

The Lived Experience of Male Junior High School Students with an Emphasis on Providing a Curriculum Model

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Abstract

Purpose: The primary objective of this study was to analyze the lived experiences of male first grade high school students regarding sex education with an emphasis on providing a curriculum model.

Methodology: The method of the present study was qualitative-phenomenological and applied in terms of purpose. The statistical population of the study was the male high school students of Isfahan in the academic year of 2018-19, who were interviewed by semi-structured and in-depth interviews with 17 of them by purposeful sampling method until they reached theoretical saturation. Data analysis was performed at three levels of open, axial and selective coding. To validate the findings, the researcher and colleagues first reviewed the entire coding process and then provided it to 6 professors and experts. Satisfactory and approved.

Findings: The findings were classified into two main categories which are: "Objectives" and "Content". Regarding the "Objectives" group, 4 main components (being familiar with the type of dressing and hijab, sexual recognition, responsibilities related to sexual functions, and prevention of sexual deviations) and 18 sub-components in terms of the content of the curriculum based on sexual education, 6 components (reproduction, sexual relationships, sexual maturity, sexual abuse, sexual health, and sexual information references) and 23 sub-components were obtained.

Conclusion: According to the present data, it may be stated that based on the students' viewpoint, recognizing sexual issues is considered to be a need that should be adequately addressed and understood during the educational period at school.

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1. Introduction

Sex education, like any social behavior and issue, requires knowledge and education. The purpose of sexual education is to raise the child in such a way that when he reaches the age of puberty, he recognizes what is lawful and what is unlawful in sexual matters, and is aware of marital and marital duties, and avoids exaggeration, and the way of chastity. Islamic is his temperament and he should not wander in the valley of lust (Beheshti, 2013). Sex education has always been one of the most difficult and sensitive educations because it is more influenced by morality, culture and religion than any other type of education (Ketting, et al., 2018; Fernandes, Junnarkar, 2019). Sex education can help children and adolescents create a complex and critical framework for health and social issues. Providing accurate information about sex and related issues can be the result of decisions that lead to healthier lives (Alemansour, et al., 2019; Brist, et al, 2013).

Experts have offered various opinions and opinions about sexual desire and its role in the human psyche. Freud believed that humans are primarily hedonistic beings, and much of his theory of personality is based on the need to curb sexual desire. According to Freud, sexual drive and aggression are powerful factors that determine why people behave in this way (Rastegar, 2013). Carter also believed that a person's sexual identity is a product of learning and development that is achieved in the early years of life through interactions within the family, especially with parents (Carter, 2014). Eric Fromm also believed that the appearance of sexual desire is one of the manifestations of human growth and development and manifests itself with milder symptoms in the early years of life. It is better not to put too much pressure on the supervision and upbringing of the young child, because he deviates from the right and natural way for his sexual development and psychological movement and provides the ground for various psycho-sexual disorders in the coming years (Dejhkam, 2005).

The background of the subject shows that although research has been done in this field, but most methods are considered quantitatively and the opinions of the stakeholders in the subject, ie students, are neglected, and on the other hand, for the first secondary school due to its great importance. That is, there is much less research. Therefore, the innovation of the present study is the study of sexual education with a qualitative method and focused on first grade high school students, Because the first high school is between the primary and the second high school and it can be considered a more confusing and risky period. In a study by Ebrahimi et al. (2017) entitled Missing Curriculum for Student Sex Education, they found that educational measures are not sufficient to meet the needs of students' sexual education in this course. Shafiee Aparvari, Dehnavi (2015) In their research entitled Reflecting on the Inverted Role of Sex Education Officers and Drawing the Desirable Mission of Each of Them, they concluded that the importance and necessity of sexual education by the family, school and the media is unfortunately due to shame and reprehensible shame and Lack of proper insight and awareness and reasons for such inverted performance in this area. Islamian, Islamian, Saeedi Rezvani (2015) in a study concluded that receiving the content of sex education program in schools should include categories such as sex education based on spirituality and religious teachings, attention to religious frameworks and social values in sexual behaviors Provide useful and constructive information and knowledge in the field of healthy sexual behaviors, sexual health education based on Islamic teachings and methods of sexual preservation and care. Zulu et al. (2019) concluded in a study that school programs for sex education alone will not be successful unless parents are included in comprehensive sex education programs.

