's holistic development, its implementation in schools continues to face significant cultural, institutional, and logistical challenges.

Teachers consistently emphasized the relevance of sex education in equipping students with the knowledge and skills necessary to make informed decisions about their bodies, relationships, and health. They observed that comprehensive sex education fills critical gaps in students' understanding, especially in a context where discussions on sexuality remain taboo in many households. It promotes emotional maturity, body awareness, mutual respect, and personal responsibility—qualities that contribute not only to individual well-being but also to broader public health goals.

However, teachers also identified several key challenges, including a lack of formal training, absence of standardized instructional materials, resistance from parents and communities, and limited time allocation within the existing curriculum. These issues hinder the consistent and effective delivery of sex education across schools and regions.

Despite these hurdles, the long-term societal benefits highlighted by teachers—such as reduced teenage pregnancy, lower rates of STIs, increased gender sensitivity, and the empowerment of youth—strongly support the integration of sex education into the curriculum. Educators also noted the positive impact of sex education on helping students avoid risky behavior, set healthy boundaries, and build stronger self-awareness.

Ultimately, the study concludes that sex education is not just about teaching the mechanics of reproduction—it is a crucial life skill. Its successful integration into basic education requires not only curriculum support, but also collaboration among educators, families, policymakers, and communities. By fostering an open, respectful, and informed approach to sexuality education, the Philippine education system can better prepare its youth to face real-life challenges with confidence, safety, and dignity.

**RECOMMENDATIONS**

Based on the results of this study, it is strongly recommended that the Department of Education enhance the implementation of Comprehensive Sexuality Education (CSE) across all basic education levels. This should include comprehensive training programs for teachers to ensure they are well-prepared to handle sensitive topics with accuracy, confidence, and cultural sensitivity. Equally important is the development of standardized and context-appropriate teaching materials to support consistent delivery nationwide. Strengthening engagement with parents and community stakeholders is also essential to address misconceptions and promote collective support for CSE. With adequate resources, policy commitment, and multi-sectoral collaboration, sex education can be a vital platform for equipping Filipino students with the knowledge, values, and life skills necessary to make responsible and informed decisions.

Disclaimer (Artificial intelligence)

Option 1:

Author(s) hereby declare that NO generative AI technologies such as Large Language Models (ChatGPT, COPILOT, etc.) and text-to-image generators have been used during the writing or editing of this manuscript.

Option 2:

Author(s) hereby declare that generative AI technologies such as Large Language Models, etc. have been used during the writing or editing of manuscripts. This explanation will include the name, version, model, and source of the generative AI technology and as well as all input prompts provided to the generative AI technology

Details of the AI usage are given below:

1. Option 1

2.

3.

**References:**

Adogu, P. O. U., & Nwafulume, O. S. (2015). Knowledge, Attitude and Willingness to Teach Sexuality Education among Secondary School Teachers in Nnewi, Nigeria. Journal of Education, Society and Behavioural Science, 7(3), 184–193. https://doi.org/10.9734/BJESBS/2015/15352

Darroch, J. E., Woog, V., Bankole, A., & Ashford, L. S. (2016). *Adding it up: Costs and benefits of meeting the contraceptive needs of adolescents*. Guttmacher Institute.