Haruna et al. (2018) in a study concluded that educating students about sexual issues increases their sexual knowledge and awareness. Yousefzadeh, Golmakani, Nameni (2017) concluded in a study that sex education based on religious culture can increase the performance of sex education. Gilliam et al (2016) found in a study that students are very interested in asking questions and participating in sexual discussions and are willing to know about it. Gibson et al. (2016) in their study entitled Perceptions and Attitudes of Parents, Students and Teachers towards Sex Education in Schools, addressed the issue of sexual harassment in schools in the United States. Classroom harassment, school hallways, locker rooms, gyms, dining rooms,

and out-of-school sexual harassment have also been reported in the form of verbal abuse, touching and lowering clothing, or rape. De Matos et al. (2014) concluded that the law course was more closely related to the topics of sex education. The rate and frequency of acceptance of this course and the hours allocated to it compared to other courses has been about 84%. Da Silva et al. (2013) concluded in a study entitled Sex Education that the topics of sex education from the perspective of Brazilian primary school teachers include familiarity with the genitals, pregnancy and its prevention, sexual health and relationships with the opposite sex and sexual identity Adamczyk, Greif (2011) in a study entitled "Education and Dangerous Sexual Behaviors in Africa" found that the link between women's education and reproductive health behaviors in Kenya found that Kenyan education provided discussions on AIDS, sexual behavior and the age of first sex and condom use It plays an important role in preventing high-risk sexual relationships. Kontula (2008) concluded in a study that sex education is to teach students a sense of responsibility and awareness of the realities of sexuality. Turnbull, et al (2008) also concluded that parents do not have the knowledge and skills to discuss their children's sexual behavior and that school can help them acquire this skill.

Due to the fact that the curriculum of sexual education in Iranian education is one of the neglected curricula and also sexual education can provide a platform to prevent deviations and diseases and problems related to sexual issues. \neg brought; therefore, designing a sex education curriculum in Iranian education is necessary and it is extremely important to study the cases in which it is possible to design a suitable curriculum for the first secondary school by analyzing the results obtained. In the meantime, students who are in their early teens and are facing problems in this regard can play an important role in designing a sex education curriculum. In general, the findings of this study can help students and staff of the Iranian educational system to take effective steps in sex education and in order to achieve the key goals of this type of education. Based on the proposed materials, the main purpose of this study is to study the lived experiences of male students of sex education with emphasis on the model of sex education-based curriculum. The research questions are: 1- What are the lived experiences of first year high school students from sex education teachings and 2- What is the model of sex education based curriculum for first year high school?

2. Methodology

The method of the present study was qualitative-phenomenological and in terms of purpose it was an applied research. Participants in the study were students of different grades of junior high school who were interviewed based on purposive sampling with 17 of them until reaching the theoretical saturation point Table (1). All findings were analyzed at three levels of open, axial and selective coding. At the end of each interview, all texts were analyzed and duplicate and identical concepts were removed. To validate the data, the researcher and assistants first reviewed the review process and then the entire analysis process along with the interview texts were provided to 6 professors (2 psychologists, 2 curriculum instructors and 2 science professors). They were asked to comment on the findings and their validity, which with some minor changes and their consideration can greatly ensure the validity of the findings. For each interview, after selecting the participants who have experience in issues related to sexual education and observing the ethical criteria of the research, the researcher informed the interviewee through oral coordination or telephone calls and stated the objectives of the research. And after making sure that the interviewee is interested in participating in the interview, the time of the face-to-face interview session is set. Interviews in a completely appropriate environment and considering the conditions of the interview, a semi-structured interview were used. First, as a pre-designed program, refer to the junior high school students and the students who were purposefully selected and interested in participating in the interview in a suitable environment with the necessary and distant guidance. The interviews were conducted with the bias and application of a specific opinion or guidance to a specific way of thinking, and also during the interview, permission was recorded to record audio and take notes during the interview, and it was tried

that in all interviews with Create an intimate atmosphere, a quiet environment without noise and in a completely quiet environment of interviews.

The questions were initially the same for all interviewees. For example, everyone was asked, "How did you first meet your gender?" And that the interviews lasted from the time of communication until the end of the interview, 30-45 minutes. After the interview, the same recorded materials were typed. The typed texts were shown to the interviewee in another session to ensure the accuracy of what was said, and finally the interview was analyzed and coded, and topics related to sex education were extracted. Subsequent interviews and content extraction stages were conducted, and an attempt was made for the researcher, supervisor, and consultant to agree on the accuracy of the findings, and for reliability, the interviews continued until the information saturation stage.

In this study, all ethical criteria were tried to be considered by the researcher and the interview was conducted consciously and with the consent of individuals. Due to the sensitivity of the issue of the importance of hiding some matters from the interviewees, before each interview, the researcher gained full confidence in the protection of personal information and identity, and in addition, the consent of students' parents was obtained. . Prior to the interview, they were allowed to record the entire interview, and the tape recorder was exposed to them, asking them not to mention the name of the person or persons, only their actual experience of express their gender issues. During the interviews, from the beginning to the end, an effort was made to give the necessary respect to the personality and thoughts of the individual without leading the interview to a specific way of thinking, and throughout the interviews, bias and evaluation were avoided.

Table1. Profile of research participants

name	Grade	considerations
Code 1	Eighth	First child / has two older brothers
Code 2	ninth	Second child / has an older sister
Code 3	Eighth	Third child / has two sisters and a younger brother
Code 4	Eighth	First child / has two twin sisters
Code 5	Seventh	single child
Code 6	Seventh	Second child / has a younger sister
Code 7	ninth	First child / has an older sister
Code 8	Seventh	Second child / has an older brother and a younger sister
Code 9	Eighth	Third child / has two older brothers
Code 10	ninth	First child / has a younger brother
Code 11	ninth	single child
Code 12	ninth	Second child / older sister
Code 13	Seventh	First child / younger brother
Code 14	ninth	First child / has two older brothers
Code 15	Eighth	First child / has an older sister
Code 16	Eighth	single child
Code 17	Seventh	single child

3. Findings

Research Question: What experiences do male high school male students have from the teachings of sex education? Data analysis identified 824 basic concepts without omission (and by removing duplicate and similar concepts 331) and at two general levels of curriculum objectives and content. At the level of curriculum objectives, 157 concepts, 18 main themes and 4 general dimensions were identified (Table 2) and at the content level, 174 concepts, 23 main themes and 6 general dimensions were identified (Table 3).

A) Objectives of the sex education curriculum: The four main themes of recognizing gender, recognizing and understanding the type of clothing and hijab related to sex, prevention of deviations and familiarity with the tasks related to gender in relation to sex education were formed in the curriculum.

Gender Recognition: In sex education, one of the goals to be achieved is gender recognition because most people perceive the characteristics of themselves and their group differently from other groups. One of the important dimensions of individual differences between human beings is gender. Most people are familiar with their gender depending on their appearance, for example, the participant (1) stated: "I realized this from a young age due to appearance features such as long hair for girls and short hair for boys. Most of the things I looked like were men with small breasts and women with big breasts, and as we got older we became more familiar with our bodies, such as the penis and other things that the science teacher said about. The animals explained that we realized that there were some of these characteristics in relation to ourselves, and that I became more familiar with what male and female meant."

Recognizing and understanding the type of clothing and hijab related to gender: Each of the interviewees considered it important to observe the hijab and the type of clothing and adherence to it is effective in preventing social harms related to sexual issues such as rape. In particular, they had different feelings about the type of cover, as a participant (2) stated: "I wore more loose-fitting clothes than tight ones, because tight clothes cause the body to fall into the clothes and provoke others." It is possible that they want to rape that person or that they want to have a relationship with him."

Prevention of deviations: Prevention of sexual deviations and creating a clean environment in society is another important goal of sex education from the perspective of Islam and in this regard, the participant (8) believed that: "At any age, it should be said that issues related to oneself should always be a textbook on sexual issues in all classes, from the third grade to the ninth grade." Let's keep it and our children will see all of this in cyberspace, and we need to teach children how to deal with it if both boys and girls are in school together."

Familiarity with gender-related tasks: According to the lived experiences of students, they should take on tasks as a male, which requires familiarity with these tasks and learning specific skills related to each of the tasks. According to the interviewees, these tasks were divided into 4 categories (social, sexual, security and economic). As an example, the participant (4) acknowledged: "In our family, I looked after my parents and that a boy should grow up and go to work and a girl should be at home and become a mother and take care of children and housekeeping, since I found out about this." I realized that relationships with non-mahrams should be respected. For example, a parenting teacher said that the parents' bedroom should be separated when the boy reaches puberty,

Table2. Open, pivotal and selective coding in relation to the objectives of the sex education curriculum

Open coding	Axial coding	Selective coding
Girls 'Long Hair, Boys' Short Hair, Men 's Small Breasts, Women' s Big Breasts, Girl / Boy Appearance, Girl 's Thin Voice, Women' s Short Body Hair, Differences in Boys 'and Girls' Characteristics, Girls 'and Boys' Differences in Games Differences between girls 'and boys' work, boys 'activity, girls' isolation, girls 'isolation, boys' emotionality, boys 'beards and mustaches, girls' weakness, boy's special appearance, girl's special clothing, use of scarves in girls, gender detection by game, type difference Bisexual organs	Understanding the apparent differences between the sexes	Gender recognition
Seeing your penis, comparing yourself to animals, male and female, the difference between male and female genitals, getting to know the body parts of girls and boys through a science teacher, looking at your body, how to get acquainted with sex, private parts of the body, penis function , Seeing the penis of others, the place of the genitals of people	Familiarity with the sexual organ	
Feeling of hatred of being bisexual, love of being a girl, superior view of a girl, feeling of being a boy, feeling superior to girls	Feelings about gender	
Marriage and family formation, having children, covering the genitals from the eyes of non-mahrams, restraint against sexual stimuli, staying away from deviant friends,	Sexual duties	Familiarity with gender-related tasks