1. Frilles, M. S. (1973). *Attitudes of Philippine public schools educators toward family life / sex education* (Master’s thesis, California State University, Northridge). CSU Northridge Library.
2. Philippine News Agency. (2019, October 25). Sexuality education seen to curb teenage pregnancy. *Philippine News Agency*. https://www.pna.gov.ph/articles/1084315
3. United Nations Educational, Scientific and Cultural Organization (UNESCO). (2018). *International technical guidance on sexuality education: An evidence-informed approach for schools, teachers and health educators*. <https://unesdoc.unesco.org/ark:/48223/pf0000260770>
4. UNESCO, & United Nations Population Fund (UNFPA). (2014). *Operational guidance for comprehensive sexuality education: A focus on human rights and gender*. https://www.unfpa.org/publications/operational-guidance-comprehensive-sexuality-education
5. Darroch, J. E., Woog, V., Bankole, A., & Ashford, L. S. (2016). Adding it up: Costs and benefits of meeting the contraceptive needs of adolescents. Guttmacher Institute.
6. UNESCO. (2018). International technical guidance on sexuality education: An evidence-informed approach for schools, teachers and health educators.
7. World Health Organization (WHO). (2011). Guidelines on preventing early pregnancy and poor reproductive outcomes among adolescents in developing countries.
8. UNESCO, & United Nations Population Fund (UNFPA). (2014). Operational guidance for comprehensive sexuality education: A focus on human rights and gender.
9. Yakubu, A., & Salisu, W. J. (2018). Determinants of adolescent pregnancy in sub-Saharan Africa: A systematic review. Reproductive Health, 15(1), 15.
10. Oringanje, C., et al. (2016). Interventions for preventing unintended pregnancies among adolescents. Cochrane Database of Systematic Reviews, (2), CD005215.
11. Lazuka, V., & Elwert, A. (2023). Life-cycle effects of comprehensive sexuality education: Evidence from Sweden. ArXiv. https://arxiv.org/abs/2304.12810
12. Goldfarb, E.S., & Lieberman L.D., (2021) Three Decades of Research: The Case for Comprehensive Sex Education. Journal of Adolescent Health, Volume 68 (Issue 1), Pages 13-27. ISSN 1054-139X, <https://doi.org/10.1016/j.jadohealth.2020.07.036>. (<https://www.sciencedirect.com/science/article/pii/S1054139X20304560>)
13. Smith, P. B., Realini, J. P., Buzi, R. S., & Martinez, M. (2011). Students’ Experiences and Perceived Benefits of a Sex Education Curriculum: A Qualitative Analysis. *Journal of Sex & Marital Therapy*, *37*(4), 270–285. <https://doi.org/10.1080/0092623X.2011.582433>
14. Kocsis, T. (2019). A Critical Analysis of Sexuality Education in the United States: Toward an Inclusive Curriculum for Social Justice (1st ed.). Routledge. <https://doi.org/10.4324/9780429454684>
15. Mandigo, D. (2020). Pros and Cons of Sex Education in School Children. *Idosr journal of applied sciences*, *5*(1), 42-45.
16. Algur, V. S. (2013). High School Teachers’ Opinion about Sex Education for Adolescents.
17. Mafuyai, M. J., Nadyen, S., Udeh, P., Eunice, A., & Adikwu, J. O. (2020). Assessment of Knowledge and Benefits of Sex Education among Adolescents of Government Secondary School Tudun Wada, Jos North Local Government Area, Plateau State. *International Journal of Research and Scientific Innovation (IJRSI)*, *7*.
18. Nurmansyah, G. R., Haryono, H., & Kusumandari, R. B. (2021). Curriculum development of sexuality education for senior high school student. *Innovative Journal of Curriculum and Educational Technology*, *10*(2), 90-107.
19. Joy, A. (2018). Sex Education among High School Students: A Need Analysis. *International Journal of Social Sciences*, *4*(1), 611-618.
20. Debnath, A., & Shahani, R. (2018). Perception of parents and attitude of adolescent girl's and teachers towards sex education in school. *International Journal of Research in Social Sciences*, *8*(1), 505-514.
21. Vashistha, K. C. (2012). A study of attitude towards sex education as perceived by parents and teachers. *Samwaad: e-journal*, *1*(2), 63-124.
22. Kumar, V. S., & Sasikala, T. S. (2017). Attitude of school teachers towards sex education in srirangam taluka, Trichy district. *Special issue–Organized by Department of Social Work, Bishop Heber College*, *7*(17), 93-97.
23. Siti, M. (2019). Importance of sex education from the adolescents’ perspective: A study in Indonesia. *Open Journal for Psychological Research*, *3*(1).
24. Lalnunfeli, D., & Malsawmi, H. (2015). Attitude towards introduction of sex education at the school level among IASE teacher trainees. *Mizoram Educational Journal*, *1*(2), 37-45.
25. Browes, N., & Cardozo, M. L. (2014). The Strategies of Teachers & Students in Sexuality Education.
26. Pokharel, S. (2020). Parents’, Students’ and Teachers’ Understanding of Sexuality Education. *Education and Development*, *30*(1), 175-189.
27. Faize, F. A., Sabir, S., & Idrees, S. (2024). Let Us Talk About Sexual Education! Views and Practices of Parents and Teachers in Pakistan. *American Journal of Sexuality Education*, *19*(1), 58-73.
28. Ballal, V., Thapar, R., Sandepudi, B., Narayan, A., Devaraj, M., Jayarajan, S. M., ... & Mithra, P. (2022). Sexuality education–do our children need it? Perspective of parents from coastal South India. *Sex Education*, *22*(3), 379-392.
29. Chomba, C. (2022). *Effectiveness of sexuality education on teen pregnancies in two selected public secondary schools of Shibuyunji district* (Doctoral dissertation, The University of Zambia).
30. Fick, M. L. (2021). *“Just Like Math”: Parents’ Perspectives on Sexuality Education in Primary Classrooms*. The University of Regina (Canada).
31. Bruess, C. E., & Greenberg, J. S. (2004). *Sexuality education: Theory and practice*. Jones & Bartlett Learning.
32. Hendriks, J., Mayberry, L., & Burns, S. (2024). Preparation of the pre-service teacher to deliver comprehensive sexuality education: teaching content and evaluation of provision. *BMC public health*, *24*(1), 1528.
33. Miedema, E., Le Mat, M. L., & Hague, F. (2020). But is it comprehensive? Unpacking the ‘comprehensive’in comprehensive sexuality education. *Health Education Journal*, *79*(7), 747-762.
34. Simovska, V., & Kane, R. (2015). Sexuality education in different contexts: limitations and possibilities. *Health Education*, *115*(1), 2-6.
35. Allen, L. (2020). Sexuality education. *Companion to Sexuality Studies*, 225-241.
36. Chinelli, A., Ubbiali, M., Paparatto, G., Torri, E., Musco, A., Galipò, R., ... & Tavoschi, L. (2024). Introducing comprehensive sexuality education in Italian schools: from the co-construction to the evaluation of a pilot intervention. *BMC public health*, *24*(1), 2089.