keeping boys away from girls, not looking at non-mahrams, how to observe relationships with non-mahrams, not approaching non-mahrams, observing Shy in changing clothes		
Family support, sister protection, sister care	Security duties	
Managing a family, working and earning money, working hard for boys, feeling uncomfortable at work, helping parents, the task of buying a house	Economic duties	
Assisting parents in work, being effective in the family, separating the parents 'room, dealing with the opposite sex, how to think about the opposite sex, being friends only with homosexuals, not doing girls' work as a boy's duty, playing boy's games as a child as a duty, Do not wear women's clothing,	Social duties	
The type of women's clothing and sexual arousal, the sexually arousing scene, the type of talking as a sexual arousal, the girls' limbs the arousing factor, the arousal photo, the beauty of the arousing people, the absence of the parents at home the arousing factor, the arousal of men Eyes, stimulation of women through the ears, the effect of women's clothing on the mind and stimulation of men, women's makeup, tights	Factors affecting sexual arousal	
Unemployment of the cause of the deviation, satellite of the cause of the deviation, limitation of the cause of the deviation, lack of knowledge of the cause of the deviation, not being educated about the cause of the deviation, seeing women's bodies, mental conflict, distraction in leisure time, inability to completely eliminate sexual stimuli	Factors affecting sexual perversion	
Feeling guilty about watching a movie, the effect of the movie on the morale of friends, not wanting to see a movie	Emotions towards sexual stimuli	
Understanding the effects of masturbation through the Internet, familiarity with masturbation with classmates' questions, lack of study effect on preventing masturbation, masturbation time, forbidden masturbation, ugliness of masturbation, masturbation as a result of sexual perversion	Recognizing Masturbation	
Not feeling happy or unhappy after masturbating, feeling comfortable after masturbating, feeling the need to masturbate, feeling the pleasure of masturbating, being calm with complacency, feeling very guilty after masturbating, feeling disgusted after oneself Satisfaction	Understanding emotions after masturbation	Prevention of sexual perversions
Loss of vision is one of the complications of masturbation, the harm of masturbation in having children, osteoporosis, hair loss, the negative psychological impact of masturbation, pressure on the knees and vision and body	Complications of masturbation	
Feeling the need to satisfy by arousal, watching pornographic videos and photos of masturbation, approaching the opposite sex, masturbating, ease of masturbation, availability of masturbation, sexual arousal, masturbating, masturbating due to lack of awareness , Seeing Internet stimuli of masturbation, masturbating in boarding schools, misconception of masturbation, turning to masturbation after sexual arousal, need to empty oneself after sexual arousal	Factors influencing masturbation	
Avoid solitude, avoid watching pornographic movies and photos, go to God, say the harms of masturbation, change your mind, avoid talking about sex, forbid masturbation, be aware of the harms of masturbation through study and others, refer to Advice and tips on masturbation	Ways to prevent masturbation	
Being busy, having a lot of exercise at school, avoiding distractions, using the right phone and internet, consulting with others, studying how to avoid arousal, going out, filling your free time to avoid sexual perversion, not Internet access and look control	Ways to prevent sexual perversion	
Wearing fashionable clothes, the father's order regarding clothing, not wearing tight clothes, the difference between the type of clothing for girls and boys, the type of clothing and conflict with family beliefs, the taste of clothing, simple and stylish clothes, wearing ordinary clothes	Understand the type of clothing boys wear	Recognize and understand the type of clothing and hijab related to gender
Uncomfortable in tight clothes, feeling afraid of being famous for wearing unusual clothes, hating wearing tight clothes, making fun of peers wearing tight clothes, fear of different views of others about wearing tight clothes, feeling of fear of rape by others	Feelings about the type of cover	

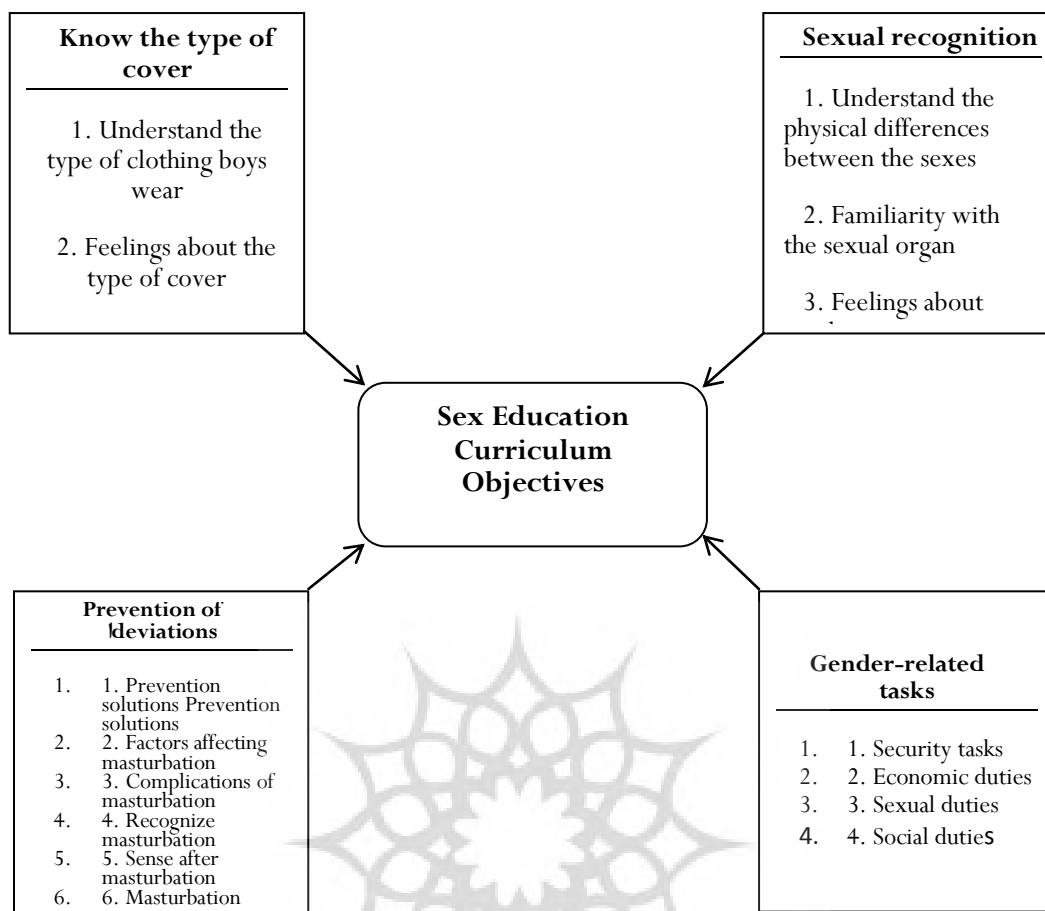


figure1. Curriculum Objectives of the First Secondary School

B) Content of sexual education curriculum: 6 central themes of sexual health, sexual relations, and information sources on sexual issues, sexual abuse, reproduction and sexual maturity were identified as the content of the curriculum based on sexual education, which is discussed below. :

Sexual health: Sexual health focuses more on sexually transmitted diseases and according to the opinions of participants in this study, sexually transmitted diseases and ways to prevent it were extracted for the sexual health component. For example, the participant (12) admitted in this regard: "There is a dirty atmosphere in the school and it is not hygienic at all and they were not educated and they may get AIDS at all and I myself searched for these issues on the internet and found out that "Intimacy can cause many diseases."

Sexual relations: One of the emerging tendencies in adolescence is the tendency to associate with the opposite sex. Due to his new physical and mental changes, the adolescent strongly feels the need for the opposite sex to calm down in the shadow of this relationship. Due to this issue, it is necessary to provide the adolescent with proper education about it, so it should be in this Related to this topic, provide relevant content. According to the components of sexual relations, the sub-components of heterosexual communication, the effects of sexual relations with heterosexuals, sexual relations with homosexuals, sexual feelings towards the opposite sex were extracted from the interviews. Regarding sexuality, the participant (7) stated: "My friends are very interested in having a relationship with girls, and many of them like to be friends with other girls. There is more talk about this."

Sources of sexual information: Most teens get their sexual information from their friends but have no confidence in its accuracy, and given that sometimes their friends do not know about certain issues, it causes teens to go online and Social networks turn, which in most cases these sites cause sexual perversion

of adolescents. For example, the participant (8) in this regard said: "Many things were said that our foster care coach at all these "The director explained to us a little bit and controlled the children, but they could not control it completely, and most of the children's conversations were about the same sexual and homosexual issues."

Sexual abuse: The prevention of sexual abuse must be multifaceted and comprehensive. These include victim support, behavioral therapy, psychotherapy, legal services, physical examinations and anti-sexually transmitted diseases, self-care, and education and awareness (Singh et al., 2014). Therefore, based on the findings of this study, students' experiences related to the component of sexual abuse, 5 subcomponents of the concept of rape, effective factors in rape, ways to prevent rape, types of touch, recognition of suspicious behaviors were extracted. Each of these sub-components can be effective in preventing sexual abuse of children and adolescents.

Reproduction and sexual maturity: Regarding sexual maturity, in this study, 6 sub-components of sexual maturity, symptoms of sexual maturity, source of puberty issues, feelings during puberty, rules of sexual maturity and types of puberty were extracted. For example, the participant (8) in the field of information about sexual maturity stated: "I reached puberty early in the seventh grade. It was about two years ago that I reached puberty, but I am not about leaving and "I had no idea about the symptoms, and we had to be told what to do when we reach puberty, such as hyperactivity or other issues."

Table 3. Open, pivotal, and selective coding of sex education-based curriculum content

Open coding	Axial coding	Selective coding
Placing the baby in the mother's womb by God, how the baby is born as an important issue, the concept of sperm and semen, lack of knowledge of peers about how to give birth, unclear answer of parents about birth, misunderstanding of how to give birth, baby Getting pregnant in a relationship between a man and a woman, how twins are born	Reproduction and birth	Reproduction and birth
The birth of a child in a science book, the birth of a child on the Internet, learning through others	Reproductive information sources	
taking shower, thinning of excess hair at puberty, personal belongings	Sexual maturity	
View appearances as signs of puberty, thickening of the voice, ejaculation, excess hair growth, enlargement of the penis, hormonal changes, increased food, hybrid sound, beard and mustache, hair growth under the abdomen	Symptoms of puberty	
Learning maturity issues through the teacher, teaching maturity by the school clergyman, teaching maturity in the book of thinking, learning the rules of maturity through the book of rules, learning from the competitions of rules, getting acquainted with the issues of maturity through the father	Source of receiving maturity issues	Sexual maturity
Feeling masculine and independent, feeling opposed to family, friends happy to reach puberty, some friends unhappy to grow up, life disrupted and limited during puberty, limited relationship with others, feeling not reaching Age of puberty, embarrassment, confusion in the face of puberty	Puberty feelings	
Praying, fasting, covering the whole body, some things being forbidden and obligatory, prayers being obligatory	Rulings on sexual maturity	
Late puberty, premature puberty	Types of maturity	
Disconnect with girls after puberty, talk to friends about relationships with the opposite sex, the need to communicate with the opposite sex, parents' relationship with the opposite sex, having a relationship with a girl, talking to the opposite sex, suggestions from the girl for Sexual intercourse, lack of knowledge about sexual issues	Relationship with heterosexuals	
Tobacco, feeling of inability to solve a problem, feeling of happiness from the first sexual intercourse, special feeling of sexual pleasure, regret after sexual intercourse, normalization of sexual intercourse	Effects of sexual intercourse with heterosexuals	Sex
The concept of homosexuality, premature puberty, the cause of homosexuality, the limitation of the cause of homosexuality, the inability to	Sex with a homosexual	

communicate with the opposite sex, the cause of homosexuality, the experience of having sex with a homosexual,		
Lack of special feelings towards girls, fear of disgrace, reason to oppose sexual intercourse, feeling the pleasure of a relationship, relationship as a game, feeling	Sexual feelings towards the opposite sex	
Learning to masturbate through friends, understanding the difference between a girl and a boy through friends, talking about how to communicate with a girl among friends,	Influence of friend on acquaintance with sexual issues	
Talk about how to rape girls among friends, have sex with the help of friends, learn homosexuality through friends		
Watching a movie that attracts the opposite sex, the effect of the movie on masturbation, feeling scared for the first time watching a sexy movie, feeling surprised	Knowing sexual issues through movies	Information sources on sexual issues
Facing a sexy movie, answering sexual questions by watching a sexy movie; Get information from the Internet, get information through books, sex education through non-textbooks	Written sources providing sexual issues	
Learning through a teacher, learning through parents, sex education by friends, receiving information from the opposite sex, informing through school parents, learning at school instead of a satellite network	Familiarity with sexual issues through individuals	
Watching the video of the perpetrator of rape, the type of clothing worn by women, the lack of knowledge about rape, the beauty of people, the type of clothing others wear, the threat through social media, the type of clothing or the type of talking, learning about rape From satellite, threatening,	Factors Affecting Rape	
Fear of playing sex videos, interest in being raped as a result of rape experience, seeing friends raped, inability to control sex, mutual interest in sex, ignorance of rape, lack of affection, the cause of sexual abuse, excuse Agent romantic friendship	The concept of rape	Sexual abuse
Staying away from the abuser, staying in a crowded place, ordering parents to stay away from strangers, informing about rape, informing parents about the rape, being informed by the family, being informed by the school, informing the family and children	Ways to prevent rape	
Suspicious behavior of the teacher with the student, inappropriate touch of the teacher, type of suspicious teacher talking, type of suspicious relationship of the teacher	Recognize suspicious behaviors	
Information about sexually transmitted diseases, knowledge about AIDS, sexually transmitted AIDS, genital infections, skin diseases, genital warts	Sexually transmitted diseases	Sexual health
Using condoms, ways of transmitting sexually transmitted diseases, contraceptives, using anti-AIDS pills before sexual intercourse, washing the genitals before sexual intercourse, searching the Internet about the disease	Ways to prevent sexually transmitted diseases	

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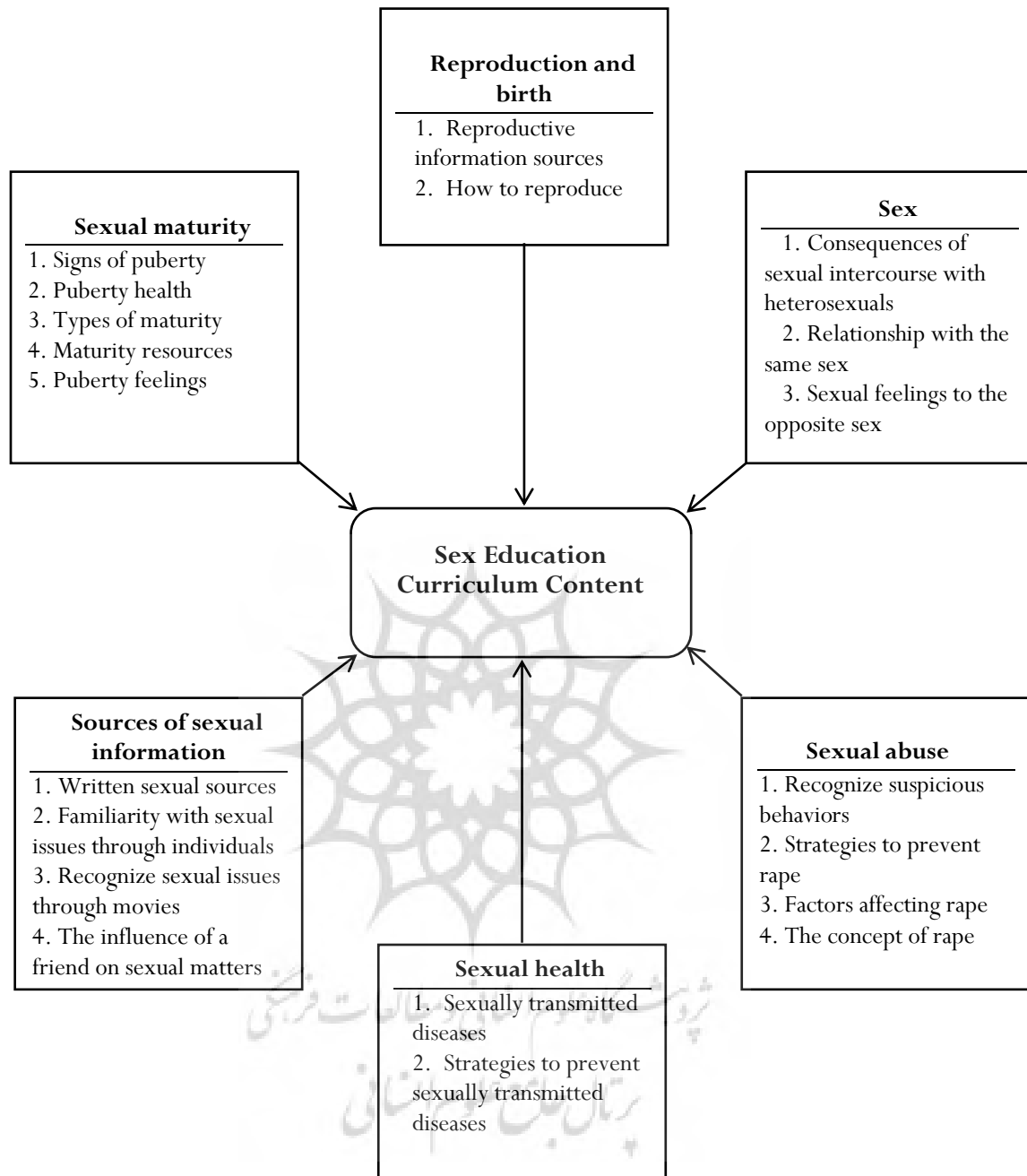


Figure2. Content of sexual education curriculum based on life experiences of high school students

4. Discussion

The purpose of this study was to investigate the life experiences of male high school students in Isfahan from sex education with emphasis on the curriculum. The findings were divided into two general categories: "objectives" and "content". In the category of objectives, 4 main components (knowing the type of covering and hijab, sexual recognition, tasks related to sexual functions and prevention of sexual deviations) and 18 sub-components and in relation to the content of the curriculum based on sexual education, 6 components of reproduction, relationships Sex, puberty, sexual abuse, sexual health and sexual information sources and 23 subcomponents were obtained. The research findings are consistent with

the results of two categories of research: the first category that emphasizes the goals of sex education in the curriculum, such as Ebrahimi et al. (2015), which indicates the lack of specific goals of sexual education in the curriculum; With the research of Shafiee Apvarvari, Dehnavi (2015) who concluded that reprehensible shame and lack of proper insight and awareness prevent the inclusion of sex education in a complete and comprehensive way in the curriculum; According to Adamczyk, Greif (2011) who concluded that the goals of sex education should be discussions about AIDS, sexual behavior and the age of first sex and condom use, and Kontula (2008) concluded that the purpose of sex education should be a sense of responsibility and awareness. The realities of sexuality are compatible with students. With other researches such as Islamian, Islamian, Saeedi Rezvani (2015) who concluded that the content of sex education program in schools should include categories such as sex education based on spirituality and religious teachings, attention to religious frameworks and values Social در in sexual behaviors, providing useful and constructive information and awareness in the field of healthy sexual behaviors, sexual health education based on Islamic teachings and methods of sexual preservation and care; According to the results of Ahmadi (2012) research, which concluded that the content of the sex education curriculum is a necessity that has been approved by teachers; According to Turnbull et al. (2008), part of the content of sex education should be for parents because they do not have the necessary knowledge and skills in discussing their children's sexual behavior and the school can help them. To acquire; With the research of De Matos et al. (2014) who concluded that the law course is more closely related to the topics of sex education and should be included in the curriculum and with the research of Da Silva et al. (2013) who concluded that the topics of sexual education include familiarity with the genitals, Pregnancy and contraception, sexual health and relationships with the opposite sex and sexual identity is compatible.

In explaining the results, it can be said that the issue of sexual desire is one of the most important issues to be sensitive to. First graders are in the most sensitive period of life and are familiar with and sensitive to sexual issues. Freud believed that individuals are primarily hedonistic creatures and placed great emphasis on the role of sexuality in normal and abnormal behaviors as well as psychological defense mechanisms (Rastegar 2013 Carter also believed that a person's sexual identity is a product of learning and It is a development that results from interactions within the family, especially with parents, in the early years of life (Carter, 2014), so it can be concluded that it is one of the best places to meet sexual needs. School education and curriculum are based on it; on the other hand, our culture is such that talking about sex has always been accompanied by shame and even blame. These traditional beliefs are also significant. Regarding sexual behavior, he argues that our society traditionally imposes very limited conditions on sexual value, and that these restrictive conditions have led many people to value themselves in order to gain more respect for them. Ignore their sexuality; we may go to extremes in response to these excessive prohibitions against being sexual. It is necessary to provide conditions that scientifically meet the needs of students, because the current environment, the intensity of change and the widespread dissemination and access to the information resources that are offered in this area can be in conflict with our culture.

In the present study, due to their financial and temporal ability, the researcher only studied boys in sex education and girls' views were not studied. Also, the nature of the research, which is qualitative and does not claim to be generalizable, was one of the limitations of the present study. According to the results, it is suggested that researchers in future research also study sex education from the perspective of girls. Another suggestion is to implement a curriculum based on sex education, at least in some provinces, in order to develop a curriculum, and even to prepare the ground for this through education to their parents. Because of the cultural taboos in the country and the resistance of some people, we must first clarify and correct the attitude of parents towards the sensitivity of the issue. According to the interviews of the participants, it is suggested that some books related to sex education in schools and in the curriculum be optionally included in order to give students the opportunity to formally share their knowledge and information. And learn

under the supervision of the school. As a final suggestion, a survey of students' parents should be conducted to include a curriculum based on sex education in the country.

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